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**Perceptions of the Student Experience:**

National Survey of Student Engagement (NSSE 2004)  
Law School Survey of Student Engagement 2004 (LSSSE 2004)  
Faculty Survey of Student Engagement (FSSE 2004)

Student Satisfaction Inventory (SSI 2004)  
Institutional Priorities Survey (IPS 2004)

Resident Students: Summary of ACUHO-I and  
Weekend Activities Survey  
*(Prepared by: Office of Marketing and Communications)*

January 2005

**National Survey of Student Engagement  
(NSSE 2004)**



## National Survey of Student Engagement 2004

### **EXECUTIVE SUMMARY**

#### **INTRODUCTION**

The National Survey of Student Engagement (NSSE) is designed to evaluate the extent to which undergraduate first-year and senior students engage in educational practices empirically linked to high levels of learning and development. The survey which has been administered annually since 1999 is co-sponsored by the *Carnegie Foundation for the Advancement of Teaching* and the *Pew Forum on Undergraduate Learning*. The survey is divided into the following 13 areas: academic and intellectual experiences; mental activities; examinations; reading and writing; problem sets; additional collegiate experiences; enriching educational experiences; quality of relationships; time usage; institutional environment; educational and personal growth; and overall satisfaction.

In Spring 2004, St. John's University participated in the survey for the third time (2001, 2002). Respondents closely resembled the profile of our first-year and senior students on most demographic characteristics. As in the national results, women are over-represented. Our overall response rate was 44%, compared to 38% nationally. Institution-specific and comparative data were provided by NSSE, including means and frequency distributions of each survey item, and items grouped under one of five national benchmarks of effective educational practice.

This report, prepared by the Office of Institutional Research (OIR), is a summary and comparison of the results. As in the past participating doctoral-intensive institutions – same Carnegie classification – serve as the primary comparison group. In 2004, St. John's also participated in a consortium with a group of catholic institutions, primarily to obtain data relating to mission and spirituality. Although these are much smaller institutions, results from the consortium are also shown for comparison. However, given our mission and priorities, we should be equally if not more focused on our criteria and expectations for improvement, as on

external norms. To assist in this process, OIR has prepared tables with frequency distributions of responses for all items. These are included in the appendix and are also available on the office's web site. Similar tables are being prepared for each school/college.

## **HIGHLIGHTS OF RESULTS**

### **Benchmarks of Effective Educational Practice**

In an effort to support efforts to talk about student engagement and the importance to student learning, collegiate quality and institutional improvement, NSSE created five clusters of related groups of items on the survey, expressed in 100-point scales, as the National Benchmarks of Effective Educational Practice. The benchmarks are: (1) level of academic challenge; (2) active and collaborative learning; (3) student-faculty interaction; (4) enriching educational experiences; and (5) supportive campus environment. In 2002, the benchmark scores were adopted by the University as some of the baseline measures of student achievement. However, in order to provide institutions with the ability to develop unit-level benchmarks, NSSE has changed the composition and computation of the measures for 2004. The EPC will need to consider re-setting the baseline measures to the 2004 levels. Table 1 compares the scores for St. John's to the Catholic consortium and doctoral-intensive institutions.

- Median scores of SJU first-year and seniors are:
  - Lower on the five benchmarks than the Catholic consortium
  - Higher than doctoral-intensive on *supportive campus environment*
  - Similar to doctoral-intensive on *enriching educational experiences*
  - Lower than doctoral-intensive on *active and collaborative learning*.
- In addition, compared to doctoral-intensive institutions, scores of SJU first-year students are slightly higher on *level of academic challenge* and slightly lower on *student-faculty interaction*.
- Compared to doctoral-intensive institutions, scores of SJU seniors are the same on *level of academic challenge* and *student-faculty interaction*.

**Table 1**  
**2004 Institutional Benchmarks**

<b>Benchmark</b>	<b>Class</b>	<b>St. John's University</b>	<b>Catholic C&amp;U</b>	<b>Doctoral- Intensive</b>
Level of Academic Challenge	1st-Year	<b>54</b>	55	52
	Senior	<b>56</b>	58	56
Active and Collaborative Learning	1st-Year	<b>38</b>	45	40
	Senior	<b>47</b>	51	49
Student-Faculty Interactions	1st-Year	<b>29</b>	34	30
	Senior	<b>39</b>	41	39
Enriching Educational Experiences	1st-Year	<b>25</b>	27	26
	Senior	<b>37</b>	39	37
Supportive Campus Environment	1st-Year	<b>60</b>	65	59
	Senior	<b>57</b>	62	55

**Overall Ratings**

- Eighty percent of SJU first-year students evaluated the quality of academic advising as good or excellent, slightly but not significantly higher than doctoral-intensive institutions (73%). For seniors the percentages were 66% and 64% respectively.
- The majority of SJU students (77% - 1<sup>st</sup>-year; 79% - seniors) evaluated their educational experience as good or excellent, compared to 84% for doctoral-intensive institutions.
- Similarly 75% of SJU first-year students indicate that if they had to start over, they would go to the same institution, compared to 81% for doctoral-intensive institutions. This is a wider gap than for seniors where the percentages are 74% and 77% respectively.

## Catholic Colleges and Universities Consortium Questions

Twenty mission-related questions were included in the survey for the 15 colleges and universities that participated as a consortium. Responses for St. John's students were similar to or lower than those of the consortium, except on the importance of *becoming an authority in your field*. Although the majority of St. John's students agreed or strongly agreed with each statement, they were significantly lower than the consortium in the following areas:

- ✓ Opportunities for students to strengthen their religious commitment.
- ✓ The heritage of the founding religious community being evident
- ✓ Spending time in prayer or meditation, or participating in a religious service

The **highest** levels of agreement were in the following areas. Percentages for first-year and seniors respectively are shown in parentheses:

- ✓ The faculty, staff and students here are respectful of different races and cultures (83%; 87%)
- ✓ This institution offers opportunities for volunteering and community service (83%; 86%)
- ✓ This institution offers opportunities for developing leadership skills (83%; 76%)
- ✓ The faculty, staff and students here are respectful of people of different religions (81%; 90%)
- ✓ The heritage of the founding religious community of this institution is evident here (80%; 77%)
- ✓ The environment here encourages students to develop an appreciation of diversity (80%)

The **lowest** levels of agreement were for the following:

- ✓ The mission of the institution is widely understood by students (60%; 51%)
- ✓ People of different sexual orientations are accepted socially here (62%; 61%)
- ✓ The professors at this institution discuss the ethical implications of what is being studied (64; 71%)

Table 2 shows the comparative frequencies of responses for proportion of **agree** and **strongly agree** with significant difference indicated with an asterisk (\*).

**Table 2**  
**Catholic College and University Consortium Questions**

Description	Class	Responses	Frequencies (%)	
			St John's	Catholic C&U
Current religious preference: (Mark one)	FY SR			
<u>Every institution has a mission statement. We would like to know how familiar you are with your school's mission. Please indicate your agreement with each of the following statements:</u>	-	-	-	-
The mission of this institution is widely understood by students.	FY SR	Agree/ Strongly agree	<b>60</b> <b>51</b>	58 54
Ethical and spiritual development of students is an important part of the mission at this institution.	FY SR	Agree/ Strongly agree	<b>72</b> <b>77</b>	79** 81
This institution offers opportunities for volunteering and community service.	FY SR	Agree/ Strongly agree	<b>83</b> <b>86</b>	86 83
Social and personal development of students is an important part of the mission at this institution.	FY SR	Agree/ Strongly agree	<b>74</b> <b>68</b>	79 75**
This institution offers opportunities for developing leadership skills.	FY SR	Agree/ Strongly agree	<b>83</b> <b>76</b>	82 81
The heritage of the founding religious community of this institution is evident here.	FY SR	Agree/ Strongly agree	<b>80</b> <b>77</b>	84** 84***
The faculty, staff, and students here are respectful of people of different religions.	FY SR	Agree/ Strongly agree	<b>81</b> <b>90</b>	84 83
The faculty, staff, and students here are respectful of people of different races and cultures.	FY SR	Agree/ Strongly agree	<b>83</b> <b>87</b>	87 86
People of different sexual orientations are accepted socially here.	FY SR	Agree/ Strongly agree	<b>62</b> <b>61</b>	64 56
Students feel free to express their individual spirituality here.	FY SR	Agree/ Strongly agree	<b>73</b> <b>77</b>	76 72
The environment here encourages students to develop an appreciation of diversity.	FY SR	Agree/ Strongly agree	<b>80</b> <b>80</b>	72 69
At this institution, there are opportunities for students to strengthen their religious commitment.	FY SR	Agree/ Strongly agree	<b>74</b> <b>73</b>	84*** 82***
The professors at this institution discuss the ethical implications of what is being studied.	FY SR	Agree/ Strongly agree	<b>64</b> <b>71</b>	71 75
Within the past week, have you spent time in private prayer or meditation?	FY SR	Yes	<b>46</b> <b>52</b>	62*** 66***
Within the past week, have you participated in a religious service?	FY SR	Yes	<b>30</b> <b>33</b>	45*** 44**
<u>How important is it to you that you accomplish the following objectives?</u>				
Raising a family.	FY SR	Very Important/ Essential	<b>87</b> <b>86</b>	86 84
Becoming an authority in your field.	FY SR	Very Important/ Essential	<b>84***</b> <b>77***</b>	67 68
Volunteering in community service.	FY SR	Very Important/ Essential	<b>53</b> <b>51</b>	58 56
Influencing social values.	FY SR	Very Important/ Essential	<b>71</b> <b>72</b>	70 74

Note: Statistical significance \*\* p<.01, \*\*\* p<.001

### **Some Results with Significant Differences between St. John's and Comparison Groups**

In general, 2004 levels of engagement for St. John's students were similar to 2002, and similar to or less than the comparison groups. Levels of engagement for St. John's students were similar to the comparison groups for about one-third of the items, particularly core competencies and enriching educational experiences; significantly higher for about 10%, particularly related to the institutional environment and personal growth; and lower for the rest.

#### **A significantly higher proportion of SJU first-year and senior students:**

- Came to class prepared (completed readings or assignments)
- Indicate that the University:
  - Encourages contact among students from different economic, social, racial or ethnic backgrounds;
  - Contributes to their understanding people of other racial and ethnic backgrounds;
  - Helps them cope with non-academic responsibilities (work, family etc.)
- Indicate that their coursework during the current school year emphasized memorizing facts, ideas, or methods from courses and readings to repeat them in pretty much the same form.
- Commute to class.
- Spend more time providing care for dependents living with them.

#### **A significantly lower proportion of SJU first-year and senior students:**

- Used e-mail to communicate with an instructor (although improved from 2002)
- Worked with classmates outside of class to prepare class assignments
- Exercised or participated in physical fitness activities

#### **A significantly lower proportion of SJU first-year students:**

- Received prompt feedback from faculty on academic performance (written or oral)
- Prepared two or more drafts of a paper or assignment before turning it in.
- Discussed ideas from readings or classes with others outside of class.
- Indicated that examinations during the current school year challenged them to do their best work.



- Rated the quality of relationships with other students as friendly, supportive, sense of belonging, and with faculty as helpful, available, sympathetic (although both ratings exceeded 5 out of a score of 1 – 7).

In addition, a significantly **lower** percentage of seniors had a culminating senior experience (comprehensive exam, capstone course etc.).

There are also some activities where there are **no significant differences** between St. John's and the comparison groups. These include:

#### **Academic and Intellectual Experiences**

- Made a class presentation
- Worked on a paper or project that required integrating ideas or information from various sources
- Put together ideas or concepts from different courses when completing assignments or during class discussions
- Tutored or taught other students (paid or voluntary)
- Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment
- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from readings or classes with faculty members outside of class
- Worked harder than students thought they could to meet an instructor's standards or expectations
- Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)
- Had serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values

#### **Mental Activities** – Coursework emphasized

- Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components

- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships

### **Reading and Writing**

- Number of assigned textbooks, books, or book-length packs of course readings
- Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- Number of written papers or reports between 5 and 19 pages and fewer than 5 pages

### **Problem Sets**

- Number of problem sets that take students more or less than an hour to complete

### **Additional Collegiate Experiences**

- Attended an art exhibit, gallery, play, dance, or other theatre performance

### **Enriching Educational Experiences**

- Participate in a learning community or some other formal program where groups of students take two or more classes together

### **Time Usage**

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)
- Relaxing and socializing (watching TV, partying, exercising, etc.)

### **Institutional Environment**

- Providing the support you need to thrive socially

### **Educational and Personal Growth - Experience at St. John's contributes to:**

- Acquiring job or work-related knowledge and skills
- Speaking clearly and effectively
- Analyzing quantitative problems
- Voting in local, state, or national elections
- Learning effectively on your own
- Understanding yourself
- Understanding people of other racial and ethnic backgrounds
- Solving complex real-world problems

Table 3 lists means for areas, where St. John's students were more engaged, and tables 4 and 5 list areas where they were less engaged. In interpreting the means, it should be recognized that different scales were used for different areas.

<b>Areas</b>	<b>Range</b>	<b>Description</b>
1. Academic and intellectual experiences	1 – 4	1 = never, 4 = very often
2. Mental activities	1 – 4	1 = very little, 4 = very much
3. Examinations	1 – 7	1 = very little, 7 = very much
4. Reading and writing (# of papers)	1 – 5	1 = none, 2 = 1-4, 3 = 5-10, 4 = 11-20, 5 = more than 20
5. Problem sets	1 – 5	1 = none, 2 = 1-2, 3 = 3-4, 4 = 5-6, 5 = more than 6
6. Additional collegiate experiences	1 – 4	1 = never, 4 = very often
7. Enriching educational experiences	0 – 1	0 = undecided, do not plan to do, plan to do; 1 = done
8. Quality of relationships	1 – 7	1 = unfriendly, unsupportive, sense of alienation; 7 = friendly, supportive, sense of belonging
9. Time usage (hours/week)	1 – 9	1 = 0, 2 = 1-5, 5 = 16-20, 8 = more than 30
10. Institutional environment	1 – 4	1 = very little, 4 = very much
11. Educational and personal growth	1 – 4	1 = very little, 4 = very much
12. Academic advising	1 – 4	1 = poor, 4 = excellent
13. Overall satisfaction	1 – 4	1 = poor, 4 = excellent 1 = definitely no, 4 = definitely yes

**Table 3**  
**Areas of Significant Differences: St. John's Students More Engaged**

No.	Description	Mean Scores			
		NSSE 2004			St. John's 2002
		St John's	Catholic	Doc-Int	
<b>FIRST YEAR STUDENTS</b>					
<b>Academic and Intellectual Experiences</b>					
1	Came to class without completing readings or assignments	<b>1.83</b>	1.88	2.05-	<b>1.85</b>
2	Participated in a community-based project as part of a regular course	<b>1.61</b>	1.68	1.44+	<b>1.48</b>
<b>Reading and Writing</b>					
3	Number of written papers or reports of <b>20 pages or more</b>	<b>1.46</b>	1.28+	1.24+	<b>1.27</b>
<b>Institutional Environment: Contributed to students' knowledge, skills, and personal development in</b>					
4	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<b>2.79</b>	2.69	2.55+	<b>2.74</b>
5	Helping students cope with non-academic responsibilities (work, family, etc.)	<b>2.25</b>	2.30	2.03+	<b>2.23</b>
<b>Educational and Personal Growth: Contributed to students'</b>					
6	Understanding people of other racial and ethnic backgrounds	<b>2.77</b>	2.62	2.51+	<b>2.80</b>
7	Developing a deepened sense of spirituality	<b>2.28</b>	2.57-	1.87+	<b>n/a</b>
<b>SENIOR STUDENTS</b>					
<b>Academic and Intellectual Experiences</b>					
1	Participated in a community-based project as part of a regular course	<b>1.89</b>	1.80	1.66+	<b>1.48</b>
2	Had serious conversations with students of a different race or ethnicity than their own	<b>2.89</b>	2.52+	2.63+	<b>2.77</b>
3	Came to class without completing readings or assignments	<b>1.92</b>	1.90	2.10-	<b>1.91</b>
<b>Mental Activities: Course emphasized</b>					
4	<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<b>3.13</b>	3.08	2.95+	<b>2.89</b>
<b>Enriching Educational Experiences</b>					
5	Practicum, internship, field experience, co-op experience, or clinical assignment	<b>.62</b>	.54	.51+	<b>.74*</b>
<b>Institutional Environment: Contributed to students' knowledge, skills, and personal development in</b>					
6	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<b>2.58</b>	2.49	2.36+	<b>2.6</b>
7	Helping students cope with non-academic responsibilities (work, family, etc.)	<b>1.97</b>	2.02	1.77+	<b>2.11</b>
<b>Educational and Personal Growth: Contributed to students'</b>					
8	Contributing to the welfare of their community	<b>2.49</b>	2.68	2.24+	<b>2.26</b>
9	Developing a personal code of values and ethics	<b>2.78</b>	2.96	2.52+	<b>2.82</b>
10	Understanding people of other racial and ethnic backgrounds	<b>2.77</b>	2.65	2.52+	<b>2.93</b>
<b>Note:</b> Statistical significance: $p < .01$ or $p < .001$ ; Effect size $> 0.20$					
* Answers were rescaled in 2004.					
n/a Did not include in 2002					

**Table 4**  
**Areas of Significant Differences: St. John's 1st Year Students Less Engaged**

No.	Description	Mean Scores			
		NSSE 2004			St. John's 2002
		St John's	Catholic	Doc-Int	
<b>Academic and Intellectual Experiences</b>					
1	Used e-mail to communicate with an instructor	<b>2.80</b>	2.85	2.99-	<b>2.37</b>
2	Worked with classmates outside of class to prepare class assignments	<b>2.10</b>	2.35-	2.32-	<b>2.01</b>
3	Worked with other students on projects during class	<b>2.26</b>	2.47-	2.32	<b>2.24</b>
4	Discussed ideas from students' readings or classes with others outside of class (students, family members, coworkers, etc.)	<b>2.45</b>	2.79-	2.64-	<b>2.51</b>
5	Asked questions in class or contributed to class discussions	<b>2.70</b>	2.99-	2.70	<b>2.79</b>
6	Prepared two or more drafts of a paper or assignment before turning it in	<b>2.30</b>	2.73-	2.74-	<b>2.42</b>
7	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<b>2.64</b>	2.83-	2.69	<b>2.76</b>
8	Received prompt feedback from faculty on students' academic performance (written or oral)	<b>2.33</b>	2.67-	2.56-	<b>2.50</b>
<b>Mental Activities: Course emphasized</b>					
9	Memorizing facts, ideas, or methods from courses and readings so students can repeat them in pretty much the same form	<b>3.10</b>	2.88+	2.97	<b>3.13</b>
<b>Examinations</b>					
10	Examinations during the current school year challenged students to do their best work	<b>5.16</b>	5.54-	5.50-	<b>5.41</b>
<b>Additional Collegiate Experiences</b>					
11	Exercised or participated in physical fitness activities	<b>2.08</b>	2.56-	2.60-	<b>n/a</b>
12	Participated in activities to enhance spirituality (worship, meditation, prayer, etc.)	<b>1.72</b>	2.19-	1.89	<b>n/a</b>
<b>Enriching Educational Experiences</b>					
13	Community service or volunteer work	<b>.28</b>	.44-	.31	<b>.88*</b>
14	Foreign language coursework	<b>.09</b>	.28-	.17-	<b>.68*</b>
<p><b>Note:</b> Statistical significance: <math>p &lt; .01</math> or <math>p &lt; .001</math>; Effect size <math>&gt; 0.20</math>  * Answers were rescaled in 2004.  n/a Did not include in 2002</p>					

**Table 4**  
**Areas of Significant Differences: St. John's 1st Year Students Less Engaged**

No.	Description	Mean Scores			
		NSSE 2004			St. John's 2002
		St John's	Catholic	Doc-Int	
<b>Quality of Relationships</b>					
15	Relationships with other students	<b>5.36</b>	5.77-	5.57-	<b>5.38</b>
16	Relationships with faculty members	<b>5.11</b>	5.76-	5.37-	<b>5.26</b>
17	Relationships with administrative personnel and offices	<b>4.94</b>	5.28-	4.90	<b>5.12</b>
<b>Time Usage</b>					
18	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to academic program)	<b>3.55</b>	4.02-	3.83	<b>3.52</b>
19	Working for pay <b>on campus</b>	<b>1.43</b>	1.73-	1.54	<b>1.49</b>
<b>Institutional Environment: Contributed to students' knowledge, skills, and personal development in</b>					
20	Providing the support students need to help them succeed academically	<b>2.96</b>	3.17-	2.97	<b>2.97</b>
21	Spending significant amounts of time studying and on academic work	<b>2.98</b>	3.17-	3.07	<b>3.02</b>
22	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	<b>2.58</b>	2.88-	2.64	<b>2.72</b>
23	Using computers in academic work	<b>3.15</b>	3.21	3.35-	<b>n/a</b>
<b>Educational and Personal Growth: Contributed to students'</b>					
24	Acquiring a broad general education	<b>3.00</b>	3.17-	3.05	<b>3.08</b>
25	Writing clearly and effectively	<b>2.85</b>	3.02-	2.87	<b>2.85</b>
26	Thinking critically and analytically	<b>3.03</b>	3.20-	3.10	<b>3.04</b>
27	Working effectively with others	<b>2.77</b>	2.96-	2.78	<b>2.74</b>
28	Developing a personal code of values and ethics	<b>2.59</b>	2.81-	2.44	<b>2.72</b>
29	Contributing to the welfare of students' community	<b>2.26</b>	2.55-	2.14	<b>2.15</b>
<b>Satisfaction</b>					
30	Evaluation of students' entire educational experience	<b>2.96</b>	3.22-	3.10	<b>3.01</b>
31	If students could start over again, they would go to the <i>same institution</i> they are now attending.	<b>2.97</b>	3.22-	3.14	<b>3.04</b>
<p><b>Note:</b> Statistical significance: <math>p &lt; .01</math> or <math>p &lt; .001</math>; Effect size <math>&gt; 0.20</math>  * Answers were rescaled in 2004.  n/a Did not include in 2002</p>					

**Table 5**  
**Areas of Significant Differences: St. John's Senior Students Less Engaged**

No.	Description	Mean Scores			
		NSSE 2004			St. John's 2002
		St John's	Catholic	Doc-Int	
<b>Academic and Intellectual Experiences</b>					
1	Used e-mail to communicate with an instructor	<b>2.91</b>	3.07	3.27-	<b>2.56</b>
2	Worked with classmates outside of class to prepare class assignments	<b>2.41</b>	2.59	2.74-	<b>2.34</b>
3	Asked questions in class or contributed to class discussions	<b>3.01</b>	3.26-	3.04	<b>2.94</b>
4	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers)	<b>2.66</b>	2.88-	2.83	<b>2.66</b>
5	Received prompt feedback from faculty on students' academic performance (written or oral)	<b>2.67</b>	2.90-	2.75	<b>2.72</b>
<b>Mental Activities: Course emphasized</b>					
6	Memorizing facts, ideas, or methods from courses and readings so students can repeat them in pretty much the same form	<b>3.11</b>	2.72+	2.78+	<b>3.09</b>
<b>Additional Collegiate Experiences</b>					
7	Exercised or participated in physical fitness activities	<b>2.03</b>	2.30-	2.44-	<b>n/a</b>
8	Participated in activities to enhance spirituality (worship, meditation, prayer, etc.)	<b>1.90</b>	2.14-	1.95	<b>n/a</b>
<b>Enriching Educational Experiences</b>					
9	Study abroad	<b>.06</b>	.15-	.10	<b>.55*</b>
10	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	<b>.18</b>	.35-	.28-	<b>.71*</b>
<b>Quality of Relationships</b>					
11	Relationships with other students	<b>5.56</b>	5.89-	5.65	<b>5.37</b>
12	Relationships with faculty members	<b>5.42</b>	5.93-	5.48	<b>5.24</b>
<b>Time Usage</b>					
13	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to academic program)	<b>3.51</b>	3.86	3.95-	<b>3.14</b>
14	Commuting to class (driving, walking, etc.)	<b>2.61</b>	2.27+	2.40	<b>2.76</b>
15	Working for pay <b>off campus</b>	<b>4.46</b>	4.15	3.88+	<b>5.06</b>
<b>Institutional Environment: Contributed to students' knowledge, skills, and personal development in</b>					
16	Providing the support students need to help them succeed academically	<b>2.85</b>	3.07-	2.81	<b>2.81</b>
<b>Educational and Personal Growth: Contributed to students'</b>					
17	Acquiring a broad general education	<b>3.22</b>	3.41-	3.20	<b>3.29</b>
<b>Academic Advising</b>					
18	Overall evaluation of the quality of academic advising students have received at their institution	<b>2.80</b>	3.03-	2.76	<b>2.72</b>
<b>Satisfaction</b>					
19	Evaluation of students' entire educational experience	<b>3.02</b>	3.33-	3.12	<b>2.99</b>
20	If students could start over again, they would go to the same <i>institution</i> they are now attending.	<b>2.91</b>	3.23-	3.07	<b>2.9</b>
<b>Note:</b> Statistical significance: $p < .01$ or $p < .001$ ; Effect size $> 0.20$ * Answers were rescaled in 2004. n/a Did not include in 2002					

**Law School Survey of Student Engagement  
(LSSSE 2004)**





## School of Law

### Law School Survey of Student Engagement 2004 (LSSSE 2004)

#### **EXECUTIVE SUMMARY**

In Spring 2004, St. John's University School of Law was one of 42 Law Schools that participated in the first national administration of the Law School Survey of Student Engagement (LSSSE). The survey, which covers 12 areas and consists of 87 items, is designed to assess the extent to which students engage in a variety of educationally effective activities that contribute to valued outcomes. Almost one-half of St. John's students completed the survey, which was administered on-line. The demographic profile of the respondents is similar to that of the School of Law's population.

#### **HIGHLIGHTS OF THE RESULTS**

- Almost all respondents agreed that the School of Law emphasized spending a significant amount of time studying and on academic work (92%), and acquiring a broad legal education (90%).
- In general, the levels of engagement or satisfaction of St. John's students were similar to lower than those of students among the comparison group of private-religious institutions.
- The differences were more pronounced for 1L students (24/87 significant differences) than for 2L (8/87) or 3L (9/87) students.
- Areas of low levels of engagement/satisfaction that were common to students in all class levels were financial aid advising and financial aid counseling.
- Among the services listed, students were most satisfied with library assistance (87%) and computer technology (77%), and least satisfied with job search help (42%) and career counseling (40%).
- Eighty-two percent of students rated their Law School experience as *good* (53%) or *excellent* (29%).
- Eighty percent of students would *definitely* (31%) or *probably* (49%) attend St. John's University if they were starting over again.

A more detailed report is available.

**Faculty Survey of Student Engagement  
(FSSE 2004)**



## Faculty Survey of Student Engagement 2004

### **EXECUTIVE SUMMARY**

#### **INTRODUCTION**

The Faculty Survey of Student Engagement (FSSE) is a project coordinated by the National Survey of Student Engagement (NSSE) at Indiana University. It is an online survey designed to measure faculty expectations of student engagement in educational practices empirically linked to high levels of learning and development. The survey also collects information about how faculty members spend their time related to professional activities and the kinds of learning experiences their institution emphasizes. FSSE results can be used to identify areas of strength as well as areas warranting attention.

Many of the items parallel NSSE survey items, thereby providing an opportunity to compare faculty and student responses. These items are categorized under: academic and intellectual experiences; evaluations of student performance; mental activities; educational and personal growth; enriching educational experiences; and quality of student relationships. Within this subgroup, some items are not directly comparable because the scales are different between NSSE and FSSE.

In Spring 2004, St. John's University participated in FSSE for the first time. There were 288 respondents (196 full-time). The response rate is low, but cannot be computed accurately since the survey was only available online. In any event, results should be used with caution. This report, prepared by the Office of Institutional Research (OIR), highlights some of the interesting findings, primarily focused on comparisons of faculty and students responses where appropriate. More detailed results covering all aspects of the survey can be obtained from OIR.

## HIGHLIGHTS OF RESULTS

### Faculty expect students to spend about twice as much time preparing for class as students actually reported:

On the FSSE survey, faculty are asked how much time they **expect** students to spend preparing for their class and how much time they believe students **actually** spent preparing for their course. NSSE also asks students to report how many hours they **actually** spent preparing for class. As shown below, faculty expect students to spend about twice as much time as students actually reported. Faculty's perception of how much time students spent parallels reports from first-year students, but over states it for seniors.

- Faculty expect students to spend about 5 hours per week preparing for each course, and think that students spend about 2 hours per week for lower division course and 3 hours per week for upper division courses.
- Both first-year and senior students report spend approximately 10 hours per week, averaging to about 2 hours per class.

### Quality of Student Relationships

- Seniors rated the quality of their relationships with other students, faculty, administrators and staff more favorably than faculty did, with the differences for the first two categories statistically significant.
- First-year students rated the quality of their relationships with other students, administrators and staff more favorably than faculty did.

The following table shows the percentage rating each category 7 on a scale of 1 - 7:

#### Quality of Student Relationships with:

	Faculty	Students	
		1 <sup>st</sup> -Yr	Seniors
Other students – friendly, supportive, sense of belonging	12%	19%	33%
Faculty members – available, helpful, sympathetic	16%	11%	27%
Administrators and Staff – helpful, considerate, flexible	10%	14%	16%

### Educational and Personal Growth

Faculty members were asked to indicate the extent to which they structure their course section so that students learn and develop in a variety of areas.

The **most** frequent responses of *very much* or *quite a bit* for lower division courses are listed below:

- |  |     |
|--|-----|
| ✓ Thinking critically and analytically | 91% |
| ✓ Learning effectively on their own    | 86% |
| ✓ Acquiring a broad general education  | 79% |
| ✓ Writing clearly and effectively      | 69% |

The **least** frequent responses are:

- |   |     |
|---|-----|
| ✓ Developing a deepened sense of spirituality | 32% |
| ✓ Analyzing quantitative problems             | 38% |
| ✓ Working effectively with others             | 41% |
| ✓ Using computing and information technology  | 47% |

**Faculty and students responses were similar on the majority of common items. Major differences are noted below and warrant closer examination and discussion:**

- Almost all faculty members (90%) indicate that students receive prompt feedback (written or oral) from them on their academic performance. However, only 38% of first-year students and 58% of seniors agree.
- One-quarter of faculty indicate that their evaluations of student performance (e.g. examinations) challenge them to do their best work, compared to 14% of first-year students and 19% of seniors.
- More than 70% of students and faculty agree that they place *very much* or *quite a bit* of emphasis in engaging students in analyzing, synthesizing, making judgments and applying concepts to practical problems. On the other hand, only one-third of faculty indicate this to be so for memorizing facts and ideas from the course and readings, compared to three-quarters of students.
- About one-half of faculty structure their course section so that students learn and develop using computing and information technology. A significantly higher proportion of students – 69% first-year and 77% seniors - indicate that their experience at the University has contributed to their knowledge, skills and personal development in this area.

Please refer to Table 1 for NSSE and FSSE frequencies for common items.

**Table 1**  
**FSSE 2004 and NSSE 2004 Frequencies**

**Faculty Survey of Student Engagement**

**National Survey of Student Engagement**

Faculty Responses				
Academic and Intellectual Experiences	Variable	Class	50% or	
			Higher	Never
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	24%	1%
		UD	31%	0%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	19%	9%
		UD	12%	3%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	26%	4%
		UD	32%	1%
Occasionally use e-mail to communicate with you	FEMAIL	LD	30%	0%
		UD	30%	2%
Occasionally discuss grades or assignments with you	FGRADE	LD	24%	1%
		UD	27%	0%
At least once, talk about career plans with you	FPLANS	LD	13%	7%
		UD	18%	7%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	11%	12%
		UD	12%	9%

Academic and Intellectual Experiences	Variable	Class	Very Often	
			or Often	Never
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	48%	22%
		UD	42%	28%
Work with other students on projects during class	FCLASSGR	LD	27%	25%
		UD	45%	20%
Participate in a community-based project as part of your course	FCOMMPRO	LD	8%	71%
		UD	14%	61%
Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	FITICADE	LD	43%	25%
		UD	38%	27%
Receive prompt feedback (written or oral) from you on their academic performance	FFEED	LD	91%	0%
		UD	90%	0%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	52%	14%
		UD	50%	21%
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	48%	18%
		UD	48%	25%

Student Responses				
Academic and Intellectual Experiences	Variable	Class	Very Often	
			or Often	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	56%	5%
		SR	69%	2%
Come to class without completing assignments	CLUNPREP	FY	9%	29%
		SR	12%	26%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	52%	9%
		SR	57%	4%
Used e-mail to communicate with an instructor	EMAIL	FY	61%	5%
		SR	64%	5%
Discussed grades or assignments with an instructor	FACGRADE	FY	45%	7%
		SR	55%	5%
Talked about career plans with an instructor	FACPLANS	FY	33%	19%
		SR	41%	10%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	14%	41%
		SR	27%	27%

Academic and Intellectual Experiences	Variable	Class	Very Often	
			or Often	Never
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	55%	5%
		SR	54%	8%
Worked with other students on projects during class	CLASSGRP	FY	32%	12%
		SR	47%	6%
Participated in a community-based project (e.g. service learning) as part a regular course	COMMPROJ	FY	17%	59%
		SR	26%	47%
Used an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	FY	55%	15%
		SR	51%	19%
Received prompt feedback (written or oral) from faculty on your academic performance	FACFEED	FY	38%	12%
		SR	58%	5%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	60%	12%
		SR	62%	6%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	58%	10%
		SR	57%	10%

**Table 1**  
**FSSE 2004 and NSSE 2004 Frequencies**

**Faculty Survey of Student Engagement**

**National Survey of Student Engagement**

**Faculty Responses**

**Student Responses**

Academic and Intellectual experiences	Variable	Class	Very Important	Not
			or Important	Important
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	45%	34%
		UD	46%	29%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	67%	19%
		UD	76%	13%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	42%	31%
		UD	49%	21%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	46%	19%
		UD	58%	15%
Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	FOOCIDEA	LD	50%	19%
		UD	48%	18%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	29%	36%
		UD	23%	51%

Academic and Intellectual Experiences	Variable	Class	Very Often	Never
			or Often	
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	40%	19%
		SR	41%	20%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	74%	1%
		SR	83%	1%
Worked with classmates <b>outside of class</b> to prepare class assignments	OCCGRP	FY	24%	18%
		SR	43%	13%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	42%	13%
		SR	59%	3%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	44%	12%
		SR	53%	6%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	13%	60%
		SR	21%	49%

Evaluations of student performance	Variable	Class	Very Much	Very Little
Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students to do their best work	FEXAMS	LD	25%	2%
		UD	26%	0%

Evaluations of student performance	Variable	Class	Very Much	Very Little
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.	EXAMS	FY	14%	1%
		SR	19%	1%

Mental activities	Variable	Class	Very Much or	Very Little
			Quite a Bit	
Coursework emphasizes: Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	34%	24%
		UD	33%	28%
Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory,	FANALYZE	LD	88%	1%
		UD	89%	2%
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	78%	3%
		UD	83%	2%
Coursework emphasizes: Making judgments about the value of information, arguments or methods	FEVALUAT	LD	72%	10%
		UD	71%	7%
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	76%	6%
		UD	87%	1%

Mental activities	Variable	Class	Very Much or	Very Little
			Quite a Bit	
Coursework emphasizes: Memorizing facts, ideas or methods from your course and readings	MEMORIZE	FY	78%	2%
		SR	74%	3%
Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	79%	1%
		SR	87%	1%
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	70%	5%
		SR	74%	4%
Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE	FY	72%	4%
		SR	76%	4%
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING	FY	71%	3%
		SR	82%	2%

**Table 1**  
**FSSE 2004 and NSSE 2004 Frequencies**

**Faculty Survey of Student Engagement**

**National Survey of Student Engagement**

**Faculty Responses**

**Student Responses**

Educational and personal growth	Variable	Class	Very Much or	
			Quite a Bit	Very Little
Writing clearly and effectively	FGNWRITE	LD	69%	8%
		UD	68%	15%
Speaking clearly and effectively	FGNSPEAK	LD	52%	14%
		UD	58%	15%
Thinking critically and analytically	FGNANALY	LD	91%	0%
		UD	93%	1%
Analyzing quantitative problems	FGNQUANT	LD	38%	37%
		UD	53%	25%
Using computing and information technology	FGNCMPTS	LD	47%	21%
		UD	49%	21%
Working effectively with others	FGNOTHER	LD	41%	22%
		UD	57%	15%
Learning effectively on their own	FGNINQ	LD	86%	2%
		UD	90%	1%
Understanding themselves	FGNSELF	LD	66%	13%
		UD	59%	21%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	60%	17%
		UD	45%	29%
Solving complex real-world problems	FGNPROBS	LD	57%	10%
		UD	66%	10%
Developing a personal code of values and ethics	FVALUES	LD	59%	10%
		UD	58%	13%
Developing a deepened sense of spirituality	FSPIRIT	LD	32%	45%
		UD	29%	44%
Acquiring a broad general education	FGNGENLE	LD	79%	7%
		UD	67%	7%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	55%	17%
		UD	73%	5%

Educational and personal growth	Variable	Class	Very Much or	
			Quite a Bit	Very Little
Writing clearly and effectively	GNWIRTE	FY	67%	6%
		SR	72%	5%
Speaking clearly and effectively	GNSPEAK	FY	64%	8%
		SR	70%	4%
Thinking critically and analytically	GNANALY	FY	76%	3%
		SR	85%	1%
Analyzing quantitative problems	GNQUANT	FY	55%	6%
		SR	73%	4%
Using computing and information technology	GNCMPTS	FY	69%	8%
		SR	77%	7%
Working effectively with others	GNOTHERS	FY	63%	7%
		SR	72%	4%
Learning effectively on their own	GNINQ	FY	65%	5%
		SR	77%	4%
Understanding yourself	GNSELF	FY	57%	12%
		SR	62%	15%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	61%	11%
		SR	59%	9%
Solving complex real-world problems	GNPROBSV	FY	46%	16%
		SR	57%	13%
Developing a personal code of values and ethics	GNETHICS	FY	54%	15%
		SR	61%	11%
Developing a deepened sense of spirituality	GNSPIRIT	FY	40%	28%
		SR	41%	28%
Acquiring a broad general education	GNGENLED	FY	75%	2%
		SR	86%	3%
Acquiring job or work-related knowledge and skills	GNWORK	FY	59%	19%
		SR	68%	9%



**Table 1**  
**FSSE 2004 and NSSE 2004 Frequencies**

**Faculty Survey of Student Engagement**

**Faculty Responses**

Enriching Educational Experiences	Variable	Class	Very Important	Not
			or Important	Important
Practicum, internship, field experience, co-op experience	FINTERN	LD	68%	12%
		UD	82%	5%
Community service or volunteer work	FVOLUNTR	LD	57%	9%
		UD	61%	10%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	42%	16%
		UD	41%	23%
Work on a research project with you outside of course program requirements	FIMPRES	LD	38%	29%
		UD	49%	22%
Study a foreign language	FFORLANG	LD	65%	12%
		UD	46%	22%
Study abroad	FSTUDYAB	LD	43%	21%
		UD	34%	37%
Culminating senior experience	FSENIOR	LD	59%	19%
		UD	58%	17%

Quality of Student Relationships	Variable	Class	Unfriendly, Unsupportive, Sense of Alienation	Friendly, Supportive, Sense of Belonging
			With other students	FENVSTU
		UD	0%	12%

With faculty members	Variable	Class	Unavailable, Unhelpful, Unsympathetic	Available, Helpful, Sympathetic
				FENVFAC
		UD	1%	16%

With administrative personnel and offices	Variable	Class	Unhelpful, Inconsiderate, Rigid	Helpful, Considerate, Flexible
				FENVADM
		UD	5%	10%

**National Survey of Student Engagement**

**Student Responses**

Enriching Educational Experiences	Variable	Class	Done or	Do Not
			Plan To Do	Plan To Do
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN	FY	90%	3%
		SR	82%	12%
Community service or volunteer work	VOLUNTER	FY	81%	7%
		SR	72%	20%
Participation in a learning community or some other formal program where groups of students take two or more classes together	LEARNCOM	FY	44%	21%
		SR	31%	50%
Work on a research project with a faculty member outside of course program requirements	RESEARCH	FY	39%	24%
		SR	24%	56%
Foreign language coursework	FORLANG	FY	57%	19%
		SR	39%	48%
Study abroad	STUDYABR	FY	44%	26%
		SR	15%	71%
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	SENIORX	FY	42%	15%
		SR	50%	34%

Quality of Student Relationships	Variable	Class	Unfriendly, Unsupportive, Sense of Alienation	Friendly, Supportive, Sense of Belonging
			With other students	ENVSTU
		SR	1%	33%

With faculty members	Variable	Class	Unavailable, Unhelpful, Unsympathetic	Available, Helpful, Sympathetic
				ENVFAC
		SR	0%	27%

With administrative personnel and offices	Variable	Class	Unhelpful, Inconsiderate, Rigid	Helpful, Considerate, Flexible
				ENVADM
		SR	5%	16%

**Table 1**  
**FSSE 2004 and NSSE 2004 Frequencies**

**Faculty Survey of Student Engagement**

**National Survey of Student Engagement**

**Faculty Responses**

**Student Responses**

<b>Institutional Environment</b>	<i>Variable</i>	<i>Class</i>	<i>Very Much or</i>	
			<i>Quite a Bit</i>	<i>Very Little</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	LD	48%	10%
		UD	63%	10%
Providing students the support they need to help them succeed academically	FENSUPR	LD	74%	2%
		UD	76%	4%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIR	LD	71%	7%
		UD	75%	5%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVACA	LD	49%	14%
		UD	51%	12%
Providing students the support they need to thrive socially	FENVSOC	LD	40%	13%
		UD	43%	13%
Encouraging students to attend campus events and activities (special speakers, cultural events, symposia, etc.)	FENVEVEN	LD	63%	7%
		UD	63%	10%
Encouraging students to use computers in their academic work	FENVCOMP	LD	94%	0%
		UD	95%	0%

<b>Institutional Environment</b>	<i>Variable</i>	<i>Class</i>	<i>Very Much or</i>	
			<i>Quite a Bit</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	75%	3%
		SR	77%	5%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	71%	1%
		SR	66%	4%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	60%	11%
		SR	52%	14%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	38%	26%
		SR	26%	36%
Providing the support you need to thrive socially	ENVSOCAL	FY	45%	19%
		SR	31%	25%
Attending campus events and activities (special speakers, cultural events, athletic events, etc.)	ENVEVENT	FY	53%	13%
		SR	43%	17%
Using computers in academic work	ENVCOMPT	FY	78%	4%
		SR	81%	1%

**Student Satisfaction Inventory  
(SSI 2004)**



## Student Satisfaction Inventory (SSI), Spring 2004

### Executive Summary

#### Introduction

The Student Satisfaction Inventory (SSI), a standardized survey instrument from Noel-Levitz, is designed to measure students' satisfaction with a wide range of college experiences, programs, and services. It allows institutions to set priorities that are closely aligned with those of the students, pinpoint institutional strengths, and identify challenges in need of improvement.

The version of SSI administered at St. John's University in Spring 2004 is designed specifically for four-year colleges and universities. The survey consists of 73 standard items and 10 additional ones supplied by St. John's University. Each item is expressed as a statement of expectation. For each item, students are asked to rate both the level of importance (a scale of 1 to 7, with 1 as NOT IMPORTANT AT ALL and 7 as VERY IMPORTANT) and level of satisfaction (a scale of 1 to 7, with 1 as NOT SATISFIED AT ALL and 7 as VERY SATISFIED). The difference in the importance and satisfaction ratings is considered as a performance gap. (The median performance gap for Queens Campus is 1.5, and for Staten Island is 1.1.)

In spring 2004, three separate sample groups were randomly selected at St. John's University. They were undergraduates on Queens campus (946 participants, 10% of student population), undergraduates on Staten Island (429, 25%), and graduate students of both Queens and SI campuses (331, 7%). Two similar studies were conducted in 1997 and 1999, but for undergraduates only.

Both strengths and challenges have been identified in this summary. Strengths are the areas of high importance, high satisfaction, and small gaps. (Appendix VI provides the formulas used to identify strengths and challenges.) Challenges are the areas of high importance, low satisfaction, and large gaps, and they are the areas in need of improvement.

This executive summary consists of five parts. Part One, An Overview, highlights the results at the scale level (the 83 items are grouped into 12 scales with one scale having satisfaction ratings only) and the overall satisfaction. Part Two, Strengths, summarizes areas of strength by campus. Part Three, Challenges, identifies areas in need of improvement. Part Four, Comparison with Spring 1999 and with private institutions, compares the data at the item level. Part Five is the conclusion.

#### Part One: An Overview

For undergraduates on Queens campus, the importance ratings in 2004 are consistent with the ratings in 1999, while the satisfaction ratings are slightly lower in 2004, resulting in a broader performance gap in some of the scales, especially in the two scales of Campus Life (a gap from 0.9 in 1999 to 1.4 in 2004) and Campus Climate (from 1.4 to 1.7). The data indicate that the enlarged gaps resulted from the fact that resident students (living on campus) became part of the sample in 2004 (no residents on Queens campus in Spring 1999) and the satisfaction ratings by residents are lower than by commuters for the majority of the scales. The satisfaction ratings by commuters remained almost the same from 1999 to 2004.

For undergraduates on Staten Island, performance gaps slightly decreased from 1999 to 2004 for all the scales except Campus Life and Safety and Security, while the gap in Safety and Security was enlarged from 1.6 to 1.9. It is also true that satisfaction ratings by residents are lower than those by commuters, for each of the 12 scales. Performance gaps in such scales as Campus Life and Campus Climate on Staten Island from 1999 to 2004, however, did not increase probably because residents were part of the sample in both 1999 and 2004.

The importance ratings by graduate students are very close to the ratings by undergraduates, while satisfaction ratings by graduates are higher than the ratings by undergraduates on the same campus, resulting in the fact that the performance gap for graduates is smaller than for undergraduates on the same campus for almost every scale.

The performance gaps for the four-year private institutions remained almost unchanged from 1999 to 2004 for each of the 11 scales. The data also indicate that there is practically no difference in the performance gaps for residents and for commuters.

**The overall satisfaction rating, one of St. John’s institutional success measures, decreased from 4.8 in 1999 to 4.4 in 2004 for Queens undergraduates (decrease from 4.8 in 1999 to 4.5 in 2004 for commuters, and for residents in 2004 the overall rating is 4.2), but remained the same (4.8) for SI undergraduates. St. John’s 2007-08 target is 5.3. This rating for the four-year private institutions decreased slightly from 5.2 in 1999 to 5.1 in 2004.**

## Part Two: Areas of Strength

### I. Undergraduates on Both Queens and SI Campuses

For students on both campuses, the areas of strength are:

(I = Importance mean score; S = Satisfaction mean score)

	Queens		Staten Island	
	I	S	I	S
1) Campus as a safe and secure place for all students	6.4	5.1	6.3	5.4
2) St. John’s Central being easy and convenient to use	6.2	5.1	6.0	5.1
3) Campus providing an environment for students to socialize	6.1	5.1	6.0	5.2
4) Faculty being available after class and during office hours	6.3	5.0	6.1	5.3
5) Reasonable class change (drop/add) policies	6.1	4.9	6.1	5.2
6) St. John’s reputation within the community	6.1	4.8	6.1	5.3

On Queens campus, additional areas of strength are:

	Queens	
	I	S
1) Campus being well-maintained	6.2	4.9
2) Campus with quiet areas for students to study	6.3	4.9
3) Adequate library resources and services	6.1	4.8

On Staten Island campus, additional areas of strength are:

	Staten Island	
	I	S
1) Academic advisors being approachable	6.4	5.6
2) Academic advisors being concerned about success of each individual student	6.2	5.3

## II. Graduate Students on Both Queens and SI Campuses

The areas of strength for this group are:

	Both Campuses	
	I	S
1) Academic advisors being approachable	6.3	5.4
2) Academic advisors being knowledgeable about requirements in major	6.4	5.4
3) Campus being well-maintained	6.0	5.1
4) Reasonable class change (drop/add) policies	6.0	5.0

### Part Three: Areas of Challenge

#### I. Undergraduates on Both Queens and SI Campuses

For students on both campuses, the areas of challenge are:

	Queens		Staten Island	
	I	S	I	S
1) Student parking spaces on campus	6.0	2.7	6.3	2.6
2) Getting “run-around” when seeking information on campus	6.1	3.6	6.0	4.3
3) Reasonableness of billing policies	6.1	3.6	6.0	4.0
4) Worth of tuition as an investment	6.4	3.7	6.2	4.2
5) Use of student activity fees	6.0	3.7	5.9	4.2
6) Availability of channels for students to express complaints	6.0	3.9	5.9	4.5
7) Availability of adequate student financial aid	6.3	4.0	6.1	4.5
8) Conflicts that students have when registering for classes	6.5	4.2	6.4	4.6
9) Consideration of student differences when faculty teaching a course	6.1	4.3	6.0	4.8
10) Experience of being a student on the campus	6.1	4.4	6.0	4.7
11) Fairness and unbiasedness of faculty in treatment of individual students	6.4	4.5	6.3	4.8
12) Security staff’s response in emergencies	6.2	4.5	6.1	4.8

On Queens campus, additional challenges include:

	Queens	
	I	S
1) Timeliness of announcing student financial aid awards	6.2	4.1
2) Availability of an adequate selection of food in the cafeteria	5.9	4.1
3) Institution’s concern for students as individuals	6.2	4.2
4) Financial aid counselors being helpful	6.1	4.3
5) Academic advisors helping students set goals to work toward	6.2	4.4
6) Timeliness of faculty feedback about student progress in a course	6.2	4.4
7) Campus staff being caring and helpful	6.1	4.4

On Staten Island campus, additional challenges include:

	Staten Island	
	I	S
1) Variety of courses provided	6.2	4.6
2) Lighting in the parking lots	6.0	4.6
3) Students being made to feel welcome	6.0	4.7

## II. Graduate Students on Both Queens and SI Campuses

Graduate students share the following areas of challenge with undergraduates:

	Both Campuses	
	I	S
1) Student parking spaces on campus	6.1	3.3
2) Use of student activity fees	5.7	4.0
3) Getting “run-around” when seeking information on campus	6.0	4.1
4) Availability of channels for students to express complaints	5.8	4.1
5) Reasonableness of billing policies	6.0	4.1
6) Availability of adequate student financial aid	6.0	4.1
7) Worth of tuition as an investment	6.3	4.3

The following areas are specific to graduate students:

	Both Campuses	
	I	S
1) Business office hours	5.9	4.5
2) Personnel involved in registration being helpful	6.0	4.5
3) Quiet places to study on campus	6.1	4.6
4) Adequacy of library resources and services	6.1	4.7

## III. Resident Students on both Queens and SI Campuses

Areas of challenge specific to residents on both campuses are:

	Queens		Staten Island	
	I	S	I	S
1) There are a sufficient number of weekend activities for students.	5.7	3.3	5.4	3.6
2) Availability of an adequate selection of food in the cafeteria	6.2	3.4	5.5	3.5
3) Living conditions in the residence halls are comfortable(adequate space, lighting, telephones, etc.).	6.6	4.1	6.4	3.7

For resident students on Queens campus, additional areas of challenge include:

	Queens	
	I	S
1) Residence hall regulations are reasonable.	6.3	3.2
2) Students are made to feel welcome on this campus.	6.1	4.1

For resident students on SI campus, additional areas of challenge include:

	Staten Island	
	I	S
1) The student center is a comfortable place for students to spend their leisure time.	5.8	3.6
2) There is a strong commitment to racial harmony on this campus.	5.9	3.8
3) Most students feel a sense of belonging here.	6.0	3.9
4) Freedom of expression is protected on campus.	6.2	3.9
5) Residence hall staff are concerned about me as an individual.	5.9	4.0
6) There is a commitment to academic excellence on this campus.	6.0	4.1
7) There is a good variety of courses provided on this campus.	6.1	4.2
8) I have been able to socialize with other students on campus.	6.1	4.3

## Part Four: Comparison with Spring 1999 and with Private Institutions at the Item Level

### I. Comparison between St. John's Spring 2004 and Spring 1999

Top areas with satisfaction ratings becoming higher in 2004 than in 1999 (Difference in satisfaction  $\geq 0.3$  & difference in gap  $\leq -0.3$ ):

	Spring 2004		Spring 1999	
	I	S	I	S
<b>SI Campus</b>				
1) Financial aid counselors are helpful.	5.9	4.8	6.2	4.3
2) Tutoring services are readily available.	5.8	5.3	5.9	5.0
3) There is an adequate selection of food available in the cafeteria.	5.4	4.1	5.5	3.8
4) My academic advisor helps me set goals to work toward.	6.2	5.1	6.2	4.8

For Queens Campus, there are no areas with satisfaction ratings becoming higher in 2004 than in 1999.

Top areas with satisfaction ratings becoming lower in 2004 than in 1999:

	Spring 1999		Spring 2004	
	I	S	I	S
<b>Queens Campus</b> (Difference in satisfaction $\geq 0.5$ & difference in gap $\leq -0.5$ )				
1) There is an adequate selection of food available in the cafeteria.	5.7	4.5	5.9	4.1
2) Student disciplinary procedures are fair.	5.8	4.9	6.0	4.5
3) I feel a sense of pride about my campus.	5.8	4.9	5.8	4.3
4) Computer labs are adequate and accessible.	6.4	5.3	6.3	4.8
5) On the whole, the campus is well-maintained.	6.2	5.4	6.2	4.9
6) Tuition paid is a worthwhile investment.	6.4	4.3	6.4	3.7
7) This institution has a good reputation within the community.	6.2	5.5	6.1	4.8
8) The student handbook provides helpful information about campus life.	5.8	5.3	5.7	4.5
9) The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.3	4.8	5.1	4.0
<b>SI Campus</b> (Difference in satisfaction $\geq 0.3$ & difference in gap $\leq -0.3$ )				
1) The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.1	4.3	5.1	4.0
2) Bookstore staff are helpful.	5.9	5.1	5.8	4.8
3) The student handbook provides helpful information about campus life.	5.7	5.2	5.5	4.8
4) The campus is safe and secure for all students.	6.5	5.9	6.3	5.4
5) I have found the Public Safety staff helpful and approachable.	6.1	5.2	5.9	4.7
6) Parking lots are well-lighted and secure.	6.3	5.1	6.0	4.6



## II. Spring 2004 Data Comparison: St. John's vs. Four-Year Private Institutions

Top areas with St. John's satisfaction ratings lower than four-year private institutions (Difference in satisfaction $\geq 0.9$ & difference in gap $\leq -0.7$ )	St. John's		4-Yr Private	
	I	S	I	S
<b>Queens Campus</b>				
1) I seldom get the "run-around" when seeking information on this campus.	6.1	3.6	6.1	4.5
2) Billing policies are reasonable.	6.1	3.6	6.1	4.4
3) Students are made to feel welcome on this campus.	6.1	4.4	6.2	5.3
4) This institution shows concern for students as individuals.	6.2	4.2	6.3	5.1
5) The campus staff are caring and helpful.	6.1	4.4	6.3	5.3
6) Tuition paid is a worthwhile investment.	6.4	3.7	6.5	4.7
7) Faculty care about me as an individual.	6.0	4.3	6.2	5.2
8) The amount of student parking space on campus is adequate.	6.0	2.7	6.0	3.8
<b>SI Campus</b>				
1) The amount of student parking space on campus is adequate.	6.3	2.6	6.0	3.8

There are no areas with St. John's satisfaction ratings higher than four-year private institutions.

### Part Five: Conclusion

While there is practically no difference in performance gaps for residents and for commuters in other four-year private institutions, larger performance gaps were found for St. John's residents than for commuters. The overall satisfaction ratings from SSI 2004 are consistent with those from ACUHO-I Resident Satisfaction Survey (RSS) of Fall 2003. St. John's started using RSS in Spring 2001, and its longitudinal data do indicate that there has been a steady increase in overall satisfaction ratings in the past several years. The mean score, on a 7-point scale, increased from 3.4 in Spring 2001 to 4.4 in Fall 2003 for Queens campus, and from 4.5 in Spring 2002 to 4.9 in Fall 2003 for Staten Island campus.

In general, there is not much difference in performance gaps among ethnic groups except that satisfaction ratings by Hispanic students are slightly higher than average, while satisfaction ratings by Asian students are slightly lower (they are not satisfied especially with the food in the cafeteria). Students whose first choice was St. John's are more satisfied than other students. Importance ratings by female are higher than by male, and satisfaction ratings by female are also higher. Therefore, it is difficult to draw the conclusion that female students are more satisfied than male students.

There are a few areas of which students in different groups have different perceptions. For instance, for undergraduates on Queens campus, quiet places to study on campus and library resources and services are strengths, but for graduate students they are challenges. For such areas, further investigations, including qualitative approaches, are needed in order to better understand the issues.

Strengths should be publicized to prospective students, alumni, and external constituencies as well as the University community, and challenges should be targeted for intervention.

Appendixes I to III present data at the scale level by campus and for residents and commuters, and Appendixes IV and V provide details for strengths and challenges by campus, college/school, and ethnicity. Appendix VI has the values in the formulas for identifying strengths and challenges. Appendixes VII and VIII carry item mean scores by campus. Following this executive summary, results will be analyzed by campus, college/school, and ethnic group where appropriate.

**Institutional Priorities Survey  
(IPS 2004)**



## **Institutional Priorities Survey (IPS), Spring 2004**

### **Executive Summary**

#### **Introduction**

The Institutional Priorities Survey (IPS) closely parallels the Student Satisfaction Inventory (SSI). SSI, a standardized survey instrument from Noel-Levitz, is designed to measure students' satisfaction with a wide range of college experiences, programs, and services. IPS assesses the priority that faculty, staff, and administrators believe the institution should place on the same range of student experiences.

IPS consists of 50 standard items and 10 additional ones supplied by St. John's University. Each item is expressed as a statement of expectation. As with SSI, two questions are asked for each item. One question is "How important is it that your institution meets the student expectation?" and the other is "What is your level of agreement that your institution is meeting this expectation?" The level of importance is on a 7-point scale (with 1 as NOT IMPORTANT AT ALL and 7 as VERY IMPORTANT), and the level of agreement is also on a 7-point scale (with 1 as STRONGLY DISAGREE and 7 as STRONGLY AGREE).

In Spring 2004, all St. John's full-time faculty, administrators, and staff were invited through email to fill out IPS online. The overall response rate is 24%, with 19% for faculty (Queens 18%, SI 30%), 37% for administrators (Queens 36%, SI 51%), and 15% for staff (Queens 15%, SI 7%). The data presented in this summary are aggregated by campus and by employee status. For Staten Island campus, the data for staff are combined with the data for administrators due to the fact that the number of staff participants (only 4) is too small for the data to be aggregated.

Both strengths and challenges for IPS have been identified with the same formula as for SSI. Strengths are the areas of high importance, high level of agreement, and small gaps (gap: importance rating minus agreement rating). Challenges are the areas of high importance, low level of agreement, and large gaps. The data are presented by campus, Queens and Staten Island separately. Within each campus, IPS data are first compared with SSI data, and then additional information from IPS is provided.

The identification of challenges and strengths is based on the distribution of ratings on importance and satisfaction (agreement for IPS), and gaps within each category (students, faculty, administrators, and staff) of survey participants, not based on the cross-category comparative data. Therefore, it is meaningful to look at an item identified as a challenge from SSI and then see whether this item is a challenge or a strength from IPS, and it is sometimes misleading to compare a rating from SSI with a rating from IPS (e.g., comparing an SSI satisfaction score with an IPS agreement score to see which category is more satisfied) because the ranges of ratings differ from category to category. The Spring 2004 data indicate that both importance and satisfaction ratings by students (SSI) are fairly lower than by faculty, administrators, and staff (IPS).

## Queens Campus

### 1. IPS data compared with SSI challenges

Following are the 19 challenges from SSI by students, together with perceptions from IPS by faculty, administrators, and staff. The values are item mean scores, challenges are in blue and strengths in red, and a blank indicates that the item is not listed in IPS (In the column headings, I = Importance; S = Satisfaction; A = Agreement).

	Item	Students		Faculty		Adm		Staff	
		I	S	I	A	I	A	I	A
1	Financial aid counselors are helpful.	6.1	4.3	6.7	4.8	6.7	5.0	6.7	4.8
2	Financial aid awards are announced to students in time to be helpful in college planning.	6.2	4.1	6.6	4.5	6.6	4.8	6.6	4.8
3	I seldom get the “run-around” when seeking information on this campus.	6.1	3.6	6.4	4.0	6.4	3.8	6.7	4.2
4	Billing policies are reasonable.	6.1	3.6	6.2	4.2	6.2	4.5	6.4	4.6
5	Security staff respond quickly in emergencies.	6.2	4.5	6.7	5.5	6.7	5.1	6.8	5.4
6	I am able to register for classes I need with few conflicts.	6.5	4.2	6.2	4.5	6.3	4.6	6.6	4.5
7	Channels for expressing student complaints are readily available.	6.0	3.9	6.3	5.2	6.3	4.8	6.6	5.0
8	The campus staff are caring and helpful.	6.1	4.4	6.5	5.4	6.7	5.5	6.8	5.8
9	Faculty are fair and unbiased in their treatment of individual students.	6.4	4.5	6.7	5.8	6.7	5.0	6.8	5.2
10	Faculty provide timely feedback about student progress in a course.	6.2	4.4	6.5	5.5	6.4	4.8	6.6	5.2
11	Tuition paid is a worthwhile investment.	6.4	3.7	6.6	5.6	6.5	5.0	6.6	5.4
12	It is an enjoyable experience to be a student on this campus.	6.1	4.4						
13	My academic advisor helps me set goals to work toward.	6.2	4.4	6.0	5.0	6.3	4.9	6.6	4.9
14	Faculty taking into consideration student differences as they teach a course.	6.1	4.3	5.9	5.1	6.0	4.6	6.3	5.0
15	This institution shows concern for students as individuals.	6.2	4.2	6.5	5.3	6.5	5.2	6.7	5.2
16	There is an adequate selection of food available in the cafeteria.	5.9	4.1	5.6	4.6	5.9	4.6	6.2	4.5
17	Adequate financial aid is available for most students.	6.3	4.0	6.3	5.3	6.5	5.2	6.5	5.0
18	Student activities fees are put to good use.	6.0	3.7	5.7	4.5	6.1	4.8	6.3	4.9
19	The amount of student parking space on campus is adequate.	6.0	2.7	5.5	4.0	5.8	4.1	6.1	4.5

The above table indicates that faculty, administrators, and staff are in agreement with students that these three items are challenges: financial aid counselors being helpful, the timing of announcing financial aid, and getting the “run-around”. Billing policies is identified as a challenge by both students and faculty; security staff’s response in emergencies as a challenge

by both students and administrators; conflicts in registering for classes and channels for expressing student complaints as challenges by both students and staff. It should be stressed that the item of campus staff being caring and helpful, a challenge for students, is perceived as a strength by administrators and staff. The same is true of the following three items, challenges for students, but identified as strengths by faculty: faculty being fair and unbiased, faculty providing timely feedback, and tuition paid as a worthwhile investment.

Additional challenges perceived by faculty, administrators, and staff:

	Item	Students		Faculty		Adm		Staff	
		I	S	I	A	I	A	I	A
1	The quality of instruction I receive in most of my classes is excellent.	6.3	4.6	6.7	4.9	6.6	4.6	6.7	5.1
2	The University website is easy and convenient to use.			6.3	4.0	6.4	4.2	6.5	5.3
3	Academic support services adequately meet the needs of students.	5.9	4.4	6.4	4.7	6.5	5.1	6.6	5.2
4	Adjunct faculty are competent as classroom instructors.	6.1	4.6	6.4	4.4	6.5	5.0	6.6	5.7
5	The instruction in my major field is excellent.	6.5	4.8	6.7	5.3	6.7	5.0	6.6	5.3
6	Communication between the Administration and the student body is adequate.			6.1	4.2	6.4	4.6	6.6	4.6
7	My academic advisor is approachable.	6.4	4.9	6.7	5.5	6.6	5.2	6.8	5.1
8	Parking lots are well-lighted and secure.	6.0	4.5	6.3	5.2	6.5	5.2	6.7	5.1

The quality of instruction, as indicated above, is perceived as a challenge by administrators, staff, and faculty members themselves. Communication between the Administration and the student body is identified as a challenge, which is consistent with student perception of unavailability of channels for expressing complaints. However, the competency of adjunct faculty perceived as a challenge by full-time faculty is not in agreement with the SIR II data. In SIR II, there is no difference in student ratings of full-time and adjunct faculty.

## 2. IPS data compared with SSI strengths

	Item	Students		Faculty		Adm		Staff	
		I	S	I	A	I	A	I	A
1	Faculty are usually available after class and during office hours.	6.3	5.0	6.5	5.6	6.3	4.8	6.6	5.2
2	Library resources and services are adequate.	6.1	4.8	6.6	4.8	6.5	5.2	6.6	5.5
3	St. John's Central is easy and convenient to use.	6.2	5.1	6.2	4.7	6.3	4.8	6.4	5.2
4	The campus is safe and secure for all students.	6.4	5.1	6.7	5.6	6.7	5.5	6.8	5.4
5	I have been able to socialize with other students on campus.	6.1	5.1						
6	Class change (drop/add) policies are reasonable.	6.1	4.9	6.0	5.8	6.0	5.7	6.4	5.8
7	I have found quiet places to study on campus.	6.3	4.9	6.3	4.6	6.3	5.1	6.6	5.5
8	On the whole, the campus is well-maintained.	6.2	4.9	6.2	5.6	6.3	5.4	6.5	6.0
9	This institution has a good reputation within the community.	6.1	4.8	6.5	5.0	6.4	5.2	6.6	5.5

Availability of faculty is perceived as a strength by both students and faculty. Library resources and services, a strength by both students (undergraduates) and staff, is a challenge by faculty, and it is also a challenge by graduate students (SSI data).

Additional strengths by faculty, administrators, and staff:

Item	Students		Faculty		Adm		Staff	
	I	S	I	A	I	A	I	A
1 There is a strong commitment to racial harmony on this campus.	6.0	4.6	6.4	5.6	6.5	5.3	6.7	5.7
2 Major requirements are clear and reasonable.	6.3	4.8	6.6	5.9	6.5	5.5	6.6	5.4
3 My academic advisor is concerned about my success as an individual.	6.3	4.6	6.5	5.7	6.6	5.3	6.7	5.2
4 Student disciplinary procedures are fair.	6.0	4.5	6.4	5.7	6.4	5.6	6.6	5.3
5 There is a good variety of courses provided on this campus.	6.3	4.9	6.4	5.5	6.4	5.6	6.7	5.7
6 Students are made to feel welcome on this campus.	6.1	4.4	6.5	5.4	6.5	5.4	6.7	5.8
7 Nearly all of the faculty are knowledgeable in their field.	6.4	4.9	6.8	5.6	6.6	5.4	6.7	5.6
8 The content of the courses within my major is valuable.	6.5	5.0	6.6	5.5	6.6	5.2	6.7	5.5
9 I am able to experience intellectual growth here.	6.3	4.7	6.7	5.2	6.7	5.2	6.7	5.5

Racial harmony is identified as a strength by faculty, administrators, and staff. Both administrators and staff perceive that students are made to feel welcome on this campus.

Items with mixed challenges and strengths:

Item	Students		Faculty		Adm		Staff	
	I	S	I	A	I	A	I	A
1 There is a commitment to academic excellence on this campus.	6.2	4.5	6.7	4.4	6.6	4.9	6.7	5.6
2 The personnel involved in registration are helpful.	6.2	4.5	6.4	4.8	6.4	5.4	6.7	5.5
3 Admissions staff are knowledgeable.	6.1	4.4	6.6	4.5	6.6	5.5	6.7	5.4

Commitment to academic excellence is perceived as a strength by staff, but as a challenge by both faculty and administrators. Personnel being helpful in registration is a strength by staff, but a challenge by faculty. Admissions staff being knowledgeable is a strength by administrators, but a challenge by faculty.

## Staten Island Campus

### 1. IPS data compared with SSI challenges

	Item	Students		Faculty		Adm & Staff	
		I	S	I	A	I	A
1	There is a good variety of courses provided on this campus.	6.2	4.6	6.5	4.0	6.8	4.2
2	I am able to register for classes I need with few conflicts.	6.4	4.6	6.6	4.8	6.6	5.3
3	Adequate financial aid is available for most students.	6.1	4.5	6.3	6.3	6.7	5.1
4	Faculty are fair and unbiased in their treatment of individual students.	6.3	4.8	6.8	5.3	6.7	5.2
5	Channels for expressing student complaints are readily available.	5.9	4.5	6.2	5.9	6.7	5.0
6	Security staff respond quickly in emergencies.	6.1	4.8	6.8	6.0	6.9	6.2
7	Students are made to feel welcome on this campus.	6.0	4.7	6.7	5.1	6.9	6.0
8	Billing policies are reasonable.	6.0	4.0	6.2	6.2	6.5	5.1
9	The amount of student parking space on campus is adequate.	6.3	2.6	5.8	3.2	6.2	3.6
10	Parking lots are well-lighted and secure.	6.0	4.6	6.5	5.8	6.7	5.4
11	It is an enjoyable experience to be a student on this campus.	6.0	4.7				
12	Faculty take into consideration student differences as they teach a course.	6.0	4.8	5.6	4.8	6.5	5.0
13	I seldom get the “run-around” when seeking information on this campus.	6.0	4.3	6.3	4.6	6.5	5.1
14	Tuition paid is a worthwhile investment.	6.2	4.2	6.7	5.6	6.7	5.7
15	Student activities fees are put to good use.	5.9	4.2	6.1	4.3	6.5	5.4

The variety of courses is identified as a challenge by all four categories of survey participants, and conflicts in registering classes is a challenge by both students and faculty. Channels for expressing complaints and faculty’s treatment of individual students are challenges by students, administrators, and staff. Security staff’s response in emergencies is a strength by faculty, administrators, and staff, but for students it is a challenge. As with the Queens campus, students being made to feel welcome is a strength by administrators and staff, but a challenge by students.

Additional challenges by faculty, administrator, and staff:

	Item	Students		Faculty		Adm & Staff	
		I	S	I	A	I	A
1	Admissions counselors accurately portray the campus in their recruiting practices.	5.9	4.8	6.6	4.7	6.8	5.3
2	The quality of instruction I receive in most of my classes is excellent.	6.2	5.1	6.8	4.8	6.8	5.2
3	Adjunct faculty are competent as classroom instructors.	6.0	4.9	6.7	4.0	6.8	5.3
4	The instruction in my major field is excellent.	6.3	5.3	6.8	4.9	6.9	5.6
5	I am able to experience intellectual growth here.	6.1	5.0	6.8	4.8	6.9	5.5
6	There is a commitment to academic excellence on this campus.	6.1	4.9	6.7	4.3	6.8	5.5
7	Communication between the Administration and the student body is adequate.			6.4	4.3	6.6	5.5
8	Living conditions in the residence halls are comfortable(adequate space, lighting, heat, air conditioning, telephones, etc.).	5.4	4.2	6.4	5.7	6.6	4.5
9	I have found places on campus to study or work in groups.	5.5	5.0	6.4	4.5	6.6	4.0
10	The University website is easy and convenient to use.			6.4	4.5	6.8	4.8

Faculty, administrators, and staff are in agreement on the following three challenges: admissions counselors' portraying the campus, the quality of instruction, and competency of adjunct faculty. Faculty members also perceive these four items as challenges: the instruction in the major field, students' intellectual growth, commitment to academic excellence, and communications between the administration and the student body.

**2. IPS data compared with SSI strengths**

	Item	Students		Faculty		Adm & Staff	
		I	S	I	A	I	A
1	The campus is safe and secure for all students.	6.3	5.4	6.9	6.2	6.8	6.2
2	My academic advisor is approachable.	6.4	5.6	6.6	5.8	6.8	5.8
3	Faculty are usually available after class and during office hours.	6.1	5.3	6.6	5.8	6.7	5.6
4	My academic advisor is concerned about my success as an individual.	6.2	5.3	6.2	5.5	6.8	5.9
5	This institution has a good reputation within the community.	6.1	5.3	6.6	5.1	6.8	5.9
6	Class change (drop/add) policies are reasonable.	6.1	5.2	6.1	6.1	6.4	6.3
7	I have been able to socialize with other students on campus.	6.0	5.2				
8	St. John's Central is easy and convenient to use.	6.0	5.1	6.3	5.1	6.7	5.4



The campus being safe and secure is identified as a strength by all four categories of survey participants. Academic advisors being approachable and faculty being available are strengths by both students and faculty. St. John's reputation in the community and academic advisors' concern about success of individual students are strengths by students, administrators, and staff.

Additional strengths by faculty, administrators, and staff:

	Item	Students		Faculty		Adm & Staff	
		I	S	I	A	I	A
1	Financial aid counselors are helpful.	5.9	4.8	6.7	5.8	6.8	6.4
2	My academic advisor is knowledgeable about requirements in my major.	6.4	5.2	6.7	5.7	6.9	5.9
3	Nearly all of the faculty are knowledgeable in their field.	6.3	5.2	6.8	5.8	6.8	5.9
4	Major requirements are clear and reasonable.	6.3	5.0	6.6	5.7	6.7	5.7
5	The campus staff are caring and helpful.	6.1	5.1	6.5	5.4	6.9	6.2
6	Admissions staff are knowledgeable.	6.1	4.9	6.8	5.5	6.8	5.8
7	Administrators are approachable to students.	5.9	5.0	6.4	5.5	6.9	6.5
8	This institution shows concern for students as individuals.	6.1	4.9	6.3	5.5	6.9	6.1

### Conclusion

The IPS data reveal the perceptions of faculty, administrators, and staff, on student college experiences. As the data indicate, their perceptions are in agreement with students' on some of the items and different in others.

Both SSI and IPS data identify the following as strengths: availability of faculty (Q & SI); campus being safe and secure, academic advisors being approachable, academic advisors being concerned about success of individual students, and St. John's reputation in the community (SI).

Perceived as challenges by both SSI and IPS are: channels for expressing student complaints and conflicts in registering classes (Q & SI); financial aid counselors being helpful, timing of announcing financial aid, billing policies, getting "run-around", and security staff response in emergencies (Q); variety of courses, availability of financial aid, and faculty being fair and unbiased (SI).

It should be addressed that there are several items that have been identified as challenges by students but perceived as strengths by faculty, administrators, or staff whose services are directly related to these items. The items of the campus staff being caring (Q) and students being made to feel welcome (SI), for instance, are challenges by students, but perceived as strengths by administrators and staff. The following three items, which are closely related to faculty, are challenges by students on Queens campus, but perceived as strengths by faculty: faculty being fair and unbiased, faculty providing timely feedback, and tuition paid as a worthwhile investment. Such items should be stressed, together with other challenges, and targeted for intervention.

Not all the findings from SSI are reflected in IPS. The bigger performance gaps for resident students than for commuters, for instance, are not revealed in IPS data. Such challenges should be also included in the intervention plan.

**Resident Students:  
Summary of ACUHO-I and  
Weekend Activities Survey**

## Summary of ACUHO-I & Weekend Activities Survey

### ACUHO-I Resident Assessment

233 institutions participated in the Spring 2004 ACUHO-I study. St. Johns ranked #210 out of 233 (9<sup>th</sup> Percentile) on “Overall Resident Satisfaction.” St. John’s mean score was 4.37. The mean score of the 233 institutions is 4.78.

The scale of ACUHO-I is:

1. Very Dissatisfied
2. Moderately Dissatisfied
3. Slightly Dissatisfied
4. Neutral
5. Slightly Satisfied
6. Moderately Satisfied
7. Very Satisfied

While St. John’s score on this factor has improved from 4.00 in 2002 and 4.28 in 2003, the students still rate the University in the 9<sup>th</sup> percentile.

There are 15 factors measured in this survey. St. John’s ranks below the 35<sup>th</sup> percentile on 7 additional factors to Overall Resident Satisfaction, noted above:

- Interaction with others in the Hall (32<sup>nd</sup> Percentile)
- Personal Space or Room in the Hall (18<sup>th</sup> Percentile)
- Roommates (14<sup>th</sup> Percentile)
- Safety and Security (15<sup>th</sup> Percentile)
- Residence Hall Services (12<sup>th</sup> Percentile)
- Room Assignment or Change Process (6<sup>th</sup> Percentile)
- Dining Services (7<sup>th</sup> Percentile)

The ACUHO-I survey uses 14 factors to “predict” the level of Overall Resident Satisfaction (15<sup>th</sup> factor). Each of the above areas needs to be addressed for the University to make improvement in the Overall Satisfaction Score.

Please refer to the Focus Groups held in November 2003 and the Weekend Activities Survey held in the Spring 2004. These groups suggest that improving the vibrancy of the campus on weekends would have the biggest impact in lifting the satisfaction of the resident hall students. Changing some resident hall policies could have a positive impact on a student’s social life.

### Weekend Activities Survey (February 2004) of Residence students.

To the question, “How often do you stay on campus during the weekend?”, 35% of the respondents answered that “I am here almost every weekend”.

To the question, “Why are you most likely to go home on the weekends?”, almost 1/3 of the respondents (and the most frequent response) was that “There is nothing to do.”

It is estimated that ~32% of the residence students on Queens Campus live more than 80 miles from the campus. It is reasonable to state that this distance would make it prohibitive for a student to return home most weekends.

Therefore, it appears that the *overwhelming* majority of students that live in the immediate Tri-State Area return home on most weekends (because there is nothing to do) thereby leaving students that live further away alone on weekends in the residence halls. As the students that go home do so because of a lack of things to do, it is reasonable to state that those students remaining in the halls feel that there is “There is nothing to do” as well. Please see Freshmen Focus Groups (November 2003) for comments from resident students.

#### Freshmen Focus Groups (November 2003)

Resident Students see the campus as “dead on the weekends,” with many of the resident students who live locally “going home to escape the boredom.” Student life is the area that the St. John’s experience differs dramatically from the expectations these students had before they arrived and the cause of the most unhappiness. Some quotes from resident students:

- “Student life is dead.”
- “People do not feel connected to the campus.”
- “I wish I didn’t have to leave the campus all the time to have fun.”
- “The campus is like a ghost town on weekends.”
- “Too many students go home, I’m left alone on weekends.”
- “There’s no college experience here because everyone’s gone.”
- “I suppose if they had told us the transfer rate there would be no one here.”

Resident students see it as difficult to get to NYC and that St. John’s “does nothing to make it easier.” Students suggested St. John’s should run a bus on weekends from the campus to the subway stop to Manhattan (or all the way to Manhattan) at peak times.

The greatest complaint of the actual Residence Halls was the forced tripling into a traditional double room. This was seen as “way too small for three people” and a point of significant unhappiness for some students.

The resident hall policies are considered “too strict” and “make no sense.”

- “You have to get guest passes by Thursday so if you decide to do something with friends on Friday you can’t get them a pass.”
- “Only a boy can sign a boy into the dorms and only a girl can sign a girl in, but once you’re inside you can leave the person who signed you in.”
- “You can leave to go out at 3:00 am, but you can’t study in your friends room down the hall after 2:00 am.”
- “The rules put too many restrictions on your life.”

# Memo



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Date: January 18, 2005

Mike Riordan  
Christine Goodwin  
Cindy Grossman

To: **Student Life Assessment Committee**

CC:

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Subject: ACUHO-I/EBI Resident Survey (Queens Campus) Spring 2004

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St. John's University fielded the ACUHO-I/EBI Resident Survey in the Spring of 2004 to Queens residence students. There are 81 questions in this survey that fall under 15 categories in which students are asked to rate their level of satisfaction on a seven point scale. A total of 233 institutions fielded the survey to its residence hall students in the 2003-04 academic year.

St. John's may assess itself relative to the other institutions on individual questions and factors, which are compilations of the individual questions in a category.

The 15 factors, and St. John's rank on each factor follow:

- Overall Resident Satisfaction (St. John's ranked #210 out of 233 institutions)
- RA or Advisor (#9/233)
- Information Provided by the RA (#24/233)
- Understand Self and Develop Leadership Skills (#65/233)
- Ability to Manage Time and Solve Problems (#66/233)
- Fellow Residents (#74/233)
- Opportunities to Participate in Hall (#92/233)
- Interaction with Others in the Hall (#159/233)
- Floor or Hall Facilities (#136/233)
- Personal Space or Room in the Hall (#191/233)
- Roommate(s) (#201/233)
- Safety and Security (#197/233)
- Residence Hall Services (#204/233)
- Room Assignment or Change Process (#219/233)
- Dining services (#216/233)

The section that follows lists individual questions in which the University ranked #175 or less under the factor in which the question is categorized. These are questions in which St. John's is in the 25<sup>th</sup> (or below) percentile.

## **Overall Resident Satisfaction**

Q78: Level of Satisfaction with: Living in this residence hall this year (#206/233).

Q79: Expectations: To what extent did residence hall experience fulfill expectations (#205/233).

Q80: Overall Value: Comparing cost to quality, rate the overall value of the residence hall experience (#177/233).

Q81 Recommendation: How inclined are you to recommend living on campus to new students (#214/233).

## **Interaction with Others in the Hall**

Q24: Level of satisfaction with the extent to which living in a residence hall enhanced: Living cooperatively (#190/233).

## **Floor or Hall Facilities**

Q54: Residence Hall Facilities – Level of Satisfaction with: The timeliness of repairs (#195/233).

## **Personal Space or Room in the Hall**

Q46: Residence Hall Environment/Room – Level of satisfaction with: Your ability to study in your room (#189/233).

Q47: Residence Hall Environment/Room – Level of satisfaction with: Your ability to sleep without interruption (#197/233).

Q48: Residence Hall Environment/Room – Level of satisfaction with: Your degree of privacy (#219/233).

Q49: Residence Hall Environment/Room – Level of satisfaction with: Temperature regulation in room (#179/233).

Q50: Residence Hall Environment/Room – Level of satisfaction with: Room computer connection (#197/233).

## **Roommate(s)**

Q44: Level of satisfaction with roommate(s) regarding: Respect for your rights (#208/233).

Q45: Level of satisfaction with roommate(s) regarding: Compatibility (#195/233)

## **Safety and Security**

Q66: Safety and Security – Level of satisfaction with: Security of possessions in room (#215/233)

Q67: Safety and Security – Level of satisfaction with: How safe you feel in room (#215/233)

Q68: Safety and Security – Level of satisfaction with: How safe you feel in residence hall (#207/233)

**Q69: Safety and Security – Level of satisfaction with: How safe you feel walking on campus at night (#125/233).** St. John's was rated in the middle of the pack on this question. This question is included to contrast how students rate safety/security *in* the halls.

### **Residence Hall Services**

Q59: Residence Hall Services – Level of Satisfaction with: Cable TV services (#182/233).

Q60: Residence Hall Services – Level of Satisfaction with: Telephone services (#194/233).

Q61: Residence Hall Services – Level of Satisfaction with: Postal services (#216/233).

Q62: Residence Hall Services – Level of Satisfaction with: Vending services (#195/233).

Q63: Residence Hall Services – Level of Satisfaction with: Information desk services (#215/233).

### **Room Assignment or Change Process**

Q64: Room Assignment/Change Process – Level of satisfaction with: Flexibility of room change policy (#208/233).

Q65: Room Assignment/Change Process – Level of satisfaction with: Room Assignment policy (#217/233).

### **Dining Services**

Q70: Dining Services – Level of Satisfaction with: Quality of dining hall food (#212/233).

Q71: Dining Services – Level of Satisfaction with: Cleanliness of dining hall facilities (#224/233).

Q72: Dining Services – Level of Satisfaction with: Dining room environment (#221/233).

Q73: Dining Services – Level of Satisfaction with: Service provided by dining hall staff (#213/233).

Q74: Dining Services – Level of Satisfaction with: Dining facility service hours (#206/233).

Q75: Dining Services – Level of Satisfaction with: Variety of the food plan options (#203/233).

Q76: Dining Services – Level of Satisfaction with: Value of your meal plan (#192/233).

# Memo



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Date: January 18, 2005

Mike Riordan  
Christine Goodwin  
Cindy Grossman

To: **Student Life Assessment Committee**

CC:

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Subject: ACUHO-I/EBI Resident Survey (Staten Island Campus) Spring 2004

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St. John's University fielded the ACUHO-I/EBI Survey in the Spring of 2004 to Staten Island residence students. Staten Island participates in the Apartment Study, which is distinct from the Resident Study that is fielded at the Queens Campus. There are 61 questions in this survey that fall under 11 categories in which respondents are asked to rate their level of satisfaction on a 7 point scale. A total of 44 institutions fielded this survey in the 2003-04 academic year.

St. John's may assess itself relative to the other institutions on individual questions and factors, which are compilations of the individual questions in a category.

The 11 factors and St. John's rank on each factor follow:

- Overall Satisfaction with Apartment (St. John's ranked #16 out of 44 institutions)
- Satisfaction with Personal Growth Areas (#13/44)
- Satisfaction with Apartment Condition (#33/44)
- Apartment Selection Criteria (#42/44)
- Satisfaction with Apartment Contract and Lease (#27/44)
- Satisfaction with Ability to Sleep and Study (#20/44)
- Satisfaction with Apartment Staff and Policies (#31/44)
- Satisfaction with Apartment Services and Facilities (#42/44)
- Satisfaction with Apartment Activities (#15/44)
- Respect Level of Fellow Residents (#22/44)
- Satisfaction with Safety and Security (#36/44)

Questions for which St. John's ranked #33 (25<sup>th</sup> percentile) or less will be noted in its respective category below.

## **Satisfaction with Apartment Condition**

Q20: Apartment Condition – Satisfaction with: Temperature control (#34/44)

Q21: Apartment Condition – Satisfaction with: Pest control (#41/44)

Q22: Apartment Condition – Satisfaction with: Maintenance of grounds (#39/44)



Q25: Apartment Condition – Satisfaction with: Condition of carpeting (#42/44)

Q26: Apartment Condition – Satisfaction with: Condition of bathroom(s) (#33/44)

### **Apartment Selection Criteria**

Note that these questions probe at the level of importance in deciding to live in apartments; these ranks do not point an issue in need of remedy. These questions show that relative to other schools, students on Staten Island place a lower importance on the following dimensions.

Q1: Apartment Selection Criteria – Level of importance in deciding to live in campus apartments: Proximity to campus (#41/44)

Q3: Apartment Selection Criteria – Level of importance in deciding to live in campus apartments: Cost (#44/44)

Q5: Apartment Selection Criteria – Level of importance in deciding to live in campus apartments: Availability of transportation to campus (#41/44)

### **Satisfaction with Apartment Contract and Lease**

Q12: Apartment Contract/Lease – Satisfaction with: Contract commitment date (#32/44)

Q13: Apartment Contract/Lease – Satisfaction with: Contract length (#34/44)

Q15: Apartment Contract/Lease – Satisfaction with: Amount of rent (#32/44)

Questions #12 and #15 are included as each was very close to the cut-off and each provides a broader understanding of student's satisfaction on this factor.

### **Satisfaction with Apartment Staff and Policies**

Q34: Apartment Services – Satisfaction with: Promptness of response to maintenance requests (#43/44)

### **Satisfaction with Apartment Services and Facilities**

Q19: Apartment Facilities/Environment – Satisfaction with: Computer connectivity (#41/44)

Q35: Apartment Services – Satisfaction with: Cable TV connectivity (#39/44)

Q37: Apartment Services – Satisfaction with: Playground facilities (#43/44)

Q39: Apartment Services – Satisfaction with: Laundry facilities (#40/44)

### **Satisfaction with Safety and Security**

Q55: Safety and Security – Degree that: Safe living in your apartment (#39/44)

Q56: Safety and Security – Degree that: Safe walking through your apartment complex (#42/44)

**National Survey of Student Engagement  
(NSSE 2004)**

**Appendixes**

## The College Student Report 2004

## National Survey of Student Engagement

## 1st Year

**1** In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples:  or

	Very often	Often	Some-times	Never
	▼	▼	▼	▼
a. Asked questions in class or contributed to class discussions	19%	38%	39%	5%
b. Made a class presentation	8%	26%	57%	9%
c. Prepared two or more drafts of a paper or assignment before turning it in	10%	30%	41%	19%
d. Worked on a paper or project that required integrating ideas or information from various sources	25%	48%	25%	1%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	14%	41%	40%	5%
f. Come to class without completing readings or assignments	3%	6%	62%	29%
g. Worked with other students on projects <b>during class</b>	6%	26%	55%	12%
h. Worked with classmates <b>outside of class</b> to prepare class assignments	5%	19%	58%	18%
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	6%	36%	45%	13%
j. Tutored or taught other students (paid or voluntary)	6%	7%	27%	60%
k. Participated in a community-based project (e.g., service learning) as part of a regular course	3%	14%	25%	59%
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	28%	27%	30%	15%
m. Used e-mail to communicate with an instructor	24%	37%	34%	5%
n. Discussed grades or assignments with an instructor	11%	34%	48%	7%
o. Talked about career plans with a faculty member or advisor	7%	26%	48%	19%
p. Discussed ideas from your readings or classes with faculty members outside of class	4%	10%	45%	41%
q. Received prompt feedback from faculty on your academic performance (written or oral)	7%	31%	50%	12%

	Very often	Often	Some-times	Never
	▼	▼	▼	▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	11%	40%	40%	9%
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	1%	7%	25%	67%
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	14%	30%	44%	12%
u. Had serious conversations with students of a different race or ethnicity than your own	26%	34%	27%	12%
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	27%	31%	32%	10%

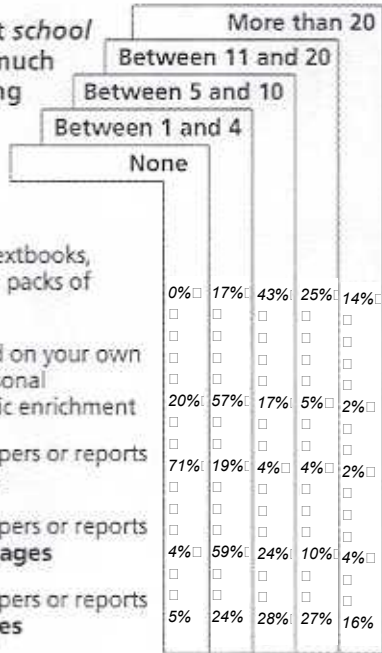
**2** During the current school year, how much has your coursework emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
	▼	▼	▼	▼
a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	35%	43%	20%	2%
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	37%	42%	20%	1%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	30%	41%	25%	5%
d. <b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	26%	46%	24%	4%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	34%	37%	26%	3%

**3** Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.

Very little							Very much
▼							▼
1%	1%	3%	23%	33%	25%	14%	
1	2	3	4	5	6	7	

**4** During the current school year, about how much reading and writing have you done?



**5** In a typical week, how many homework problem sets do you complete?

	None	1-2	3-4	5-6	More than 6
	▼	▼	▼	▼	▼

a. Number of problem sets that take you <b>more</b> than an hour to complete	15%	38%	32%	9%	6%
b. Number of problem sets that take you <b>less</b> than an hour to complete	13%	34%	31%	12%	11%

**6** In your experience at your institution during the current school year, about how often have you done each of the following?

	Very often	Often	Sometimes	Never
	▼	▼	▼	▼

a. Attended an art exhibit, gallery, play, dance, or other theater performance	5%	18%	61%	16%
b. Exercised or participated in physical fitness activities	16%	14%	32%	38%
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	7%	11%	28%	54%

**7** Which of the following have you done or do you plan to do before you graduate from your institution?

	Done	Plan to do	Do not plan to do	Have not decided
	▼	▼	▼	▼
a. Practicum, internship, field experience, co-op experience, or clinical assignment	5%	85%	3%	7%
b. Community service or volunteer work	28%	52%	7%	12%
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	9%	35%	21%	35%
d. Work on a research project with a faculty member outside of course or program requirements	4%	35%	24%	37%
e. Foreign language coursework	9%	48%	19%	24%
f. Study abroad	2%	42%	26%	31%
g. Independent study or self-designed major	3%	23%	41%	33%
h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	2%	41%	15%	43%

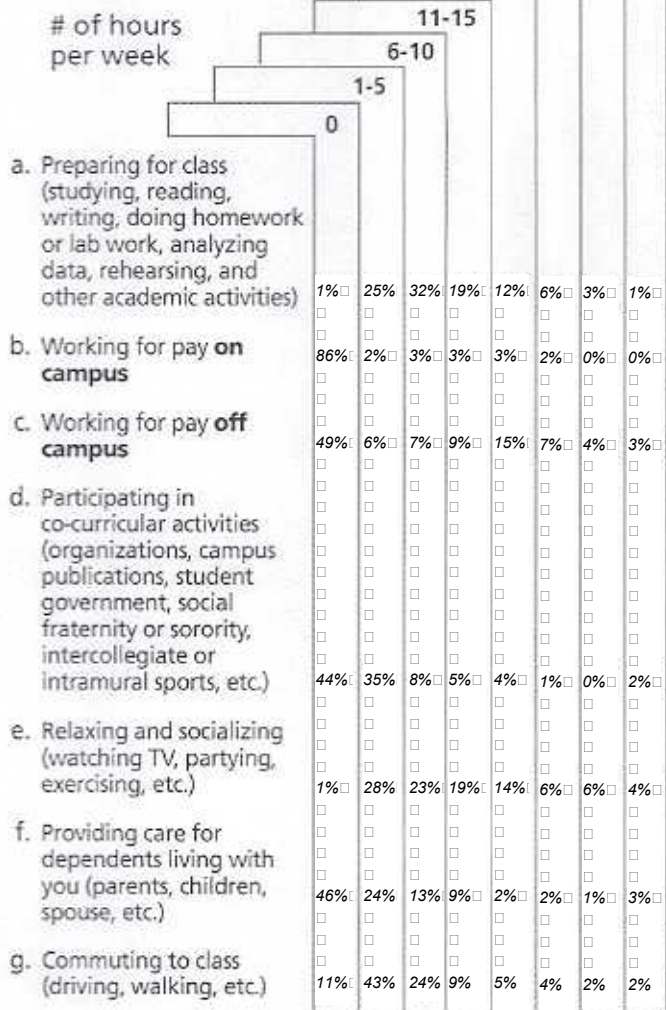
**8** Mark the box that best represents the quality of your relationships with people at your institution.

Relationships with:

a. Other Students	b. Faculty Members	c. Administrative Personnel and Offices
Friendly, Supportive, Sense of Belonging	Available, Helpful, Sympathetic	Helpful, Considerate, Flexible
▼	▼	▼
7 19%	7 11%	7 14%
6 33%	6 31%	6 23%
5 22%	5 26%	5 28%
4 19%	4 24%	4 23%
3 3%	3 5%	3 7%
2 2%	2 2%	2 3%
1 1%	1 0%	1 3%
▲	▲	▲
Unfriendly, Unsupportive, Sense of Alienation	Unavailable, Unhelpful, Unsympathetic	Unhelpful, Inconsiderate, Rigid



**9** About how many hours do you spend in a typical 7-day week doing each of the following?



**10** To what extent does your institution emphasize each of the following?

	Very much	Quite a bit	Some	Very little
a. Spending significant amounts of time studying and on academic work	26%	50%	21%	3%
b. Providing the support you need to help you succeed academically	27%	45%	27%	1%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	29%	31%	29%	11%
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	13%	25%	36%	26%
e. Providing the support you need to thrive socially	13%	32%	37%	19%
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	18%	36%	33%	13%
g. Using computers in academic work	41%	37%	18%	4%

**11** To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	27%	48%	22%	2%
b. Acquiring job or work-related knowledge and skills	20%	39%	22%	19%
c. Writing clearly and effectively	24%	43%	27%	6%
d. Speaking clearly and effectively	23%	41%	28%	8%
e. Thinking critically and analytically	29%	47%	21%	3%
f. Analyzing quantitative problems	19%	36%	40%	6%
g. Using computing and information technology	28%	41%	23%	8%
h. Working effectively with others	22%	40%	30%	7%
i. Voting in local, state, or national elections	7%	16%	29%	49%
j. Learning effectively on your own	22%	43%	30%	5%
k. Understanding yourself	26%	31%	31%	12%
l. Understanding people of other racial and ethnic backgrounds	27%	34%	28%	11%
m. Solving complex real-world problems	17%	30%	38%	16%
n. Developing a personal code of values and ethics	19%	35%	31%	15%
o. Contributing to the welfare of your community	13%	21%	44%	22%
p. Developing a deepened sense of spirituality	15%	25%	32%	28%

**12** Overall, how would you evaluate the quality of academic advising you have received at your institution?

20% Excellent  
60% Good  
17% Fair  
3% Poor

**13** How would you evaluate your entire educational experience at this institution?

19% Excellent  
58% Good  
21% Fair  
1% Poor

**14** If you could start over again, would you go to the same institution you are now attending?

29% Definitely yes  
46% Probably yes  
19% Probably no  
7% Definitely no

15 Write in your year of birth:

16 Your sex  
31% Male 69% Female

17 Are you an international student or foreign national?  
6% Yes 94% No

18 Are you of Hispanic, Latino, or Spanish origin?  
16% Yes 84% No

19 What is your racial or ethnic identification?  
(Mark all that apply.)

- 0% American Indian or other Native American
- 22% Asian American or Pacific Islander
- 13% Black or African American
- 42% White
- 23% Other, specify:

20 What is your current classification in college?  
99% Freshman/first-year 0% Senior  
1% Sophomore 0% Unclassified  
0% Junior

21 Did you begin college at your current institution or elsewhere?  
99% Started here 1% Started elsewhere

22 Since high school, which of the following types of schools have you attended other than the one you are attending now?  
(Mark all that apply.)

- 1% Vocational or technical school
- 2% Community or junior college
- 5% 4-year college other than this one
- 87% None
- 0% Other, specify:

23 Thinking about this current academic term, how would you characterize your enrollment?  
100% Full-time 0% Less than full-time

24 Are you a member of a social fraternity or sorority?  
7% Yes 93% No

25 Are you a student-athlete on a team sponsored by your institution's athletics department?

3% Yes 97% No (go to question 26)

↓  
On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:

26 What have most of your grades been up to now at this institution?

26% A 17% B 0% C  
20% A- 10% B- 2% C- or lower  
18% B+ 5% C+

27 Which of the following best describes where you are living now while attending college?

- 31% Dormitory or other campus housing (not fraternity/sorority house)
- 4% Residence (house, apartment, etc.) within walking distance of the institution
- 64% Residence (house, apartment, etc.) within driving distance
- 0% Fraternity or sorority house

28 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

Father Mother



16%	12%	Did not finish high school
29%	30%	Graduated from high school
14%	16%	Attended college but did not complete degree
6%	13%	Completed an associate's degree (A.A., A.S., etc.)
24%	20%	Completed a bachelor's degree (B.A., B.S., etc.)
8%	8%	Completed a master's degree (M.A., M.S., etc.)
3%	1%	Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

29 Please print your primary major or your expected primary major.

30 If applicable, please print your second major or your expected second major (not minor, concentration, etc.).

## THANKS FOR SHARING YOUR VIEWS!

After completing *The Report*, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.iub.edu/nsse. Copyright © 2003 Indiana University.



## The College Student Report 2004

## National Survey of Student Engagement

Seniors 

**1** In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples:  or

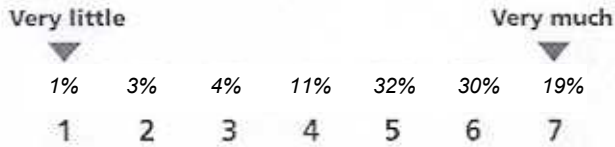
	Very often ▼	Often ▼	Some- times ▼	Never ▼
a. Asked questions in class or contributed to class discussions	34%	34%	29%	2%
b. Made a class presentation	21%	40%	35%	4%
c. Prepared two or more drafts of a paper or assignment before turning it in	17%	24%	39%	20%
d. Worked on a paper or project that required integrating ideas or information from various sources	45%	38%	16%	1%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	25%	29%	38%	8%
f. Come to class without completing readings or assignments	6%	6%	62%	26%
g. Worked with other students on projects <b>during class</b>	9%	38%	47%	6%
h. Worked with classmates <b>outside of class</b> to prepare class assignments	12%	31%	44%	13%
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	16%	43%	39%	3%
j. Tutored or taught other students (paid or voluntary)	7%	14%	29%	49%
k. Participated in a community-based project (e.g., service learning) as part of a regular course	11%	15%	28%	47%
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	29%	21%	31%	19%
m. Used e-mail to communicate with an instructor	32%	33%	31%	5%
n. Discussed grades or assignments with an instructor	23%	32%	40%	5%
o. Talked about career plans with a faculty member or advisor	17%	24%	49%	10%
p. Discussed ideas from your readings or classes with faculty members outside of class	7%	20%	46%	27%
q. Received prompt feedback from faculty on your academic performance (written or oral)	14%	43%	38%	5%

	Very often ▼	Often ▼	Some- times ▼	Never ▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	20%	37%	39%	4%
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	6%	13%	33%	49%
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	19%	34%	41%	6%
u. Had serious conversations with students of a different race or ethnicity than your own	33%	28%	32%	6%
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	28%	29%	33%	10%

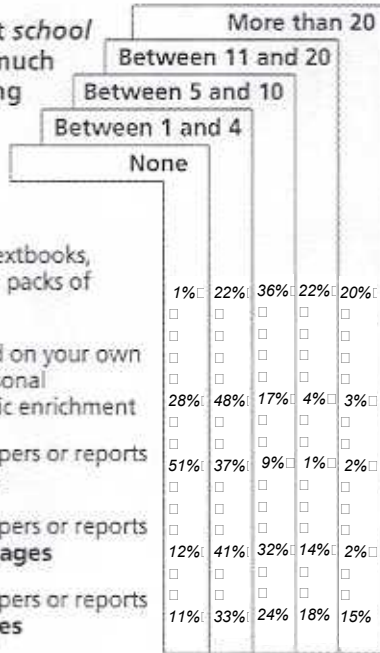
**2** During the current school year, how much has your coursework emphasized the following mental activities?

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	39%	36%	23%	3%
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	46%	41%	13%	1%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	34%	40%	23%	4%
d. <b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	42%	34%	20%	4%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	45%	37%	16%	2%

**3** Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.



**4** During the current school year, about how much reading and writing have you done?



**5** In a typical week, how many homework problem sets do you complete?



a. Number of problem sets that take you <b>more</b> than an hour to complete	24%	38%	22%	8%	8%
b. Number of problem sets that take you <b>less</b> than an hour to complete	7%	13%	25%	27%	27%

**6** In your experience at your institution during the current school year, about how often have you done each of the following?



a. Attended an art exhibit, gallery, play, dance, or other theater performance	6%	14%	45%	35%
b. Exercised or participated in physical fitness activities	14%	14%	34%	39%
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	11%	14%	30%	46%

**7** Which of the following have you done or do you plan to do before you graduate from your institution?

	Done	Plan to do	Do not plan to do	Have not decided
	▼	▼	▼	▼
a. Practicum, internship, field experience, co-op experience, or clinical assignment	62%	20%	12%	6%
b. Community service or volunteer work	60%	11%	20%	9%
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	24%	7%	50%	18%
d. Work on a research project with a faculty member outside of course or program requirements	16%	8%	56%	20%
e. Foreign language coursework	32%	7%	48%	13%
f. Study abroad	6%	9%	71%	13%
g. Independent study or self-designed major	11%	11%	62%	17%
h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	18%	31%	34%	17%

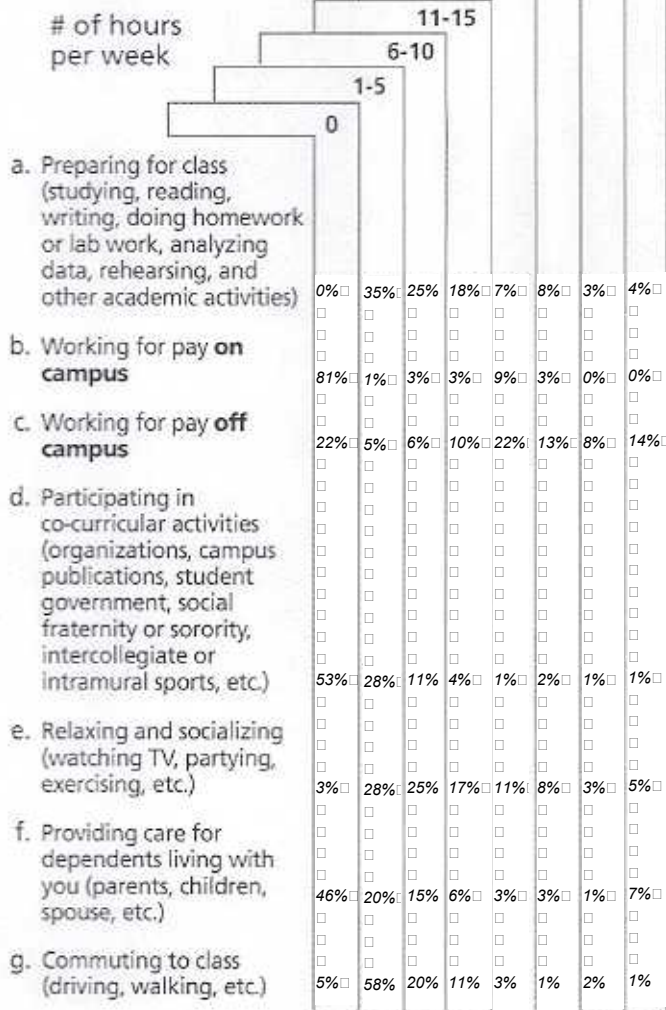
**8** Mark the box that best represents the quality of your relationships with people at your institution.

Relationships with:

a. Other Students	b. Faculty Members	c. Administrative Personnel and Offices
Friendly, Supportive, Sense of Belonging	Available, Helpful, Sympathetic	Helpful, Considerate, Flexible
▼	▼	▼
733%	727%	716%
□	□	□
628%	623%	620%
□	□	□
518%	527%	523%
□	□	□
411%	414%	413%
□	□	□
34%	36%	313%
□	□	□
25%	23%	210%
□	□	□
1%	10%	15%
▲	▲	▲
Unfriendly, Unsupportive, Sense of Alienation	Unavailable, Unhelpful, Unsympathetic	Unhelpful, Inconsiderate, Rigid



**9** About how many hours do you spend in a typical 7-day week doing each of the following?



**10** To what extent does your institution emphasize each of the following?

	Very much	Quite a bit	Some	Very little
a. Spending significant amounts of time studying and on academic work	32%	45%	18%	5%
b. Providing the support you need to help you succeed academically	24%	43%	29%	4%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	20%	32%	34%	14%
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	7%	19%	38%	36%
e. Providing the support you need to thrive socially	8%	23%	43%	25%
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	11%	32%	40%	17%
g. Using computers in academic work	55%	26%	18%	1%

**11** To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	38%	48%	11%	3%
b. Acquiring job or work-related knowledge and skills	32%	37%	23%	9%
c. Writing clearly and effectively	33%	39%	23%	5%
d. Speaking clearly and effectively	33%	37%	27%	4%
e. Thinking critically and analytically	43%	42%	14%	1%
f. Analyzing quantitative problems	29%	44%	23%	4%
g. Using computing and information technology	37%	40%	16%	7%
h. Working effectively with others	32%	40%	24%	4%
i. Voting in local, state, or national elections	6%	20%	27%	47%
j. Learning effectively on your own	35%	42%	18%	4%
k. Understanding yourself	29%	33%	23%	15%
l. Understanding people of other racial and ethnic backgrounds	27%	33%	31%	9%
m. Solving complex real-world problems	23%	34%	30%	13%
n. Developing a personal code of values and ethics	28%	32%	28%	11%
o. Contributing to the welfare of your community	22%	27%	31%	21%
p. Developing a deepened sense of spirituality	20%	20%	32%	28%

**12** Overall, how would you evaluate the quality of academic advising you have received at your institution?

20% Excellent  
46% Good  
28% Fair  
6% Poor

**13** How would you evaluate your entire educational experience at this institution?

25% Excellent  
54% Good  
20% Fair  
1% Poor

**14** If you could start over again, would you go to the same institution you are now attending?

25% Definitely yes  
49% Probably yes  
16% Probably no  
9% Definitely no

15 Write in your year of birth: 

1	9		
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16 Your sex  
37% Male 63% Female

17 Are you an international student or foreign national?  
6% Yes 94% No

18 Are you of Hispanic, Latino, or Spanish origin?  
14% Yes 86% No

19 What is your racial or ethnic identification? (Mark all that apply.)

- 0%  American Indian or other Native American
- 16%  Asian American or Pacific Islander
- 8%  Black or African American
- 54%  White
- 22%  Other, specify: 

--

20 What is your current classification in college?  
0% Freshman/first-year 92% Senior  
1% Sophomore 6% Unclassified  
1% Junior

21 Did you begin college at your current institution or elsewhere?  
77% Started here 23% Started elsewhere

22 Since high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)

- 6%  Vocational or technical school
- 11%  Community or junior college
- 16%  4-year college other than this one
- 66%  None
- 4%  Other, specify: 

--

23 Thinking about this current academic term, how would you characterize your enrollment?  
89% Full-time 11% Less than full-time

24 Are you a member of a social fraternity or sorority?  
12% Yes 88% No

25 Are you a student-athlete on a team sponsored by your institution's athletics department?  
4% Yes 96% No (go to question 26)

↓  
On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:

--

26 What have most of your grades been up to now at this institution?  
35% A 18% B 2% C  
18% A- 8% B- 0% C- or lower  
18% B+ 1% C+

27 Which of the following best describes where you are living now while attending college?  
9% Dormitory or other campus housing (not fraternity/sorority house)  
11% Residence (house, apartment, etc.) within walking distance of the institution  
80% Residence (house, apartment, etc.) within driving distance  
0% Fraternity or sorority house

28 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

	Father	Mother	
	▼	▼	
18%		14%	Did not finish high school
33%		38%	Graduated from high school
12%		12%	Attended college but did not complete degree
6%		11%	Completed an associate's degree (A.A., A.S., etc.)
15%		13%	Completed a bachelor's degree (B.A., B.S., etc.)
10%		9%	Completed a master's degree (M.A., M.S., etc.)
5%		2%	Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

29 Please print your primary major or your expected primary major.

--

30 If applicable, please print your second major or your expected second major (not minor, concentration, etc.).

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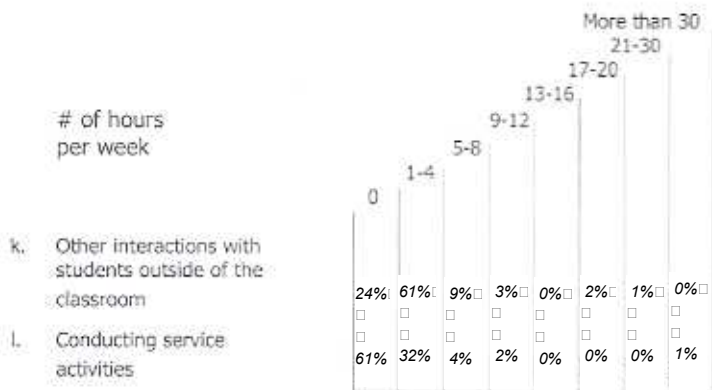
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**Faculty Survey of Student Engagement  
(FSSE 2004)**

**Appendixes**







Please respond to the following questions based on *one particular undergraduate course section* you are teaching or have taught during this academic year.

**7 Level of students in your selected course section:**

Lower division (mostly 1<sup>st</sup> year students and sophomores)

Upper division (mostly juniors and seniors)

Other (Please describe)

**8 Is your selected course a distance education course (correspondence course, Internet course, telecourse, etc.)?**

1% Yes      99% No

**9 How many students are enrolled in your selected course section?**

0% Fewer than 10	33% 30 to 49	2% 100 to 149
17% 10 to 19	17% 50 to 74	1% 150 to 199
27% 20 to 29	4% 75 to 99	0% 200 or more

**10 Prior to this semester, how many times have you taught your selected course?**

8% None	9% 7 to 9	26% More than 20
25% 1 to 3	12% 10 to 15	
17% 4 to 6	4% 16 to 20	

**11 What is the general area of your selected course? (Please specify an academic discipline, e.g., Chemistry, Psychology, Theater)**

**12 About what percent of students in your selected course section do the following?**

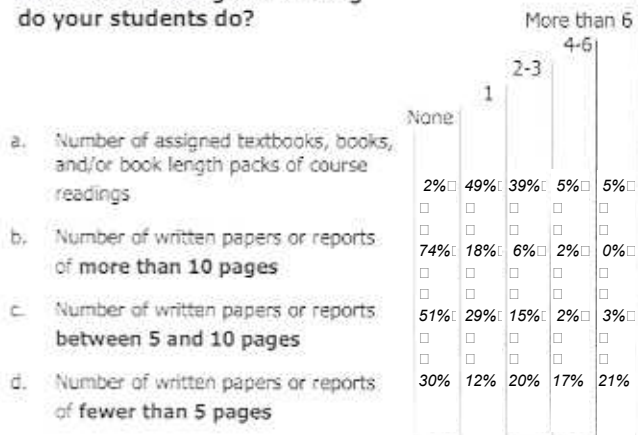
	None	1-24%	25-49%	50-74%	75% or higher
a. Frequently ask questions in class or contribute to class discussion	1%	43%	32%	19%	5%
b. Frequently come to class without completing readings or assignments	9%	55%	17%	16%	3%
c. Frequently work harder than they usually do to meet your standards	4%	35%	35%	18%	8%
d. Occasionally use e-mail to communicate with you	0%	49%	22%	18%	11%
e. Occasionally discuss grades or assignments with you	1%	46%	30%	20%	4%

	None	1-24%	25-49%	50-74%	75% or higher
f. At least once, talk about career plans with you	7%	68%	13%	9%	4%
g. At least once, discuss ideas from readings or classes with you outside of class	12%	64%	12%	10%	2%

**13 How often do students in your selected course section engage in the following?**

	Very often	Often	Sometimes	Never
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	25%	23%	30%	22%
b. Work with other students on projects during class	10%	16%	49%	25%
c. Participate in a community-based project as part of your course	2%	6%	21%	71%
d. Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	17%	25%	32%	25%
e. Receive prompt feedback (written or oral) from you on their academic performance	64%	28%	9%	0%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	31%	21%	34%	14%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	28%	20%	34%	18%

**14 In your selected course section, about how much reading and writing do your students do?**





**15** In a typical week, how many homework problem sets do you require students in your selected course section to complete?

	None	1-2	3-4	5-6	More Than 6
a. Number of problem sets that take your students <b>more than</b> one hour to complete	39%	39%	16%	3%	4%
b. Number of problem sets that take your students <b>less than</b> one hour to complete	50%	39%	7%	2%	3%

**16** Time students spend preparing for your selected course section.

# of hours per week	0	1-2	3-4	5-6	7-8	9-10	11-12	More than 12
a. In a typical 7-day week, about how many hours do you <b>expect</b> your students to spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	0%	13%	30%	39%	14%	5%	0%	0%
b. In a typical 7-day week, about how many hours do you think your students <b>actually</b> spend preparing for your class (studying, reading, writing, rehearsing and other activities related to your course)	6%	52%	33%	8%	1%	1%	0%	0%

**17** In your selected course section, how important to you is it that your students:

	Very Important	Important	Somewhat Important	Not Important
a. Prepare two or more drafts of a paper or assignment before turning it in	17%	28%	21%	34%
b. Work on a paper or project that requires integrating ideas or information from various sources	43%	24%	13%	19%
c. Work with classmates outside of class to prepare class assignments	21%	21%	27%	31%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	22%	25%	35%	19%
e. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	20%	30%	30%	19%
f. Tutor or teach other students (paid or voluntary)	8%	21%	35%	36%

**18** In your selected course, on average, what percent of class time is spent on the following?

Percent of class time	0	1-9	10-19	20-29	30-39	40-49	50-74	75 or more
a. Lecture	6%	7%	11%	13%	9%	16%	17%	22%
b. Teacher-led discussion	6%	22%	17%	17%	8%	11%	9%	10%
c. Teacher-student shared responsibility (seminar, discussion, etc.)	47%	17%	13%	5%	6%	4%	4%	4%
d. Student computer use	59%	20%	7%	2%	4%	2%	2%	4%
e. Small group activities	43%	25%	16%	7%	1%	5%	2%	2%
f. Student presentations	45%	16%	20%	7%	6%	1%	4%	2%
g. In-class writing	44%	28%	10%	9%	5%	2%	2%	1%
h. Testing and evaluation	7%	46%	27%	8%	4%	3%	4%	2%
i. Performances in applied and fine arts (e.g., dance, drama, music)	86%	5%	4%	2%	0%	2%	0%	1%
j. Experiential (labs, field work, art exhibits)	74%	11%	4%	1%	4%	1%	3%	3%

**19** Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?

Very little						Very much
2%	1%	2%	13%	25%	33%	25%
1	2	3	4	5	6	7

**20** In your selected course section, how much emphasis do you place on engaging students in each of these cognitive activities?

	Very Much	Quite a bit	Some	Very Little
a. <b>Memorizing</b> facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	13%	21%	42%	24%
b. <b>Analyzing</b> the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	54%	33%	11%	1%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	50%	28%	19%	3%
d. <b>Making judgments</b> about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	46%	26%	18%	10%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	46%	30%	18%	6%

**21** To what extent do you structure *your selected course section* so that students learn and develop in the following areas?

	Very Much ▼	Quite a bit ▼	Some ▼	Very Little ▼
a. Writing clearly and effectively	34%	35%	23%	8%
b. Speaking clearly and effectively	27%	25%	34%	14%
c. Thinking critically and analytically	58%	33%	9%	0%
d. Analyzing quantitative problems	18%	19%	25%	37%
e. Using computing and information technology	15%	32%	32%	21%
f. Working effectively with others	19%	21%	37%	22%
g. Learning effectively on their own	48%	39%	12%	2%
h. Understanding themselves	32%	33%	22%	13%
i. Understanding people of other racial and ethnic backgrounds	31%	29%	22%	17%
j. Solving complex real-world problems	23%	34%	33%	10%
k. Developing a personal code of values and ethics	28%	31%	31%	10%
l. Developing a deepened sense of spirituality	16%	17%	23%	45%
m. Acquiring a broad general education	43%	36%	14%	7%
n. Acquiring job or work-related knowledge and skills	27%	28%	28%	17%

**22** During this term, does your institution consider you to be employed part-time or full-time?

- 36% Part-time  
64% Full-time

**23** Write in the total number of courses (undergraduate, graduate) you have taught or are scheduled to teach during the *current* academic year:

**24** Which of the following best describes your academic rank, title, or current position? (Mark only one)

- 14% Professor  
46% Associate Professor  
24% Assistant Professor  
7% Instructor  
2% Lecturer  
0% Graduate Teaching Assistant  
8% Other: Specify

**25** What is the general discipline of your academic appointment? (Please specify an academic discipline)

**26** What is your current tenure status? (Mark only one)

- 53% Tenured  
11% On tenure track but not tenured  
36% Not on tenure track, although this institution has a tenure system  
1% No tenure system at this institution

**27** Write in the year that you began teaching at *any* college/university:

**28** What is the highest degree you have earned?

- 3% First professional degree (e.g., M.D., D.D.S., J. D., D.V.M.)  
64% Doctoral Degree (e.g., Ph.D., Ed. D.)  
30% Master's Degree  
1% Bachelor's Degree  
0% Associate's Degree  
3% Other (write here):

**29** Write in the year of your birth:

**30** Your sex: 60% Male 40% Female

**31** What is your citizenship status?

- 79% United States citizen, native  
16% United States citizen, naturalized  
1% Permanent resident of the United States (immigrant visa)  
4% Temporary resident of the United States (non-immigrant visa)

**32** Are you of Hispanic, Latino, or Spanish origin?

- 3% Yes 97% No

**33** What is your racial or ethnic identification? (Mark all that apply)

- 1% American Indian or Native American  
5% Asian American or Pacific Islander  
3% Black or African American  
83% White  
8% Other: Specify

**34** How *important* is it to you that undergraduates at your institution do the following?

	Very Important ▼	Im- portant ▼	Somewhat Important ▼	Not Im- portant ▼
a. Express an opinion about a political or community issue in a public forum (e.g., send a letter or e-mail to the media, contact a government official, make a speech, sign a petition)				N/A
b. Use media sources (e.g., newspaper, radio, television, Internet) to stay informed about local political or community issues				N/A
c. Participate in a fundraising event (e.g., phone-a-thon, run, walk, dance marathon)				N/A
d. Attend a rally, vigil, or protest about an issue that is important to them				N/A
e. Lead meetings or activities for a local community organization or religious group				N/A

**THANK YOU FOR SHARING YOUR VIEWS!**

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# ST. JOHN'S UNIVERSITY

## Faculty Survey of Student Engagement 2004

Upper Division

Mark your answers in the boxes. Examples:  or

### 1 How important is it to you that undergraduates at your institution do the following?

	Very Important ▼	Im- portant ▼	Somewhat Important ▼	Not Im- portant ▼
a. Practicum, internship, field experience, co-op experience	49%	33%	13%	5%
b. Community service or volunteer work	26%	35%	28%	10%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	13%	28%	36%	23%
d. Work on a research project with you outside of course program requirements	14%	35%	29%	22%
e. Study a foreign language	21%	25%	32%	22%
f. Study abroad	12%	23%	28%	37%
g. Independent study	20%	32%	31%	17%
h. Self-designed major	7%	19%	28%	47%
i. Culminating senior experience	21%	37%	25%	17%

### 2 Select the box that you believe best represents the quality of student relationships with *other students*.

Unfriendly, Unsupportive, Sense of Alienation ▼	Friendly, Supportive, Sense of Belonging ▼					
0%	1%	4%	21%	28%	33%	12%
1	2	3	4	5	6	7

### 3 Select the box that you believe best represents the quality of student relationships with *faculty members*.

Unavailable, Unhelpful, Unsympathetic ▼	Available, Helpful, Sympathetic ▼					
1%	4%	4%	20%	28%	27%	16%
1	2	3	4	5	6	7

### 4 Select the box that you believe best represents the quality of student relationships with *administrative personnel*.

Unhelpful, Inconsiderate, Rigid ▼	Helpful, Considerate, Flexible ▼					
5%	6%	17%	23%	23%	16%	10%
1	2	3	4	5	6	7

### 5 To what extent does your institution emphasize each of the following?

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. Requiring students to spend significant amounts of time studying and on academic work	29%	34%	27%	10%
b. Providing students the support they need to help them succeed academically	36%	40%	19%	4%

Very much  
▼

Quite a bit  
▼

Some  
▼

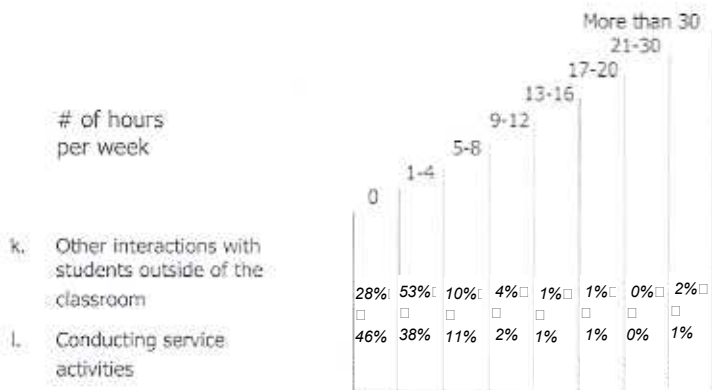
Very little  
▼

c. Encouraging contact among students from different economic, social and racial or ethnic backgrounds	39%	36%	20%	5%
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	13%	38%	38%	12%
e. Providing students the support they need to thrive socially	17%	26%	43%	13%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	23%	35%	36%	7%
g. Encouraging students to attend campus events and activities (special speakers, cultural events, symposia, etc.)	25%	38%	28%	10%
h. Encouraging students to use computers in their academic work	66%	28%	5%	0%

### 6 About how many hours do you spend in a *typical 7-day week* doing each of the following?

# of hours per week	0	1-4	5-8	9-12	13-16	17-20	21-30	More than 30
a. Teaching undergraduate students in class	1% <input type="checkbox"/>	23% <input type="checkbox"/>	30% <input type="checkbox"/>	36% <input type="checkbox"/>	7% <input type="checkbox"/>	2% <input type="checkbox"/>	1% <input type="checkbox"/>	1% <input type="checkbox"/>
b. Grading papers and exams	1% <input type="checkbox"/>	56% <input type="checkbox"/>	32% <input type="checkbox"/>	8% <input type="checkbox"/>	0% <input type="checkbox"/>	2% <input type="checkbox"/>	0% <input type="checkbox"/>	0% <input type="checkbox"/>
c. Giving other forms of written and oral feedback to students	1% <input type="checkbox"/>	57% <input type="checkbox"/>	29% <input type="checkbox"/>	7% <input type="checkbox"/>	4% <input type="checkbox"/>	1% <input type="checkbox"/>	1% <input type="checkbox"/>	1% <input type="checkbox"/>
d. Preparing for class	0% <input type="checkbox"/>	22% <input type="checkbox"/>	39% <input type="checkbox"/>	24% <input type="checkbox"/>	9% <input type="checkbox"/>	3% <input type="checkbox"/>	4% <input type="checkbox"/>	0% <input type="checkbox"/>
e. Reflecting on ways to improve my teaching	1% <input type="checkbox"/>	50% <input type="checkbox"/>	27% <input type="checkbox"/>	13% <input type="checkbox"/>	1% <input type="checkbox"/>	5% <input type="checkbox"/>	1% <input type="checkbox"/>	2% <input type="checkbox"/>
f. Research and scholarly activities	5% <input type="checkbox"/>	23% <input type="checkbox"/>	26% <input type="checkbox"/>	14% <input type="checkbox"/>	11% <input type="checkbox"/>	5% <input type="checkbox"/>	9% <input type="checkbox"/>	7% <input type="checkbox"/>
g. Working with undergraduates on research	46% <input type="checkbox"/>	34% <input type="checkbox"/>	14% <input type="checkbox"/>	2% <input type="checkbox"/>	3% <input type="checkbox"/>	1% <input type="checkbox"/>	0% <input type="checkbox"/>	0% <input type="checkbox"/>
h. Advising undergraduate students	20% <input type="checkbox"/>	56% <input type="checkbox"/>	20% <input type="checkbox"/>	3% <input type="checkbox"/>	1% <input type="checkbox"/>	1% <input type="checkbox"/>	0% <input type="checkbox"/>	0% <input type="checkbox"/>
i. Supervising internships or other field experiences	60% <input type="checkbox"/>	24% <input type="checkbox"/>	4% <input type="checkbox"/>	4% <input type="checkbox"/>	4% <input type="checkbox"/>	1% <input type="checkbox"/>	1% <input type="checkbox"/>	3% <input type="checkbox"/>
j. Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc.)	51% <input type="checkbox"/>	36% <input type="checkbox"/>	7% <input type="checkbox"/>	3% <input type="checkbox"/>	1% <input type="checkbox"/>	1% <input type="checkbox"/>	0% <input type="checkbox"/>	0% <input type="checkbox"/>





Please respond to the following questions based on *one particular undergraduate course section* you are teaching or have taught during this academic year.

**7 Level of students in your selected course section:**

Lower division (mostly 1<sup>st</sup> year students and sophomores)

Upper division (mostly juniors and seniors)

Other (Please describe)

**8 Is your selected course a distance education course (correspondence course, Internet course, telecourse, etc.)?**

2% Yes      98% No

**9 How many students are enrolled in your selected course section?**

4%	Fewer than 10	23%	30 to 49	8%	100 to 149
20%	10 to 19	11%	50 to 74	1%	150 to 199
29%	20 to 29	3%	75 to 99	1%	200 or more

**10 Prior to this semester, how many times have you taught your selected course?**

15%	None	7%	7 to 9	12%	More than 20
25%	1 to 3	10%	10 to 15		
24%	4 to 6	6%	16 to 20		

**11 What is the general area of your selected course? (Please specify an academic discipline, e.g., Chemistry, Psychology, Theater)**

**12 About what percent of students in your selected course section do the following?**

	None	1-24%	25-49%	50-74%	75% or higher
a. Frequently ask questions in class or contribute to class discussion	0%	44%	25%	20%	12%
b. Frequently come to class without completing readings or assignments	3%	60%	25%	4%	7%
c. Frequently work harder than they usually do to meet your standards	1%	41%	26%	20%	12%
d. Occasionally use e-mail to communicate with you	2%	42%	26%	17%	13%
e. Occasionally discuss grades or assignments with you	0%	43%	30%	20%	7%

	None	1-24%	25-49%	50-74%	75% or higher
f. At least once, talk about career plans with you	7%	50%	26%	9%	8%
g. At least once, discuss ideas from readings or classes with you outside of class	9%	54%	25%	10%	1%

**13 How often do students in your selected course section engage in the following?**

	Very often	Often	Sometimes	Never
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	21%	21%	30%	28%
b. Work with other students on projects during class	16%	29%	34%	20%
c. Participate in a community-based project as part of your course	5%	9%	25%	61%
d. Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	18%	21%	35%	27%
e. Receive prompt feedback (written or oral) from you on their academic performance	47%	43%	10%	0%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	29%	21%	29%	21%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	27%	21%	28%	25%

**14 In your selected course section, about how much reading and writing do your students do?**

	None	1	2-3	4-6	More than 6
a. Number of assigned textbooks, books, and/or book length packs of course readings	3%	51%	36%	7%	3%
b. Number of written papers or reports of more than 10 pages	64%	26%	7%	0%	3%
c. Number of written papers or reports between 5 and 10 pages	45%	30%	18%	3%	3%
d. Number of written papers or reports of fewer than 5 pages	31%	20%	20%	15%	14%

**15** In a typical week, how many homework problem sets do you require students in your selected course section to complete?

	None	1-2	3-4	5-6	More Than 6
a. Number of problem sets that take your students <b>more than</b> one hour to complete	30%	47%	14%	2%	6%
b. Number of problem sets that take your students <b>less than</b> one hour to complete	50%	38%	10%	1%	1%

**16** Time students spend preparing for your selected course section.

	0	1-2	3-4	5-6	7-8	9-10	11-12	More than 12
a. In a typical 7-day week, about how many hours do you <b>expect</b> your students to spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	0%	8%	29%	35%	16%	10%	0%	2%
b. In a typical 7-day week, about how many hours do you think your students <b>actually</b> spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	3%	43%	38%	11%	2%	3%	0%	0%

**17** In your selected course section, how important to you is it that your students:

	Very Important	Important	Somewhat Important	Not Important
a. Prepare two or more drafts of a paper or assignment before turning it in	25%	21%	25%	29%
b. Work on a paper or project that requires integrating ideas or information from various sources	49%	27%	10%	13%
c. Work with classmates outside of class to prepare class assignments	21%	29%	29%	21%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	29%	29%	27%	15%
e. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	21%	27%	34%	18%
f. Tutor or teach other students (paid or voluntary)	7%	16%	26%	51%

**18** In your selected course, on average, what percent of class time is spent on the following?

	0	1-9	10-19	20-29	30-39	40-49	50-74	75 or more
a. Lecture	2%	8%	9%	8%	8%	21%	25%	19%
b. Teacher-led discussion	5%	19%	13%	20%	18%	13%	5%	6%
c. Teacher-student shared responsibility (seminar, discussion, etc.)	27%	20%	18%	11%	12%	2%	6%	3%
d. Student computer use	57%	19%	9%	3%	5%	2%	4%	1%
e. Small group activities	37%	24%	14%	11%	4%	4%	5%	1%
f. Student presentations	33%	26%	16%	13%	4%	4%	2%	1%
g. In-class writing	59%	22%	7%	2%	5%	2%	2%	2%
h. Testing and evaluation	7%	42%	28%	13%	3%	3%	3%	1%
i. Performances in applied and fine arts (e.g., dance, drama, music)	95%	2%	1%	0%	0%	1%	0%	2%
j. Experiential (labs, field work, art exhibits)	66%	8%	8%	4%	4%	5%	2%	3%

**19** Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?

Very little							Very much
0%	0%	2%	11%	25%	36%	26%	
1	2	3	4	5	6	7	

**20** In your selected course section, how much emphasis do you place on engaging students in each of these cognitive activities?

	Very Much	Quite a bit	Some	Very Little
a. <b>Memorizing</b> facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	10%	24%	39%	28%
b. <b>Analyzing</b> the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	54%	35%	9%	2%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	53%	30%	15%	2%
d. <b>Making judgments</b> about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	48%	24%	22%	7%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	59%	28%	12%	1%



**21** To what extent do you structure *your selected course section* so that students learn and develop in the following areas?

	Very Much ▼	Quite a bit ▼	Some ▼	Very Little ▼
a. Writing clearly and effectively	32%	35%	17%	15%
b. Speaking clearly and effectively	33%	25%	27%	15%
c. Thinking critically and analytically	67%	25%	7%	1%
d. Analyzing quantitative problems	33%	20%	22%	25%
e. Using computing and information technology	21%	27%	31%	21%
f. Working effectively with others	24%	34%	27%	15%
g. Learning effectively on their own	45%	45%	10%	1%
h. Understanding themselves	32%	26%	21%	21%
i. Understanding people of other racial and ethnic backgrounds	23%	22%	26%	29%
j. Solving complex real-world problems	39%	27%	24%	10%
k. Developing a personal code of values and ethics	36%	22%	29%	13%
l. Developing a deepened sense of spirituality	16%	13%	27%	44%
m. Acquiring a broad general education	32%	35%	26%	7%
n. Acquiring job or work-related knowledge and skills	44%	29%	21%	5%

**22** During this term, does your institution consider you to be employed part-time or full-time?

28% Part-time  
72% Full-time

**23** Write in the total number of courses (undergraduate, graduate) you have taught or are scheduled to teach during the *current* academic year:

**24** Which of the following best describes your academic rank, title, or current position? (Mark only one)

- 18% Professor
- 35% Associate Professor
- 37% Assistant Professor
- 6% Instructor
- 1% Lecturer
- 0% Graduate Teaching Assistant
- 4% Other: Specify

**25** What is the general discipline of your academic appointment? (Please specify an academic discipline)

**26** What is your current tenure status? (Mark only one)

- 50% Tenured
- 25% On tenure track but not tenured
- 22% Not on tenure track, although this institution has a tenure system
- 3% No tenure system at this institution

**27** Write in the year that you began teaching at *any* college/university:

**28** What is the highest degree you have earned?

- 6% First professional degree (e.g., M.D., D.D.S., J. D., D.V.M.)
- 64% Doctoral Degree (e.g., Ph.D., Ed. D.)
- 27% Master's Degree
- 1% Bachelor's Degree
- 0% Associate's Degree
- 1% Other (write here):

**29** Write in the year of your birth:

**30** Your sex: 68% Male 32% Female

**31** What is your citizenship status?

- 76% United States citizen, native
- 16% United States citizen, naturalized
- 7% Permanent resident of the United States (immigrant visa)
- 2% Temporary resident of the United States (non-immigrant visa)

**32** Are you of Hispanic, Latino, or Spanish origin?

0% Yes 100% No

**33** What is your racial or ethnic identification? (Mark all that apply)

- 0% American Indian or Native American
- 12% Asian American or Pacific Islander
- 5% Black or African American
- 78% White
- 5% Other: Specify

**34** How *important* is it to you that undergraduates at your institution do the following?

	Very Important ▼	Important ▼	Somewhat Important ▼	Not Important ▼
a. Express an opinion about a political or community issue in a public forum (e.g., send a letter or e-mail to the media, contact a government official, make a speech, sign a petition)				N/A
b. Use media sources (e.g., newspaper, radio, television, Internet) to stay informed about local political or community issues				N/A
c. Participate in a fundraising event (e.g., phone-a-thon, run, walk, dance marathon)				N/A
d. Attend a rally, vigil, or protest about an issue that is important to them				N/A
e. Lead meetings or activities for a local community organization or religious group				N/A

**THANK YOU FOR SHARING YOUR VIEWS!**

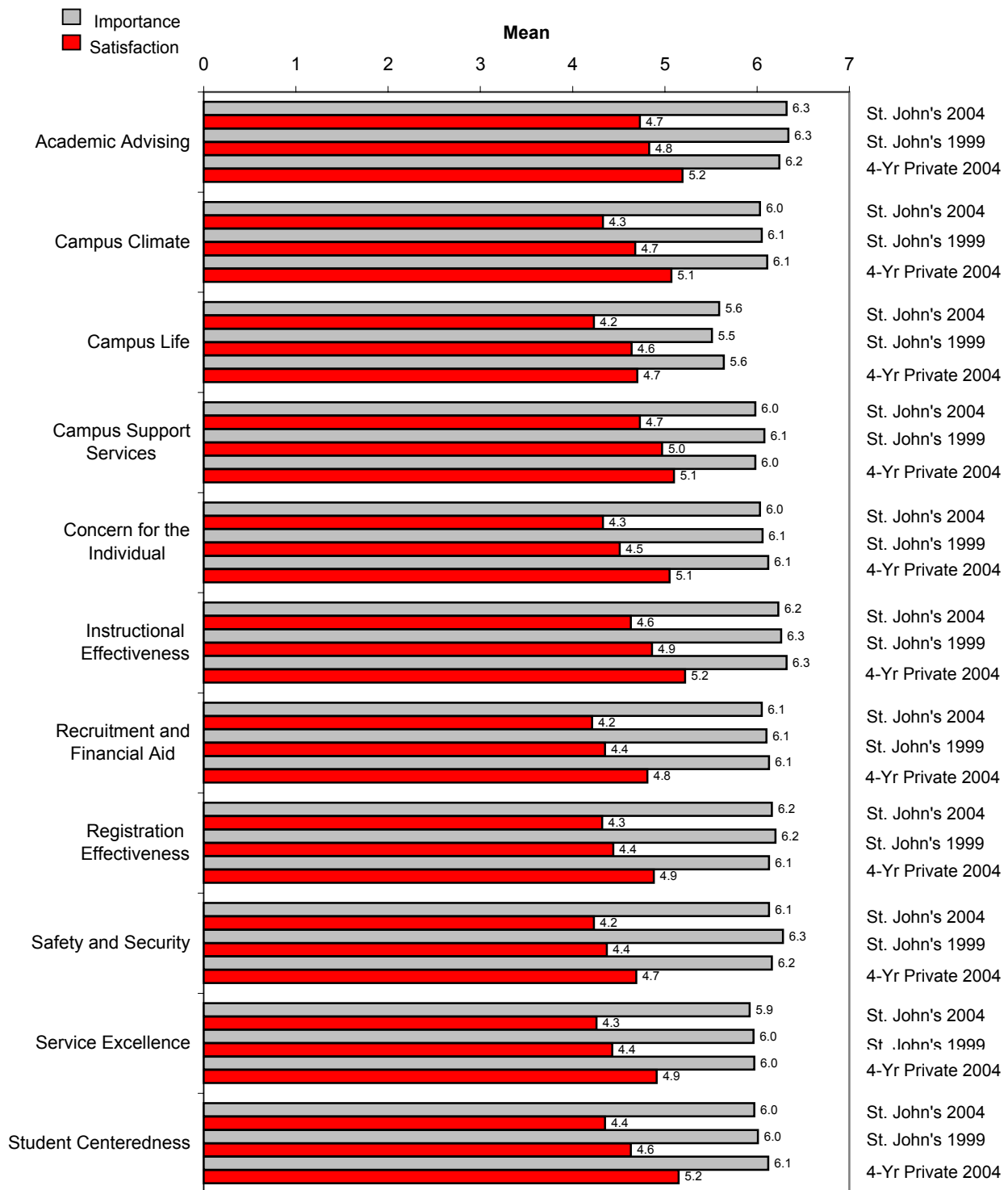
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**Student Satisfaction Inventory  
(SSI 2004)**

**Appendixes**

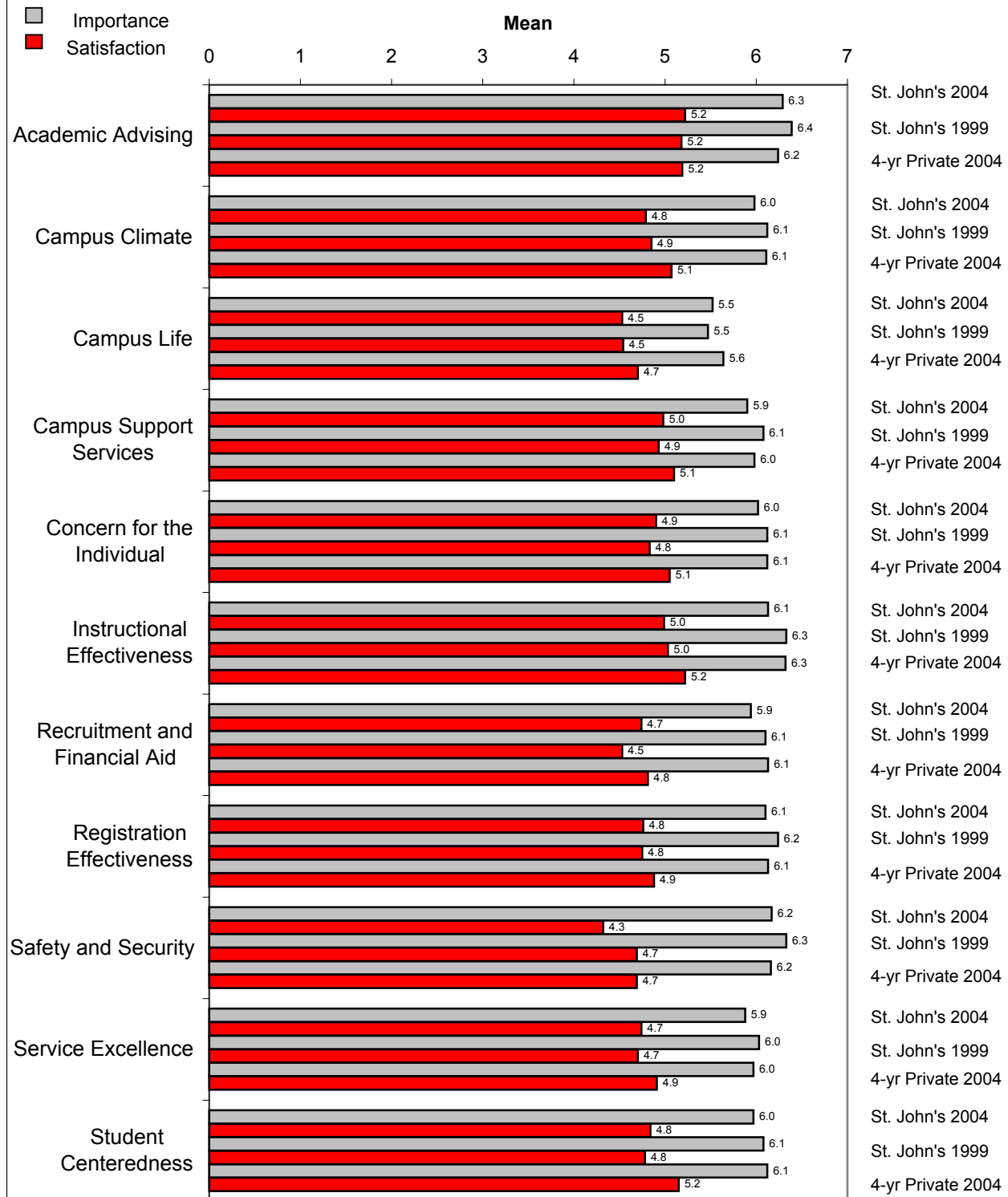
# SSI 2004, Appendix I

## How Well Are We Meeting Our Students' Expectations On Queens Campus?

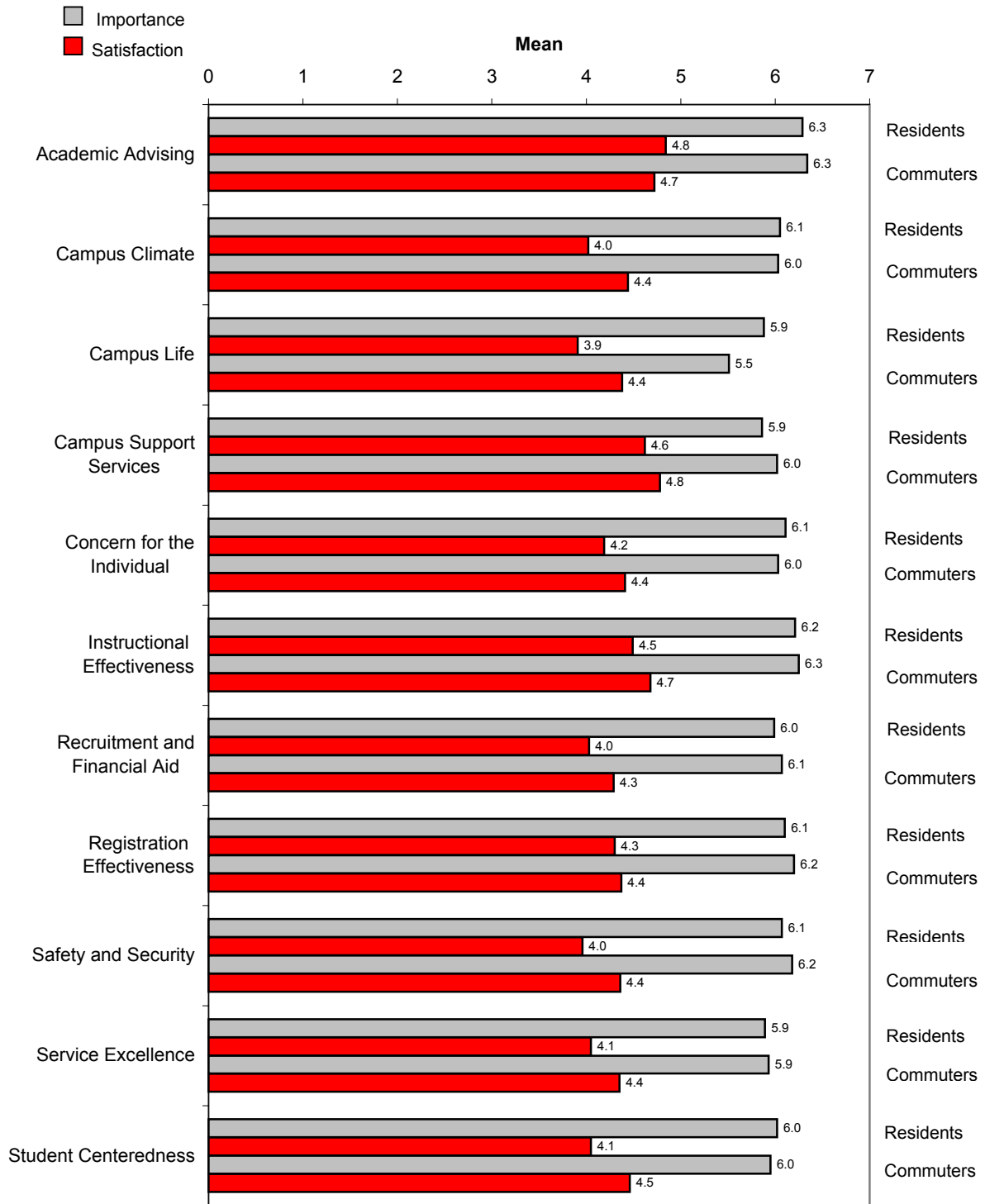


## SSI 2004, Appendix II

### How Well Are We Meeting Our Students' Expectations On Staten Island?



**Residents vs. Commuters  
Queens Campus, 2004**



ST. JOHN'S UNIVERSITY

Appendix IV. Strengths (The letter S in the table stands for strength.)

Student Satisfaction Inventory (SSI), Spring 2004

No.	Item	Formula: Imp >= 75th percentile & Sat > Median & Gap < 40th percentile OR Imp > Median & Imp < 75th percentile & Sat > Median & Gap < 35th percentile	Queens UG	SI UG	Q & SI Grad	Residents		College - Queens					College - SI				Ethnicity - Queens				Freq	
						Q	SI	SJC	Ed	CPS	TCB	Phar	SJC	Ed	CPS	TCB	African	Asian	Hisp	White		
1	50	Class change (drop/add) policies are reasonable.	s	s	s		s	s	s	s	s	s		s	s	s		s	s	s		14
2	65	Faculty are usually available after class and during office hours.	s	s		s		s		s	s		s	s	s	s		s		s	s	13
3	7	The campus is safe and secure for all students.	s	s				s		s	s		s			s		s	s	s	s	11
4	72	On the whole, the campus is well-maintained.	s		s	s		s	s	s	s							s	s	s	s	11
5	79	St. John's Central is easy and convenient to use.	s	s		s		s	s	s	s	s			s				s	s	s	12
6	51	This institution has a good reputation within the community.	s	s			s			s	s	s		s	s			s		s		10
7	74	I have found quiet places to study on campus.	s			s			s	s	s			s				s		s	s	9
8	75	I have been able to socialize with other students on campus.	s	s		s			s		s	s		s	s					s	s	10
9	18	Library resources and services are adequate.	s					s		s	s		s					s	s			7
10	6	My academic advisor is approachable.		s	s	s	s			s			s		s	s						8
11	14	My academic advisor is concerned about my success as an individual.		s		s	s						s		s							5
12	33	My academic advisor is knowledgeable about requirements in my major.			s	s	s		s			s										5
13	69	There is a good variety of courses provided on this campus.				s		s					s						s	s		5
14	8	The content of the courses within my major is valuable.					s		s				s							s		4
15	68	Nearly all of the faculty are knowledgeable in their field.				s		s							s							3
16	3	Faculty care about me as an individual.					s															1
17	16	The instruction in my major field is excellent.							s					s								2
18	19	My academic advisor helps me set goals to work toward.					s								s							2
19	26	Computer labs are adequate and accessible.				s							s									2
20	2	The campus staff are caring and helpful.											s									1
21	20	The business office is open during hours which are convenient for most students.															s					1
22	32	Tutoring services are readily available.																s				1
23	35	The assessment and course placement procedures are reasonable.																s				1
24	39	I am able to experience intellectual growth here.					s															1
25	55	Major requirements are clear and reasonable.				s																1
26	62	There is a strong commitment to racial harmony on this campus.																		s		1
27	67	Freedom of expression is protected on campus.																	s			1
28	77	Instruction in the use of library resources has been sufficient for me.																		s		1



## ST. JOHN'S UNIVERSITY

## Student Satisfaction Inventory (SSI), Spring 2004

## Appendix V. Challenges (The letter C in the table stands for challenge.)

No.	Item	Formula: Imp > Median & Sat < Median & Gap > 75th percentile OR Imp > 25th percentile & Imp <= Median & Gap > 85th percentile	Queens UG	SI UG	Q & SI Grad	Residents		College - Queens					College - SI				Ethnicity - Queens				Freq	
						Q	SI	SJC	Ed	CPS	TCB	Phar	SJC	Ed	CPS	TCB	African	Asian	Hisp	White		
1	11	Billing policies are reasonable.	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	18
2	57	I seldom get the "run-around" when seeking information on this campus.	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	18
3	66	Tuition paid is a worthwhile investment.	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	18
4	73	Student activities fees are put to good use.	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	18
5	17	Adequate financial aid is available for most students.	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	17
6	21	The amount of student parking space on campus is adequate.	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	16
7	34	I am able to register for classes I need with few conflicts.	c	c				c	c	c	c	c	c	c	c	c	c	c	c	c	c	14
8	59	This institution shows concern for students as individuals.	c				c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	14
9	12	Financial aid awards are announced to students in time to be helpful in college planning.	c				c		c	c	c	c	c					c	c	c	c	11
10	25	Faculty are fair and unbiased in their treatment of individual students.	c	c				c	c	c	c	c	c	c	c	c	c	c	c	c	c	11
11	53	Faculty taking into consideration student differences as they teach a course.	c	c					c	c	c	c	c	c	c	c	c	c	c	c	c	11
12	71	Channels for expressing student complaint are readily available.	c	c	c				c	c	c	c	c	c	c	c	c	c	c	c	c	11
13	36	Security staff respond quickly in emergencies.	c	c			c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	11
14	29	It is an enjoyable experience to be a student on this campus.	c	c			c	c	c	c	c	c	c	c	c	c	c	c	c	c	c	10
15	5	Financial aid counselors are helpful.	c						c	c	c	c	c	c	c	c	c	c	c	c	c	7
16	19	My academic advisor helps me set goals to work toward.	c						c	c	c	c	c	c	c	c	c	c	c	c	c	7
17	47	Faculty provide timely feedback about student progress in a course.	c						c	c	c	c	c	c	c	c	c	c	c	c	c	7
18	38	There is an adequate selection of food available in the cafeteria.	c				c	c										c	c			6
19	69	There is a good variety of courses provided on this campus.		c				c						c	c	c	c					6
20	28	Parking lots are well-lighted and secure.		c	c									c	c	c	c					6
21	4	Admission staff are knowledgeable.							c	c	c	c	c	c	c	c	c	c	c	c	c	5
22	27	The personnel involved in registration are helpful.				c				c	c	c	c	c	c	c	c	c	c	c	c	5
23	2	The campus staff are caring and helpful.	c						c	c	c	c	c	c	c	c	c	c	c	c	c	4
24	45	Students are made to feel welcome on this campus.		c			c			c	c	c	c	c	c	c	c	c	c	c	c	4
25	3	Faculty care about me as an individual.								c	c	c	c	c	c	c	c	c	c	c	c	4
26	35	The assessment and course placement procedures are reasonable.												c	c	c	c	c	c	c	c	4
27	41	There is a commitment to academic excellence on this campus.						c		c	c	c	c	c	c	c	c	c	c	c	c	4
28	49	There are adequate services to help me decide upon a career.									c	c	c	c	c	c	c	c	c	c	c	3
29	14	My academic advisor is concerned about my success as an individual.																	c	c		2
30	23	Living conditions in the residence halls are comfortable(adequate space, lighting, telephones, etc.).					c	c														2
31	52	The student center is a comfortable place for students to spend their leisure time.						c								c						2
32	72	On the whole, the campus is well-maintained.												c	c	c	c	c	c	c	c	2
33	42	There are a sufficient number of weekend activities for students.					c	c														2
34	62	There is a strong commitment to racial harmony on this campus.						c														1
35	78	I have found the Public Safety staff helpful and approachable.															c					1
36	1	Most students feel a sense of belonging here.						c														1
37	18	Library resources and services are adequate.				c																1
38	20	The business office is open during hours which are convenient for most students.				c																1
39	22	Counseling staff care about students as individuals.															c					1
40	30	Residence hall staff are concerned about me as an individual.						c														1
41	40	Residence hall regulations are reasonable.					c															1
42	58	The quality of instruction I receive in most of my classes is excellent.																				1
43	67	Freedom of expression is protected on campus.						c														1
44	74	I have found quiet places to study on campus.				c																1
45	75	I have been able to socialize with other students on campus.						c														1

Student Satisfaction Inventory (SSI) 2004

## Appendix VI. Values in the Formulas for Identifying Strengths and Challenges

(Imp = Importance; pt = percentile; Sat = Satisfaction)

### Strengths

Formula	( Imp>= 75th pt & Sat> Median & Gap< 40th pt ) or ( Imp> Median & Imp< 75th pt & Sat> Median & Gap< 35th pt )
Queens Undergraduate	6.18      4.50      1.42      6.06      6.18      4.50      1.38
SI Undergraduate	6.10      4.87      0.98      5.95      6.10      4.87      0.95
Graduate, Both Q & SI	6.06      4.72      1.02      5.88      6.06      4.72      0.97
Queens Residents	6.21      4.30      1.54      6.04      6.21      4.30      1.52
SI Residents	6.03      4.34      1.30      5.86      6.03      4.34      1.26

### Challenges

Formula	( Imp> Median & Sat< Median & Gap> 75th pt ) or ( Imp> 25th pt & Imp<= Median & Gap> 85th pt )
Queens Undergraduate	6.06      4.50      1.70      5.80      6.06      1.80
SI Undergraduate	5.95      4.87      1.20      5.78      5.95      1.32
Graduate, Both Q & SI	5.88      4.72      1.38      5.57      5.88      1.49
Queens Residents	6.04      4.30      2.00      5.83      6.04      2.24
SI Residents	5.86      4.34      1.76      5.61      5.86      1.98

## Appendix VII. SSI Item Mean Scores for St. John's QUEENS Campus and Private 4-Year Institutions

Item	Queens 2004 Undergrad (N=946)			4-Yr Private 2004 Undergrad			Queens 2004 Residents (N=199)			Queens 1999 Undergrad (N=1556)		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
	(Column headings for the data: Imp = Importance; Sat = Satisfaction; Gap = Imp - Sat)											
1. Most students feel a sense of belonging here.	5.5	4.4	1.1	5.8	5.1	0.7	5.6	4.1	1.5	5.5	4.5	1.0
2. The campus staff are caring and helpful.	6.1	4.4	1.7	6.3	5.3	1.0	6.1	4.1	1.9	6.2	4.7	1.5
3. Faculty care about me as an individual.	6.0	4.3	1.8	6.2	5.2	1.0	6.0	4.2	1.8	6.1	4.4	1.6
4. Admissions staff are knowledgeable.	6.1	4.4	1.7	6.1	5.1	1.1	6.0	4.3	1.8	6.1	4.5	1.6
5. Financial aid counselors are helpful.	6.1	4.3	1.9	6.2	4.8	1.4	5.9	4.1	1.9	6.2	4.3	2.0
6. My academic advisor is approachable.	6.4	4.9	1.6	6.3	5.4	0.9	6.4	5.0	1.4	6.5	5.0	1.5
7. The campus is safe and secure for all students.	6.4	5.1	1.3	6.4	5.5	0.9	6.4	4.8	1.6	6.5	5.5	1.1
8. The content of the courses within my major is valuable.	6.5	5.0	1.5	6.6	5.4	1.2	6.5	4.9	1.6	6.6	5.1	1.5
9. A variety of intramural activities are offered.	5.0	4.4	0.6	4.8	4.7	0.1	5.1	4.1	1.0	5.0	4.6	0.4
10. Administrators are approachable to students.	5.9	4.4	1.5	5.9	5.0	0.9	5.8	4.2	1.6	5.9	4.5	1.3
11. Billing policies are reasonable.	6.1	3.6	2.6	6.1	4.4	1.7	6.1	3.4	2.7	6.2	3.8	2.4
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.2	4.1	2.1	6.2	4.7	1.6	6.1	4.0	2.1	6.3	4.2	2.1
13. Library staff are helpful and approachable.	5.7	4.8	0.9	5.7	5.3	0.4	5.4	4.7	0.7	5.9	4.9	1.1
14. My academic advisor is concerned about my success as an individual.	6.3	4.6	1.6	6.2	5.1	1.1	6.2	4.8	1.5	6.3	4.6	1.7
15. The staff in the health services area are competent.	5.7	4.4	1.3	5.8	4.8	1.0	5.7	4.0	1.7	5.6	4.6	1.1
16. The instruction in my major field is excellent.	6.5	4.8	1.7	6.6	5.3	1.2	6.5	4.8	1.7	6.5	4.9	1.7
17. Adequate financial aid is available for most students.	6.3	4.0	2.3	6.4	4.7	1.7	6.2	4.0	2.3	6.5	4.1	2.3
18. Library resources and services are adequate.	6.1	4.8	1.2	6.1	5.0	1.1	6.0	4.6	1.4	6.3	5.1	1.2
19. My academic advisor helps me set goals to work toward.	6.2	4.4	1.8	5.9	4.7	1.2	6.1	4.4	1.7	6.1	4.3	1.8
20. The business office is open during hours which are convenient for most students.	5.9	4.4	1.4	5.9	5.0	1.0	5.7	4.2	1.5	5.8	4.7	1.2
21. The amount of student parking space on campus is adequate.	6.0	2.7	3.2	6.0	3.8	2.2	5.7	2.3	3.4	6.2	2.7	3.5
22. Counseling staff care about students as individual.	5.9	4.3	1.6	5.9	4.8	1.1	5.9	4.3	1.5	6.0	4.4	1.6
23. Living conditions in the residence halls are comfortable(adequate space, lighting, heat, air conditioning, telephones, etc.).	5.4	4.1	1.4	6.0	4.4	1.6	6.6	4.1	2.5	5.4	4.4	1.0
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.1	4.0	1.2	5.1	4.4	0.7	5.6	3.7	1.9	5.3	4.8	0.4
25. Faculty are fair and unbiased in their treatment of individual students.	6.4	4.5	1.9	6.4	5.1	1.3	6.4	4.3	2.1	6.4	4.8	1.6
26. Computer labs are adequate and accessible.	6.3	4.8	1.5	6.3	5.1	1.2	6.2	4.8	1.5	6.4	5.3	1.1
27. The personnel involved in registration are helpful.	6.2	4.5	1.7	6.2	5.1	1.0	6.2	4.5	1.7	6.2	4.5	1.7
28. Parking lots are well-lighted and secure.	6.0	4.5	1.5	6.1	4.8	1.3	5.8	4.3	1.5	6.2	4.6	1.6
29. It is an enjoyable experience to be a student on this campus.	6.1	4.4	1.8	6.3	5.2	1.1	6.4	4.0	2.4	6.2	4.8	1.4
30. Residence hall staff are concerned about me as an individual.	5.3	4.0	1.3	5.6	4.8	0.8	6.0	3.7	2.2	5.0	4.2	0.9
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.4	4.6	0.8	5.4	5.1	0.3	5.5	4.5	1.0	5.4	4.9	0.4
32. Tutoring services are readily available.	5.8	4.7	1.1	5.9	5.2	0.7	5.8	4.7	1.2	6.1	5.2	0.9
33. My academic advisor is knowledgeable about requirements in my major.	6.5	5.0	1.5	6.4	5.4	1.1	6.5	5.1	1.4	6.5	5.2	1.3
34. I am able to register for classes I need with few conflicts.	6.5	4.2	2.3	6.5	4.8	1.6	6.5	4.5	2.0	6.5	4.4	2.2
35. The assessment and course placement procedures are reasonable.	6.2	4.6	1.6	6.1	5.0	1.0	6.1	4.6	1.5	6.1	4.7	1.5

Item	Queens 2004 Undergrad (N=946)			4-Yr Private 2004 Undergrad			Queens 2004 Residents (N=199)			Queens 1999 Undergrad (N=1556)		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
	(Column headings for the data: Imp = Importance; Sat = Satisfaction; Gap = Imp - Sat)											
36. Security staff respond quickly in emergencies.	6.2	4.5	1.7	6.2	4.7	1.5	6.3	4.2	2.1	6.2	4.7	1.6
37. I feel a sense of pride about my campus.	5.8	4.3	1.4	5.8	5.0	0.8	5.9	3.8	2.1	5.8	4.9	0.9
38. There is an adequate selection of food available in the cafeteria.	5.9	4.1	1.8	5.8	4.0	1.8	6.2	3.4	2.8	5.7	4.5	1.2
39. I am able to experience intellectual growth here.	6.3	4.7	1.5	6.4	5.4	1.0	6.3	4.4	1.9	6.3	5.1	1.2
40. Residence hall regulations are reasonable.	5.4	3.7	1.7	5.7	4.5	1.2	6.3	3.2	3.1	5.0	4.4	0.5
41. There is a commitment to academic excellence on this campus.	6.2	4.5	1.7	6.3	5.3	1.0	6.1	4.2	1.9	6.3	4.9	1.3
42. There are a sufficient number of weekend activities for students.	5.2	3.9	1.3	5.3	4.2	1.0	5.7	3.3	2.5	4.9	4.0	0.9
43. Admissions counselors respond to prospective students' unique needs and requests.	5.8	4.3	1.5	5.9	4.9	1.0	5.7	4.0	1.7	5.8	4.4	1.4
44. Academic support services adequately meet the needs of students.	5.9	4.4	1.5	6.0	5.0	1.0	5.9	4.3	1.6	6.0	4.6	1.4
45. Students are made to feel welcome on this campus.	6.1	4.4	1.6	6.2	5.3	0.9	6.1	4.1	2.0	6.1	4.8	1.3
46. I can easily get involved in campus organizations.	5.7	4.5	1.2	5.6	5.1	0.6	5.9	4.5	1.4	5.7	4.7	1.0
47. Faculty provide timely feedback about student progress in a course.	6.2	4.4	1.8	6.2	5.0	1.3	6.2	4.2	2.0	6.1	4.6	1.6
48. Admissions counselors accurately portray the campus in their recruiting practices.	5.8	4.2	1.6	6.0	4.8	1.2	6.0	3.9	2.1	5.6	4.5	1.1
49. There are adequate services to help me decide upon a career.	6.2	4.6	1.6	6.2	4.9	1.3	6.1	4.5	1.6	6.2	4.8	1.5
50. Class change (drop/add) policies are reasonable.	6.1	4.9	1.2	6.0	5.1	0.9	6.0	5.0	1.1	6.2	4.8	1.3
51. This institution has a good reputation within the community.	6.1	4.8	1.4	6.2	5.5	0.7	6.1	4.4	1.7	6.2	5.5	0.7
52. The student center is a comfortable place for students to spend their leisure time.	5.7	4.3	1.4	5.7	4.8	0.9	5.6	4.0	1.6	5.6	4.7	0.9
53. Faculty taking into consideration student differences as they teach a course.	6.1	4.3	1.8	6.1	4.9	1.2	6.0	4.2	1.9	6.1	4.5	1.6
54. Bookstore staff are helpful.	5.8	4.9	1.0	5.8	5.2	0.6	5.7	4.9	0.8	5.8	5.1	0.7
55. Major requirements are clear and reasonable.	6.3	4.8	1.5	6.3	5.3	1.0	6.3	4.9	1.4	6.3	5.0	1.3
56. The student handbook provides helpful information about campus life.	5.7	4.5	1.2	5.6	5.1	0.6	5.7	4.3	1.4	5.8	5.3	0.5
57. I seldom get the "run-around" when seeking information on this campus.	6.1	3.6	2.5	6.1	4.5	1.7	6.2	3.1	3.1	6.1	3.9	2.3
58. The quality of instruction I receive in most of my classes is excellent.	6.3	4.6	1.7	6.5	5.3	1.2	6.3	4.4	1.9	6.4	4.8	1.6
59. This institution shows concern for students as individuals.	6.2	4.2	2.0	6.3	5.1	1.2	6.2	3.9	2.3	6.2	4.5	1.7
60. I generally know what's happening on campus.	5.7	4.1	1.6	5.8	4.9	0.9	5.8	4.0	1.8	5.7	4.3	1.4
61. Adjunct faculty are competent as classroom instructors.	6.1	4.6	1.4	6.1	5.0	1.1	6.0	4.4	1.6	6.0	4.8	1.2
62. There is a strong commitment to racial harmony on this campus.	6.0	4.6	1.4	6.0	5.2	0.8	6.0	4.2	1.8	5.9	5.0	1.0
63. Student disciplinary procedures are fair.	6.0	4.5	1.5	6.0	4.9	1.0	6.0	4.0	2.0	5.8	4.9	0.8
64. New student orientation services help students adjust to college.	5.9	4.6	1.3	5.9	5.0	0.9	6.0	4.3	1.6	5.8	4.9	0.9
65. Faculty are usually available after class and during office hours.	6.3	5.0	1.2	6.3	5.4	0.9	6.2	4.9	1.4	6.3	5.2	1.1
66. Tuition paid is a worthwhile investment.	6.4	3.7	2.6	6.5	4.7	1.8	6.3	3.5	2.9	6.4	4.3	2.0
67. Freedom of expression is protected on campus.	6.1	4.5	1.6	6.1	5.0	1.1	6.1	4.3	1.9	5.9	4.8	1.1
68. Nearly all of the faculty are knowledgeable in their field.	6.4	4.9	1.5	6.5	5.6	0.9	6.4	4.9	1.5	6.4	5.1	1.3
69. There is a good variety of courses provided on this campus.	6.3	4.9	1.4	6.4	5.1	1.3	6.3	4.9	1.4	6.4	5.2	1.3
70. Graduate teaching assistants are competent as classroom instructors.	5.8	4.4	1.4	5.8	4.8	1.0	5.7	4.3	1.4	5.8	4.6	1.2
71. Channels for expressing student complaints are readily available.	6.0	3.9	2.0	6.0	4.5	1.5	5.9	3.7	2.2	5.9	4.2	1.7
72. On the whole, the campus is well-maintained.	6.2	4.9	1.3	6.2	5.5	0.7	6.2	4.7	1.5	6.2	5.4	0.8
73. Student activities fees are put to good use.	6.0	3.7	2.3	6.0	4.4	1.6	6.1	3.6	2.5	5.9	3.9	2.0

Item	Queens 2004 Undergrad (N=946)			4-Yr Private 2004 Undergrad			Queens 2004 Residents (N=199)			Queens 1999 Undergrad (N=1556)		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
	(Column headings for the data: Imp = Importance; Sat = Satisfaction; Gap = Imp - Sat)											
74. I have found quiet places to study on campus.	6.3	4.9	1.4				6.2	4.9	1.3	6.3	5.3	1.0
75. I have been able to socialize with other students on campus.	6.1	5.1	1.0				6.1	5.1	1.1	6.0	5.3	0.8
76. There is an adequate variety of events and programs to attend on campus.	5.7	4.5	1.2				6.0	4.1	1.9	5.7	4.9	0.9
77. Instruction in the use of library resources has been sufficient for me.	6.0	4.8	1.1				5.8	4.6	1.2	6.0	4.9	1.1
78. I have found the Public Safety staff helpful and approachable.	6.0	4.6	1.4				6.0	4.5	1.5	5.9	4.9	1.0
79. (The 2004 version is different from the 1999 version.) 2004 version: St. John's Central is easy and convenient to use. 1999 Version: The Redphone is easy and convenient to use.	6.2	5.1	1.0				6.1	5.1	1.0	6.4	5.3	1.1
80. (The 2004 version is different from the 1999 version.) 2004 version: I use my campus email account regularly. 1999 version: There is adequate instruction in basic computer skills on campus.	5.2	4.7	0.5				5.5	5.0	0.5	6.0	5.0	1.1
81. The use of technology by faculty in the classroom has been helpful to me.	5.8	5.0	0.8				5.8	4.9	0.9	5.9	5.1	0.8
82. There are enough classes offered after 2 p.m. on weekdays here.	5.5	4.6	0.8				5.5	4.7	0.8	5.1	4.5	0.6
83. I have found places on campus to study or work in groups.	5.9	4.8	1.1				5.8	4.8	1.0	5.8	4.9	0.9
84. How <u>satisfied</u> are you that this campus demonstrates a commitment to meeting the needs of part-time students?		4.6			4.9			4.3			4.8	
85. How <u>satisfied</u> are you that this campus demonstrates a commitment to meeting the needs of evening students.?		4.6			4.9			4.4			4.7	
86. How <u>satisfied</u> are you that this campus demonstrates a commitment to meeting the needs of older, returning learners?		4.6			5.1			4.5			4.9	
87. How <u>satisfied</u> are you that this campus demonstrates a commitment to meeting the needs of under-represented population?		4.6			4.9			4.4			4.8	
88. How <u>satisfied</u> are you that this campus demonstrates a commitment to meeting the needs of commuters?		4.5			4.9			4.5			4.7	
89. How <u>satisfied</u> are you that this campus demonstrates a commitment to meeting the needs of students with disabilities?		4.8			5.0			4.8			5.1	
90. Cost	6.2			5.9			6.2			6.2		
91. Financial aid	6.3			6.1			6.4			6.2		
92. Academic reputation	6.2			6.2			6.3			6.3		
93. Size of institution	5.4			5.4			5.5			5.3		
94. Opportunity to play sports	3.7			3.5			3.8			3.7		
95. Recommendations from family/friends	4.9			4.8			4.8			5.0		
96. Geographic setting	5.7			5.2			5.8			5.5		
97. Campus appearance	5.4			5.3			5.6			5.5		
98. Personalized attention prior to enrollment.	5.3			5.5			5.2			5.3		
99. So far, how has your college experience met your expectations?		4.0			4.5			3.9			4.2	
100. Rate your overall satisfaction with your experience thus far		4.4			5.1			4.2			4.8	
101. All in all, if you had to do it over, would you enroll here again?		4.3			5.2			3.9			4.8	

## Appendix VIII. SSI Item Mean Scores for St. John's Staten Island Campus and Private 4-Year Institutions

Item	SI 2004 Undergrad (N=429)			4-Yr Private 2004 Undergrad			SI 2004 Residents (N=39)			SI 1999 Undergrad (N=394)		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
	(Column headings for the data: Imp = Importance; Sat = Satisfaction; Gap = Imp - Sat)											
1. Most students feel a sense of belonging here.	5.6	4.6	1.0	5.8	5.1	0.7	6.0	3.9	2.1	5.5	4.4	1.1
2. The campus staff are caring and helpful.	6.1	5.1	1.0	6.3	5.3	1.0	6.0	4.7	1.3	6.2	5.1	1.2
3. Faculty care about me as an individual.	6.1	5.1	1.0	6.2	5.2	1.0	5.9	4.9	1.0	6.2	4.9	1.3
4. Admissions staff are knowledgeable.	6.1	4.9	1.2	6.1	5.1	1.1	5.8	4.2	1.6	6.2	4.7	1.5
5. Financial aid counselors are helpful.	5.9	4.8	1.1	6.2	4.8	1.4	5.8	4.1	1.7	6.2	4.3	1.9
6. My academic advisor is approachable.	6.4	5.6	0.8	6.3	5.4	0.9	6.1	5.4	0.8	6.5	5.5	1.0
7. The campus is safe and secure for all students.	6.3	5.4	0.9	6.4	5.5	0.9	6.2	4.5	1.7	6.5	5.9	0.6
8. The content of the courses within my major is valuable.	6.4	5.3	1.1	6.6	5.4	1.2	6.3	5.0	1.3	6.6	5.4	1.2
9. A variety of intramural activities are offered.	5.1	4.4	0.7	4.8	4.7	0.1	5.2	4.1	1.1	4.8	4.5	0.3
10. Administrators are approachable to students.	5.9	5.0	1.0	5.9	5.0	0.9	5.8	4.5	1.3	6.0	5.0	1.0
11. Billing policies are reasonable.	6.0	4.0	2.0	6.1	4.4	1.7	5.8	3.5	2.3	6.1	4.2	2.0
12. Financial aid awards are announced to students in time to be helpful in college planning.	5.9	4.6	1.3	6.2	4.7	1.6	5.9	4.1	1.8	6.3	4.5	1.8
13. Library staff are helpful and approachable.	5.7	5.0	0.7	5.7	5.3	0.4	5.0	4.3	0.7	6.0	4.9	1.1
14. My academic advisor is concerned about my success as an individual.	6.2	5.3	1.0	6.2	5.1	1.1	6.0	4.9	1.1	6.4	5.1	1.3
15. The staff in the health services area are competent.	5.6	4.9	0.8	5.8	4.8	1.0	5.4	4.3	1.1	5.7	4.9	0.8
16. The instruction in my major field is excellent.	6.3	5.3	1.1	6.6	5.3	1.2	6.3	4.8	1.5	6.5	5.5	1.1
17. Adequate financial aid is available for most students.	6.1	4.5	1.6	6.4	4.7	1.7	6.1	4.4	1.7	6.4	4.4	2.0
18. Library resources and services are adequate.	5.9	5.1	0.8	6.1	5.0	1.1	5.6	4.4	1.3	6.3	4.9	1.4
19. My academic advisor helps me set goals to work toward.	6.2	5.1	1.1	5.9	4.7	1.2	5.9	4.6	1.2	6.2	4.8	1.4
20. The business office is open during hours which are convenient for most students.	6.0	5.0	0.9	5.9	5.0	1.0	5.4	4.2	1.2	6.0	5.0	1.0
21. The amount of student parking space on campus is adequate.	6.3	2.6	3.7	6.0	3.8	2.2	5.8	2.8	3.0	6.4	2.8	3.6
22. Counseling staff care about students as individual.	5.9	4.7	1.2	5.9	4.8	1.1	5.5	4.4	1.2	6.0	4.7	1.3
23. Living conditions in the residence halls are comfortable(adequate space, lighting, heat, air conditioning, telephones, etc.).	5.4	4.2	1.1	6.0	4.4	1.6	6.4	3.7	2.7	5.1	4.3	0.8
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.1	4.0	1.1	5.1	4.4	0.7	5.3	3.7	1.6	5.1	4.3	0.7
25. Faculty are fair and unbiased in their treatment of individual students.	6.3	4.8	1.5	6.4	5.1	1.3	6.1	3.9	2.2	6.4	4.9	1.5
26. Computer labs are adequate and accessible.	6.0	4.9	1.1	6.3	5.1	1.2	5.8	4.6	1.2	6.3	4.9	1.4
27. The personnel involved in registration are helpful.	6.1	4.9	1.2	6.2	5.1	1.0	5.7	4.2	1.5	6.3	4.8	1.5
28. Parking lots are well-lighted and secure.	6.0	4.6	1.4	6.1	4.8	1.3	5.7	4.1	1.5	6.3	5.1	1.2
29. It is an enjoyable experience to be a student on this campus.	6.0	4.7	1.4	6.3	5.2	1.1	6.2	4.2	2.0	6.2	4.7	1.6
30. Residence hall staff are concerned about me as an individual.	5.3	4.5	0.8	5.6	4.8	0.8	5.9	4.0	1.8	5.1	4.3	0.8
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.5	4.8	0.6	5.4	5.1	0.3	5.0	4.4	0.6	5.2	4.8	0.4
32. Tutoring services are readily available.	5.8	5.3	0.5	5.9	5.2	0.7	5.4	5.0	0.4	5.9	5.0	0.9
33. My academic advisor is knowledgeable about requirements in my major.	6.4	5.2	1.2	6.4	5.4	1.1	6.2	5.1	1.1	6.5	5.4	1.2
34. I am able to register for classes I need with few conflicts.	6.4	4.6	1.7	6.5	4.8	1.6	6.2	4.5	1.7	6.6	4.8	1.7
35. The assessment and course placement procedures are reasonable.	6.1	4.9	1.2	6.1	5.0	1.0	5.7	4.6	1.1	6.2	5.0	1.2

Item	SI 2004 Undergrad (N=429)			4-Yr Private 2004 Undergrad			SI 2004 Residents (N=39)			SI 1999 Undergrad (N=394)		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
	(Column headings for the data: Imp = Importance; Sat = Satisfaction; Gap = Imp - Sat)											
36. Security staff respond quickly in emergencies.	6.1	4.8	1.3	6.2	4.7	1.5	5.9	4.2	1.8	6.2	5.0	1.2
37. I feel a sense of pride about my campus.	5.6	4.6	1.1	5.8	5.0	0.8	5.7	4.0	1.7	5.8	4.6	1.2
38. There is an adequate selection of food available in the cafeteria.	5.4	4.1	1.3	5.8	4.0	1.8	5.5	3.5	2.0	5.5	3.8	1.7
39. I am able to experience intellectual growth here.	6.1	5.0	1.1	6.4	5.4	1.0	6.0	4.8	1.2	6.2	5.1	1.2
40. Residence hall regulations are reasonable.	5.2	4.4	0.8	5.7	4.5	1.2	5.7	4.0	1.7	5.1	4.5	0.6
41. There is a commitment to academic excellence on this campus.	6.1	4.9	1.2	6.3	5.3	1.0	6.0	4.1	2.0	6.3	5.0	1.3
42. There are a sufficient number of weekend activities for students.	5.1	4.2	1.0	5.3	4.2	1.0	5.4	3.6	1.8	4.9	4.0	0.9
43. Admissions counselors respond to prospective students' unique needs and requests.	5.8	4.9	1.0	5.9	4.9	1.0	5.5	4.4	1.1	5.9	4.6	1.2
44. Academic support services adequately meet the needs of students.	5.9	4.9	1.0	6.0	5.0	1.0	5.6	4.3	1.3	5.9	4.8	1.1
45. Students are made to feel welcome on this campus.	6.0	4.7	1.3	6.2	5.3	0.9	6.0	4.4	1.7	6.2	4.6	1.6
46. I can easily get involved in campus organizations.	5.7	4.7	1.0	5.6	5.1	0.6	5.7	4.5	1.1	5.8	4.8	1.1
47. Faculty provide timely feedback about student progress in a course.	6.1	4.9	1.2	6.2	5.0	1.3	6.0	4.5	1.5	6.2	4.9	1.4
48. Admissions counselors accurately portray the campus in their recruiting practices.	5.9	4.8	1.1	6.0	4.8	1.2	6.0	4.4	1.6	5.7	4.6	1.1
49. There are adequate services to help me decide upon a career.	6.2	4.9	1.2	6.2	4.9	1.3	6.0	4.6	1.4	6.3	4.8	1.5
50. Class change (drop/add) policies are reasonable.	6.1	5.2	0.9	6.0	5.1	0.9	5.9	4.8	1.0	6.2	5.0	1.2
51. This institution has a good reputation within the community.	6.1	5.3	0.8	6.2	5.5	0.7	5.9	4.6	1.2	6.2	5.7	0.6
52. The student center is a comfortable place for students to spend their leisure time.	5.9	4.6	1.2	5.7	4.8	0.9	5.8	3.6	2.2	5.7	4.6	1.1
53. Faculty taking into consideration student differences as they teach a course.	6.0	4.8	1.2	6.1	4.9	1.2	5.9	4.0	1.9	6.1	4.8	1.4
54. Bookstore staff are helpful.	5.8	4.8	1.0	5.8	5.2	0.6	5.5	4.5	1.0	5.9	5.1	0.8
55. Major requirements are clear and reasonable.	6.3	5.0	1.3	6.3	5.3	1.0	6.0	4.5	1.5	6.4	5.1	1.3
56. The student handbook provides helpful information about campus life.	5.5	4.8	0.8	5.6	5.1	0.6	5.5	4.3	1.2	5.7	5.2	0.5
57. I seldom get the "run-around" when seeking information on this campus.	6.0	4.3	1.7	6.1	4.5	1.7	6.1	3.4	2.7	6.2	4.3	1.9
58. The quality of instruction I receive in most of my classes is excellent.	6.2	5.1	1.2	6.5	5.3	1.2	6.1	4.6	1.6	6.5	5.1	1.4
59. This institution shows concern for students as individuals.	6.1	4.9	1.2	6.3	5.1	1.2	6.0	4.2	1.8	6.2	4.9	1.4
60. I generally know what's happening on campus.	5.8	4.5	1.3	5.8	4.9	0.9	5.8	4.1	1.7	5.8	4.6	1.2
61. Adjunct faculty are competent as classroom instructors.	6.0	4.9	1.1	6.1	5.0	1.1	5.9	4.5	1.5	6.1	4.7	1.5
62. There is a strong commitment to racial harmony on this campus.	5.8	4.8	1.1	6.0	5.2	0.8	5.9	3.8	2.2	5.9	4.9	1.0
63. Student disciplinary procedures are fair.	5.8	5.0	0.9	6.0	4.9	1.0	5.9	4.4	1.4	5.8	5.0	0.8
64. New student orientation services help students adjust to college.	5.8	4.9	0.9	5.9	5.0	0.9	5.8	4.1	1.8	5.8	4.9	0.9
65. Faculty are usually available after class and during office hours.	6.1	5.3	0.9	6.3	5.4	0.9	6.1	4.5	1.5	6.5	5.7	0.8
66. Tuition paid is a worthwhile investment.	6.2	4.2	2.0	6.5	4.7	1.8	6.1	3.8	2.3	6.5	4.6	1.9
67. Freedom of expression is protected on campus.	5.9	4.9	1.0	6.1	5.0	1.1	6.2	3.9	2.3	6.1	5.0	1.1
68. Nearly all of the faculty are knowledgeable in their field.	6.3	5.2	1.1	6.5	5.6	0.9	6.2	4.5	1.7	6.5	5.3	1.2
69. There is a good variety of courses provided on this campus.	6.2	4.6	1.6	6.4	5.1	1.3	6.1	4.2	1.9	6.5	4.6	1.9
70. Graduate teaching assistants are competent as classroom instructors.	5.7	4.8	0.9	5.8	4.8	1.0	5.5	4.2	1.3	5.8	4.6	1.2
71. Channels for expressing student complaints are readily available.	5.9	4.5	1.4	6.0	4.5	1.5	5.8	4.1	1.8	6.0	4.4	1.7
72. On the whole, the campus is well-maintained.	6.1	4.9	1.2	6.2	5.5	0.7	6.2	4.4	1.8	6.3	5.3	1.0
73. Student activities fees are put to good use.	5.9	4.2	1.8	6.0	4.4	1.6	5.8	3.5	2.4	6.0	4.0	2.0

Item	SI 2004 Undergrad (N=429)			4-Yr Private 2004 Undergrad			SI 2004 Residents (N=39)			SI 1999 Undergrad (N=394)		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
	(Column headings for the data: Imp = Importance; Sat = Satisfaction; Gap = Imp - Sat)											
74. I have found quiet places to study on campus.	5.8	5.3	0.5				5.7	5.3	0.4	6.3	5.3	1.0
75. I have been able to socialize with other students on campus.	6.0	5.2	0.8				6.1	4.3	1.8	6.1	5.3	0.8
76. There is an adequate variety of events and programs to attend on campus.	5.6	4.7	0.9				5.6	4.4	1.2	5.8	4.6	1.2
77. Instruction in the use of library resources has been sufficient for me.	5.8	5.1	0.8				5.3	4.3	1.1	6.1	4.9	1.2
78. I have found the Public Safety staff helpful and approachable.	5.9	4.7	1.2				6.2	4.8	1.4	6.1	5.2	0.9
79. (The 2004 version is different from the 1999 version.) 2004 version: St. John's Central is easy and convenient to use. 1999 Version: The Redphone is easy and convenient to use.	6.0	5.1	0.9				6.0	4.7	1.4	6.5	5.6	0.9
80. (The 2004 version is different from the 1999 version.) 2004 version: I use my campus email account regularly. 1999 version: There is adequate instruction in basic computer skills on campus.	5.1	4.7	0.4				4.7	4.5	0.2	6.2	4.9	1.3
81. The use of technology by faculty in the classroom has been helpful to me.	5.7	5.1	0.7				5.4	4.6	0.7	6.1	5.2	0.9
82. There are enough classes offered after 2 p.m. on weekdays here.	5.5	4.7	0.7				5.5	4.2	1.3	5.4	4.7	0.8
83. I have found places on campus to study or work in groups.	5.5	5.0	0.6				5.3	4.3	1.0	5.9	5.0	0.9
84. How <u>satisfied</u> are you that this campus demonstrates a commitment to meeting the needs of part-time students?		4.8			4.9			4.5			5.0	
85. How <u>satisfied</u> are you that this campus demonstrates a commitment to meeting the needs of evening students.?		4.8			4.9			4.3			4.9	
86. How <u>satisfied</u> are you that this campus demonstrates a commitment to meeting the needs of older, returning learners?		4.8			5.1			4.3			5.0	
87. How <u>satisfied</u> are you that this campus demonstrates a commitment to meeting the needs of under-represented population?		4.6			4.9			4.1			4.9	
88. How <u>satisfied</u> are you that this campus demonstrates a commitment to meeting the needs of commuters?		4.7			4.9			4.5			4.9	
89. How <u>satisfied</u> are you that this campus demonstrates a commitment to meeting the needs of students with disabilities?		4.9			5.0			4.7			4.9	
90. Cost	5.9			5.9			6.2			6.2		
91. Financial aid	5.8			6.1			5.9			6.1		
92. Academic reputation	6.1			6.2			6.2			6.4		
93. Size of institution	5.4			5.4			5.2			5.5		
94. Opportunity to play sports	3.7			3.5			3.7			3.5		
95. Recommendations from family/friends	5.0			4.8			5.0			5.1		
96. Geographic setting	5.5			5.2			5.5			5.5		
97. Campus appearance	5.3			5.3			5.6			5.3		
98. Personalized attention prior to enrollment.	5.3			5.5			5.6			5.4		
99. So far, how has your college experience met your expectations?		4.3			4.5			4.5			4.2	
100. Rate your overall satisfaction with your experience thus far		4.8			5.1			4.4			4.8	
101. All in all, if you had to do it over, would you enroll here again?		4.8			5.2			4.5			4.8	



**Institutional Priorities Survey  
(IPS 2004)**

**Appendixes**

## Item Mean Scores for Student Satisfaction Inventory (SSI) 2004 Institutional Priorities Survey (IPS) 2004

### Introduction

Tables 1 and 2 contain St. John's SSI and IPS item mean scores. The SSI data are aggregated by campus, and IPS data by campus and employee category (faculty, administrator, and staff). Each set of data consists of two columns, and the column headings are defined as follows:

**Imp:** Mean score of **importance** ratings

**Sat:** Mean score of **satisfaction** ratings (for SSI)

**Agr:** Mean score of **agreement** ratings (for IPS)

The mean scores are calculated based on the following values:

<b>Importance</b> (SSI & IPS)	<b>Satisfaction</b> (SSI)	<b>Agreement</b> (SSI & IPS)
1 - Not important at all	1 - Not satisfied at all	1 - Strongly disagree
2 - Not very important	2 - Not very satisfied	2 - Disagree
3 - Somewhat unimportant	3 - Somewhat dissatisfied	3 - Somewhat disagree
4 - Neutral	4 - Neutral	4 - Neutral
5 - Somewhat important	5 - Somewhat satisfied	5 - Somewhat agree
6 - Important	6 - Satisfied	6 - Agree
7 - Very important	7 - Very satisfied	7 - Strongly agree

In the tables (Table 1 for Queens and Table 2 for Staten Island), strengths are in red and challenges in blue.

For each set of data, strengths are identified according to the following formula:

Imp  $\geq$  75th percentile & Sat  $>$  Median & Gap  $<$  40th percentile

OR Imp  $>$  Median & Imp  $<$  75th percentile & Sat  $>$  Median & Gap  $<$  35th percentile

Challenges are identified according to the following formula:

Imp  $>$  Median & Sat  $<$  Median & Gap  $>$  75th percentile OR

OR Imp  $>$  25th percentile & Imp  $\leq$  Median & Gap  $>$  85th percentile

Table 1. The 2004 SSI and IPS Item Mean Scores, Queens Campus

IPS #	SSI #	Item (Listed below are the statements from SSI unless noted with an asterisk indicating an IPS statement.)	Students		Faculty		Administrators		Staff	
			Imp	Sat	Imp	Agr	Imp	Agr	Imp	Agr
44	65	Faculty are usually available after class and during office hours.	6.3	5.0	6.5	5.6	6.3	4.8	6.6	5.2
14	18	Library resources and services are adequate.	6.1	4.8	6.6	4.8	6.5	5.2	6.6	5.5
56	79	St. John's Central is easy and convenient to use.	6.2	5.1	6.2	4.7	6.3	4.8	6.4	5.2
6	7	The campus is safe and secure for all students.	6.4	5.1	6.7	5.6	6.7	5.5	6.8	5.4
	75	I have been able to socialize with other students on campus.	6.1	5.1						
34	50	Class change (drop/add) policies are reasonable.	6.1	4.9	6.0	5.8	6.0	5.7	6.4	5.8
51	74	I have found quiet places to study on campus.	6.3	4.9	6.3	4.6	6.3	5.1	6.6	5.5
49	72	On the whole, the campus is well-maintained.	6.2	4.9	6.2	5.6	6.3	5.4	6.5	6.0
35	51	This institution has a good reputation within the community.	6.1	4.8	6.5	5.0	6.4	5.2	6.6	5.5
4	5	Financial aid counselors are helpful.	6.1	4.3	6.7	4.8	6.7	5.0	6.7	4.8
10	12	Financial aid awards are announced to students in time to be helpful in college planning.	6.2	4.1	6.6	4.5	6.6	4.8	6.6	4.8
38	57	I seldom get the "run-around" when seeking information on this campus.	6.1	3.6	6.4	4.0	6.4	3.8	6.7	4.2
9	11	Billing policies are reasonable.	6.1	3.6	6.2	4.2	6.2	4.5	6.4	4.6
18	25	Faculty are fair and unbiased in their treatment of individual students.	6.4	4.5	6.7	5.8	6.7	5.0	6.8	5.2
31	47	Faculty provide timely feedback about student progress in a course.	6.2	4.4	6.5	5.5	6.4	4.8	6.6	5.2
45	66	Tuition paid is a worthwhile investment.	6.4	3.7	6.6	5.6	6.5	5.0	6.6	5.4
1	2	The campus staff are caring and helpful.	6.1	4.4	6.5	5.4	6.7	5.5	6.8	5.8
25	36	Security staff respond quickly in emergencies.	6.2	4.5	6.7	5.5	6.7	5.1	6.8	5.4
	29	It is an enjoyable experience to be a student on this campus.	6.1	4.4						
15	19	My academic advisor helps me set goals to work toward.	6.2	4.4	6.0	5.0	6.3	4.9	6.6	4.9
36	53	Faculty taking into consideration student differences as they teach a course.	6.1	4.3	5.9	5.1	6.0	4.6	6.3	5.0
23	34	I am able to register for classes I need with few conflicts.	6.5	4.2	6.2	4.5	6.3	4.6	6.6	4.5
40	59	This institution shows concern for students as individuals.	6.2	4.2	6.5	5.3	6.5	5.2	6.7	5.2
26	38	There is an adequate selection of food available in the cafeteria.	5.9	4.1	5.6	4.6	5.9	4.6	6.2	4.5
13	17	Adequate financial aid is available for most students.	6.3	4.0	6.3	5.3	6.5	5.2	6.5	5.0
48	71	Channels for expressing student complaints are readily available.	6.0	3.9	6.3	5.2	6.3	4.8	6.6	5.0
50	73	Student activities fees are put to good use.	6.0	3.7	5.7	4.5	6.1	4.8	6.3	4.9
16	21	The amount of student parking space on campus is adequate.	6.0	2.7	5.5	4.0	5.8	4.1	6.1	4.5
42	62	There is a strong commitment to racial harmony on this campus.	6.0	4.6	6.4	5.6	6.5	5.3	6.7	5.7
37	55	Major requirements are clear and reasonable.	6.3	4.8	6.6	5.9	6.5	5.5	6.6	5.4
11	14	My academic advisor is concerned about my success as an individual.	6.3	4.6	6.5	5.7	6.6	5.3	6.7	5.2
43	63	Student disciplinary procedures are fair.	6.0	4.5	6.4	5.7	6.4	5.6	6.6	5.3
39	58	The quality of instruction I receive in most of my classes is excellent.	6.3	4.6	6.7	4.9	6.6	4.6	6.7	5.1
28	41	There is a commitment to academic excellence on this campus.	6.2	4.5	6.7	4.4	6.6	4.9	6.7	5.6
55	55	* The University website is easy and convenient to use.			6.3	4.0	6.4	4.2	6.5	5.3
20	27	The personnel involved in registration are helpful.	6.2	4.5	6.4	4.8	6.4	5.4	6.7	5.5
29	44	Academic support services adequately meet the needs of students.	5.9	4.4	6.4	4.7	6.5	5.1	6.6	5.2

IPS #	SSI #	Item (Listed below are the statements from SSI unless noted with an asterisk indicating an IPS statement.)	Students		Faculty		Administrators		Staff	
			Imp	Sat	Imp	Agr	Imp	Agr	Imp	Agr
3	4	Admissions staff are knowledgeable.	6.1	4.4	6.6	4.5	6.6	5.5	6.7	5.4
41	61	Adjunct faculty are competent as classroom instructors.	6.1	4.6	6.4	4.4	6.5	5.0	6.6	5.7
47	69	There is a good variety of courses provided on this campus.	6.3	4.9	6.4	5.5	6.4	5.6	6.7	5.7
30	45	Students are made to feel welcome on this campus.	6.1	4.4	6.5	5.4	6.5	5.4	6.7	5.8
12	16	The instruction in my major field is excellent.	6.5	4.8	6.7	5.3	6.7	5.0	6.6	5.3
53		* Communication between the Administration and the student body is adequate.			6.1	4.2	6.4	4.6	6.6	4.6
46	68	Nearly all of the faculty are knowledgeable in their field.	6.4	4.9	6.8	5.6	6.6	5.4	6.7	5.6
7	8	The content of the courses within my major is valuable.	6.5	5.0	6.6	5.5	6.6	5.2	6.7	5.5
27	39	I am able to experience intellectual growth here.	6.3	4.7	6.7	5.2	6.7	5.2	6.7	5.5
5	6	My academic advisor is approachable.	6.4	4.9	6.7	5.5	6.6	5.2	6.8	5.1
21	28	Parking lots are well-lighted and secure.	6.0	4.5	6.3	5.2	6.5	5.2	6.7	5.1
22	33	My academic advisor is knowledgeable about requirements in my major.	6.5	5.0	6.7	5.5	6.6	5.3	6.8	5.5
	20	The business office is open during hours which are convenient for most students.	5.9	4.4						
	1	Most students feel a sense of belonging here.	5.5	4.4						
2	3	Faculty care about me as an individual.	6.0	4.3	6.5	5.4	6.6	5.0	6.6	5.4
	9	A variety of intramural activities are offered.	5.0	4.4						
8	10	Administrators are approachable to students.	5.9	4.4	6.0	4.8	6.3	5.3	6.4	5.0
	13	Library staff are helpful and approachable.	5.7	4.8						
	15	The staff in the health services area are competent.	5.7	4.4						
	22	Counseling staff care about students as individual.	5.9	4.3						
17	23	Living conditions in the residence halls are comfortable(adequate space, lighting, heat, air conditioning, telephones, etc.).	5.4	4.1	6.0	4.9	6.2	5.0	6.4	4.8
	24	The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.1	4.0						
19	26	Computer labs are adequate and accessible.	6.3	4.8	6.3	5.4	6.3	5.5	6.6	5.5
	30	Residence hall staff are concerned about me as an individual.	5.3	4.0						
	31	Males and females have equal opportunities to participate in intercollegiate athletics.	5.4	4.6						
	32	Tutoring services are readily available.	5.8	4.7						
24	35	The assessment and course placement procedures are reasonable.	6.2	4.6	6.1	4.6	6.1	4.9	6.4	5.0
	37	I feel a sense of pride about my campus.	5.8	4.3						
	40	Residence hall regulations are reasonable.	5.4	3.7						
	42	There are a sufficient number of weekend activities for students.	5.2	3.9						
	43	Admissions counselors respond to prospective students' unique needs and requests.	5.8	4.3						
	46	I can easily get involved in campus organizations.	5.7	4.5						
32	48	Admissions counselors accurately portray the campus in their recruiting practices.	5.8	4.2	6.3	4.8	6.5	5.1	6.5	5.3
33	49	There are adequate services to help me decide upon a career.	6.2	4.6	6.2	5.4	6.3	5.1	6.6	5.3
	52	The student center is a comfortable place for students to spend their leisure time.	5.7	4.3						
	54	Bookstore staff are helpful.	5.8	4.9						
	56	The student handbook provides helpful information about campus life.	5.7	4.5						
	60	I generally know what's happening on campus.	5.7	4.1						
	64	New student orientation services help students adjust to college.	5.9	4.6						

IPS #	SSI #	Item (Listed below are the statements from SSI unless noted with an asterisk indicating an IPS statement.)	Students		Faculty		Administrators		Staff	
			Imp	Sat	Imp	Agr	Imp	Agr	Imp	Agr
	67	Freedom of expression is protected on campus.	6.1	4.5						
	70	Graduate teaching assistants are competent as classroom instructors.	5.8	4.4						
52	76	There is an adequate variety of events and programs to attend on campus.	5.7	4.5	6.0	4.8	6.2	5.2	6.5	5.6
	77	Instruction in the use of library resources has been sufficient for me.	6.0	4.8						
	78	I have found the Public Safety staff helpful and approachable.	6.0	4.6						
	80	I use my campus email account regularly.	5.2	4.7						
57	81	The use of technology by faculty in the classroom has been helpful to me.	5.8	5.0	5.9	5.3	6.3	5.3	6.4	5.7
	82	There are enough classes offered after 2 p.m. on weekdays here.	5.5	4.6						
60	83	I have found places on campus to study or work in groups.	5.9	4.8	5.9	4.5	6.1	4.7	6.3	5.2
61	84	How satisfied are you that this campus demonstrates a commitment to meeting the needs of part-time students?		4.6		5.0		4.8		5.2
62	85	How satisfied are you that this campus demonstrates a commitment to meeting the needs of evening students.?		4.6		4.7		4.6		5.1
63	86	How satisfied are you that this campus demonstrates a commitment to meeting the needs of older, returning learners?		4.6		4.8		4.6		5.1
64	87	How satisfied are you that this campus demonstrates a commitment to meeting the needs of under-represented population?		4.6		5.5		5.5		5.6
65	88	How satisfied are you that this campus demonstrates a commitment to meeting the needs of commuters?		4.5		5.5		5.3		5.5
66	89	How satisfied are you that this campus demonstrates a commitment to meeting the needs of students with disabilities?		4.8		5.6		5.2		5.8
67	90	Cost	6.2		6.2		6.3		6.1	
68	91	Financial aid	6.3		6.5		6.5		6.4	
69	92	Academic reputation	6.2		5.7		6.0		6.1	
70	93	Size of institution	5.4		4.8		5.0		5.4	
71	94	Opportunity to play sports	3.7		4.1		4.6		4.7	
72	95	Recommendations from family/friends	4.9		5.7		5.7		5.8	
73	96	Geographic setting	5.7		6.1		5.9		5.8	
74	97	Campus appearance	5.4		5.1		5.5		5.5	
75	98	Personalized attention prior to enrollment.	5.3		5.8		5.8		6.0	
76	99	So far, how has your college experience met your expectations?		4.0		4.3		4.2		4.4
77	100	Rate your overall satisfaction with your experience thus far.		4.4		5.0		5.0		5.2
78	101	All in all, if you had to do it over, would you enroll here again?		4.3		5.3		5.2		5.5
54		* Religion is an important part of the campus experience.			5.2	5.2	5.7	5.3	5.9	5.4
58		* There is a variety of internship opportunities for students.			6.1	5.4	6.2	5.2	6.5	5.6
59		* There are many opportunities for students to get involved in service learning.			5.6	5.5	6.1	5.8	6.5	6.0

Table 2. The 2004 SSI and IPS Item Mean Scores, Staten Island Campus

IPS #	SSI #	Item (Listed below are the statements from SSI unless noted with an asterisk indicating an IPS statement.)	Students		Faculty		Administrators & Staff	
			Imp	Sat	Imp	Agr	Imp	Agr
6	7	The campus is safe and secure for all students.	6.3	5.4	6.9	6.2	6.8	6.2
5	6	My academic advisor is approachable.	6.4	5.6	6.6	5.8	6.8	5.8
44	65	New student orientation services help students adjust to college.	6.1	5.3	6.6	5.8	6.7	5.6
11	14	My academic advisor is concerned about my success as an individual.	6.2	5.3	6.2	5.5	6.8	5.9
35	51	This institution has a good reputation within the community.	6.1	5.3	6.6	5.1	6.8	5.9
34	50	Class change (drop/add) policies are reasonable.	6.1	5.2	6.1	6.1	6.4	6.3
	75	I have found quiet places to study on campus.	6.0	5.2				
56	79	I have found the Public Safety staff helpful and approachable.	6.0	5.1	6.3	5.1	6.7	5.4
25	36	Security staff respond quickly in emergencies.	6.1	4.8	6.8	6.0	6.9	6.2
47	69	Nearly all of the faculty are knowledgeable in their field.	6.2	4.6	6.5	4.0	6.8	4.2
23	34	I am able to register for classes I need with few conflicts.	6.4	4.6	6.6	4.8	6.6	5.3
30	45	Students are made to feel welcome on this campus.	6.0	4.7	6.7	5.1	6.9	6.0
13	17	Adequate financial aid is available for most students.	6.1	4.5	6.3	6.3	6.7	5.1
18	25	Faculty are fair and unbiased in their treatment of individual students.	6.3	4.8	6.8	5.3	6.7	5.2
48	71	Graduate teaching assistants are competent as classroom instructors.	5.9	4.5	6.2	5.9	6.7	5.0
9	11	Billing policies are reasonable.	6.0	4.0	6.2	6.2	6.5	5.1
16	21	The amount of student parking space on campus is adequate.	6.3	2.6	5.8	3.2	6.2	3.6
21	28	Parking lots are well-lighted and secure.	6.0	4.6	6.5	5.8	6.7	5.4
	29	It is an enjoyable experience to be a student on this campus.	6.0	4.7				
36	53	Faculty taking into consideration student differences as they teach a course.	6.0	4.8	5.6	4.8	6.5	5.0
38	57	The student handbook provides helpful information about campus life.	6.0	4.3	6.3	4.6	6.5	5.1
45	66	Faculty are usually available after class and during office hours.	6.2	4.2	6.7	5.6	6.7	5.7
50	73	On the whole, the campus is well-maintained.	5.9	4.2	6.1	4.3	6.5	5.4
4	5	Financial aid counselors are helpful.	5.9	4.8	6.7	5.8	6.8	6.4
22	33	My academic advisor is knowledgeable about requirements in my major.	6.4	5.2	6.7	5.7	6.9	5.9
46	68	Freedom of expression is protected on campus.	6.3	5.2	6.8	5.8	6.8	5.9
37	55	Major requirements are clear and reasonable.	6.3	5.0	6.6	5.7	6.7	5.7
32	48	Admissions counselors accurately portray the campus in their recruiting practices.	5.9	4.8	6.6	4.7	6.8	5.3
39	58	I seldom get the "run-around" when seeking information on this campus.	6.2	5.1	6.8	4.8	6.8	5.2
41	61	I generally know what's happening on campus.	6.0	4.9	6.7	4.0	6.8	5.3
12	16	The instruction in my major field is excellent.	6.3	5.3	6.8	4.9	6.9	5.6
27	39	I am able to experience intellectual growth here.	6.1	5.0	6.8	4.8	6.9	5.5
28	41	There is a commitment to academic excellence on this campus.	6.1	4.9	6.7	4.3	6.8	5.5
53		All in all, if you had to do it over, would you enroll here again?			6.4	4.3	6.6	5.5
1	2	The campus staff are caring and helpful.	6.1	5.1	6.5	5.4	6.9	6.2
3	4	Admissions staff are knowledgeable.	6.1	4.9	6.8	5.5	6.8	5.8
8	10	Administrators are approachable to students.	5.9	5.0	6.4	5.5	6.9	6.5

IPS #	SSI #	Item (Listed below are the statements from SSI unless noted with an asterisk indicating an IPS statement.)	Students		Faculty		Administrators & Staff	
			Imp	Sat	Imp	Agr	Imp	Agr
40	59	The quality of instruction I receive in most of my classes is excellent.	6.1	4.9	6.3	5.5	6.9	6.1
17	23	Living conditions in the residence halls are comfortable(adequate space, lighting, heat, air conditioning, telephones, etc.).	5.4	4.2	6.4	5.7	6.6	4.5
60	83	There are enough classes offered after 2 p.m. on weekdays here.	5.5	5.0	6.4	4.5	6.6	4.0
55		* Religion is an important part of the campus experience			6.4	4.5	6.8	4.8
	1	Most students feel a sense of belonging here.	5.6	4.6				
2	3	Faculty care about me as an individual.	6.1	5.1	6.3	5.1	6.9	5.5
7	8	The content of the courses within my major is valuable.	6.4	5.3	6.8	5.2	6.8	5.6
	9	A variety of intramural activities are offered.	5.1	4.4				
10	12	Financial aid awards are announced to students in time to be helpful in college planning.	5.9	4.6	6.5	6.3	6.8	5.8
	13	Library staff are helpful and approachable.	5.7	5.0				
	15	The staff in the health services area are competent.	5.6	4.9				
14	18	Library resources and services are adequate.	5.9	5.1	6.7	5.3	6.6	5.3
15	19	My academic advisor helps me set goals to work toward.	6.2	5.1	5.9	5.2	6.6	5.7
	20	The business office is open during hours which are convenient for most students.	6.0	5.0				
	22	Counseling staff care about students as individual.	5.9	4.7				
	24	The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.1	4.0				
19	26	Computer labs are adequate and accessible.	6.0	4.9	6.4	5.3	6.6	5.0
20	27	The personnel involved in registration are helpful.	6.1	4.9	6.5	5.4	6.6	5.8
	30	Residence hall staff are concerned about me as an individual.	5.3	4.5				
	31	Males and females have equal opportunities to participate in intercollegiate athletics.	5.5	4.8				
	32	Tutoring services are readily available.	5.8	5.3				
24	35	The assessment and course placement procedures are reasonable.	6.1	4.9	6.1	4.7	6.4	5.4
	37	I feel a sense of pride about my campus.	5.6	4.6				
26	38	There is an adequate selection of food available in the cafeteria.	5.4	4.1	6.2	3.8	6.3	3.7
	40	Residence hall regulations are reasonable.	5.2	4.4				
	42	There are a sufficient number of weekend activities for students.	5.1	4.2				
	43	Admissions counselors respond to prospective students' unique needs and requests.	5.8	4.9				
29	44	Academic support services adequately meet the needs of students.	5.9	4.9	6.5	5.4	6.8	5.6
	46	I can easily get involved in campus organizations.	5.7	4.7				
31	47	Faculty provide timely feedback about student progress in a course.	6.1	4.9	6.7	5.5	6.5	5.4
33	49	There are adequate services to help me decide upon a career.	6.2	4.9	6.5	5.3	6.6	5.4
	52	The student center is a comfortable place for students to spend their leisure time.	5.9	4.6				
	54	Bookstore staff are helpful.	5.8	4.8				
	56	* The University website is easy and convenient to use	5.5	4.8				
	60	This institution shows concern for students as individuals.	5.8	4.5				
42	62	Adjunct faculty are competent as classroom instructors.	5.8	4.8	6.5	4.8	6.8	5.5
43	63	There is a strong commitment to racial harmony on this campus.	5.8	5.0	6.6	5.6	6.6	6.2
	64	Student disciplinary procedures are fair.	5.8	4.9				
	67	Tuition paid is a worthwhile investment.	5.9	4.9				



IPS #	SSI #	Item (Listed below are the statements from SSI unless noted with an asterisk indicating an IPS statement.)	Students		Faculty		Administrators & Staff	
			Imp	Sat	Imp	Agr	Imp	Agr
	70	There is a good variety of courses provided on this campus.	5.7	4.8				
49	72	Channels for expressing student complaints are readily available.	6.1	4.9	6.3	5.3	6.7	5.1
51	74	Student activities fees are put to good use.	5.8	5.3	6.6	5.0	6.4	5.5
52	76	I have been able to socialize with other students on campus.	5.6	4.7	6.1	4.0	6.5	5.6
	77	There is an adequate variety of events and programs to attend on campus.	5.8	5.1				
	78	Instruction in the use of library resources has been sufficient for me.	5.9	4.7				
	80	St. John's Central is easy and convenient to use.	5.1	4.7				
57	81	I use my campus email account regularly.	5.7	5.1	5.8	5.6	6.5	5.6
	82	The use of technology by faculty in the classroom has been helpful to me.	5.5	4.7				
61	84	I have found places on campus to study or work in groups.		4.8		4.0		4.9
62	85	How satisfied are you that this campus demonstrates a commitment to meeting the needs of part-time students?		4.8		3.4		4.2
63	86	How satisfied are you that this campus demonstrates a commitment to meeting the needs of evening students.?		4.8		4.1		4.5
64	87	How satisfied are you that this campus demonstrates a commitment to meeting the needs of older, returning learners?		4.6		4.7		5.6
65	88	How satisfied are you that this campus demonstrates a commitment to meeting the needs of under-represented population?		4.7		5.3		5.4
66	89	How satisfied are you that this campus demonstrates a commitment to meeting the needs of commuters?		4.9		4.3		5.6
67	90	How satisfied are you that this campus demonstrates a commitment to meeting the needs of students with disabilities?	5.9		6.1		6.4	
68	91	Cost	5.8		6.3		6.7	
69	92	Financial aid	6.1		6.1		6.6	
70	93	Academic reputation	5.4		5.7		6.2	
71	94	Size of institution	3.7		3.1		3.7	
72	95	Opportunity to play sports	5.0		5.9		6.2	
73	96	Recommendations from family/friends	5.5		6.5		6.3	
74	97	Geographic setting	5.3		5.1		5.4	
75	98	Campus appearance	5.3		6.3		6.5	
76	99	Personalized attention prior to enrollment.		4.3		4.2		4.8
77	100	So far, how has your college experience met your expectations?		4.8		4.8		5.6
78	101	Rate your overall satisfaction with your experience thus far.		4.8		4.7		5.8
54		* Communication between the Administration and the student body is adequate			5.4	5.3	6.5	6.4
58		* There is a variety of internship opportunities for students.			6.3	5.7	6.7	5.8
59		* There are many opportunities for students to get involved in service learning.			5.4	5.3	6.7	5.9