

I. 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 survey consists of 73 standard items. 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 a performance gap.

In spring 2014, St. John's students were randomly selected from the following three groups: 1) Undergraduates on Queens Campus (906 participants, 9% of student population), 2) Undergraduates on Staten Island (89, 13%), and 3) Graduate students of both Queens and SI campuses (424, 12%). For the three groups and at both the University and college levels, the samples are fairly representative of student populations in terms of gender and ethnicity. Before 2014, SSI had been conducted five times at St. John's (1997, 1999, 2004, 2007, and 2010).

For College of Professional Studies (CPS), the sample included 272 undergraduates on Queens Campus (8% of student population), 41 undergraduates on Staten Island (14%), and 23 graduate students of both Queens and SI campuses (11%).

This report highlights the survey results for College of Professional Studies. Both strengths and challenges have been identified for the 2014 survey, and they are compared with the 2010 data. Corresponding ratings from the entire university in 2014 and 2010 are also provided for comparison purposes. Strengths are areas of high importance, high satisfaction, and small gaps. Challenges are areas of high importance, low satisfaction, and large gaps, and they are the areas in need of improvement.

This report, prepared by the Office of Institutional Research, consists of three sections, including this section of introduction (Section I). Section II provides highlights of the survey results, and Section III presents a more detailed analysis which includes three parts: a) The scale-level results (the 73 items are grouped into 12 scales), b) Areas of strength, c) Areas of challenge, and d) Areas of significant change from 2010 to 2014.

II. HIGHLIGHTS

In St. John's both the 2004–08 and 2008–14 Strategic Plan, student overall satisfaction, one of the SSI items, is one of the institutional success measures. Following are the CPS survey results in 2007, 2010, and 2014, with the University target for 2014:

	2007	2010	2014	SJU Target for 2014
Undergraduates on Queens Campus	4.6	4.7	5.1	5.3
Undergraduates on Staten Island	5.1	5.5	5.5	5.3
Graduate students on both Campuses	N/A	5.4	5.6	5.3

As indicated above, there has been a continuous improvement in satisfaction ratings from 2007 to 2014 for undergraduates on both campuses, and from 2010 to 2014 for graduate students. The University target of 5.3 has been met by undergraduates on Staten Island campus and graduate students on both campuses while the rating for undergraduates on Queens campus is below the target.

In 2014, the following areas were identified as **strengths for undergraduates on both Queens and Staten Island campuses**:

1. The campus is safe and secure for all students.
2. Academic advisors are approachable.
3. There is a strong commitment to racial harmony on this campus.
4. Computer labs are adequate and accessible.
5. This institution has a good reputation within the community.
6. Adjunct faculty are competent as classroom instructors.

Additional strengths for Queens campus were:

7. Academic advisors are knowledgeable about requirements in students' majors.
8. The assessment and course placement procedures are reasonable.
9. Security staff respond quickly in emergencies.
10. Academic support services adequately meet the needs of students.
11. Class change (drop/add) policies are reasonable.
12. Major requirements are clear and reasonable.
13. Faculty are usually available after class and during office hours.
14. Nearly all of the faculty are knowledgeable in their fields.

15. The campus is well-maintained.

Additional strengths for Staten Island campus were:

7. Faculty are fair and unbiased in their treatment of individual students.
8. Students are able to experience intellectual growth here.
9. Students are made to feel welcome on this campus.
10. There is a strong commitment to racial harmony on this campus.

The following areas were identified as **challenges for undergraduate students on both campuses:**

1. Financial aid counselors being helpful.
2. Billing policies being reasonable.
3. Financial aid awards being announced to students in time to be helpful in college planning.
4. Adequate financial aid being available for most students.
5. Living conditions in the residence halls being comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).
6. Students being able to register for classes with few conflicts.
7. Faculty providing timely feedback about student progress in a course.
8. Tuition paid as a worthwhile investment.
9. Student activities fees being put to good use.

Additional challenges for Queens campus were:

10. Being a student on this campus as an enjoyable experience.
11. An adequate selection of food available in the cafeteria.
12. Residence hall regulations being reasonable.
13. Getting the “run-around” when seeking information on this campus.
14. This institution showing concern for students as individuals.

Additional challenges for Staten Island campus were:

10. Academic advisors being helpful with setting goals for students.
11. Variety of courses provided on this campus.
12. Channels for expressing student complaint being readily available.
13. The campus maintenance.

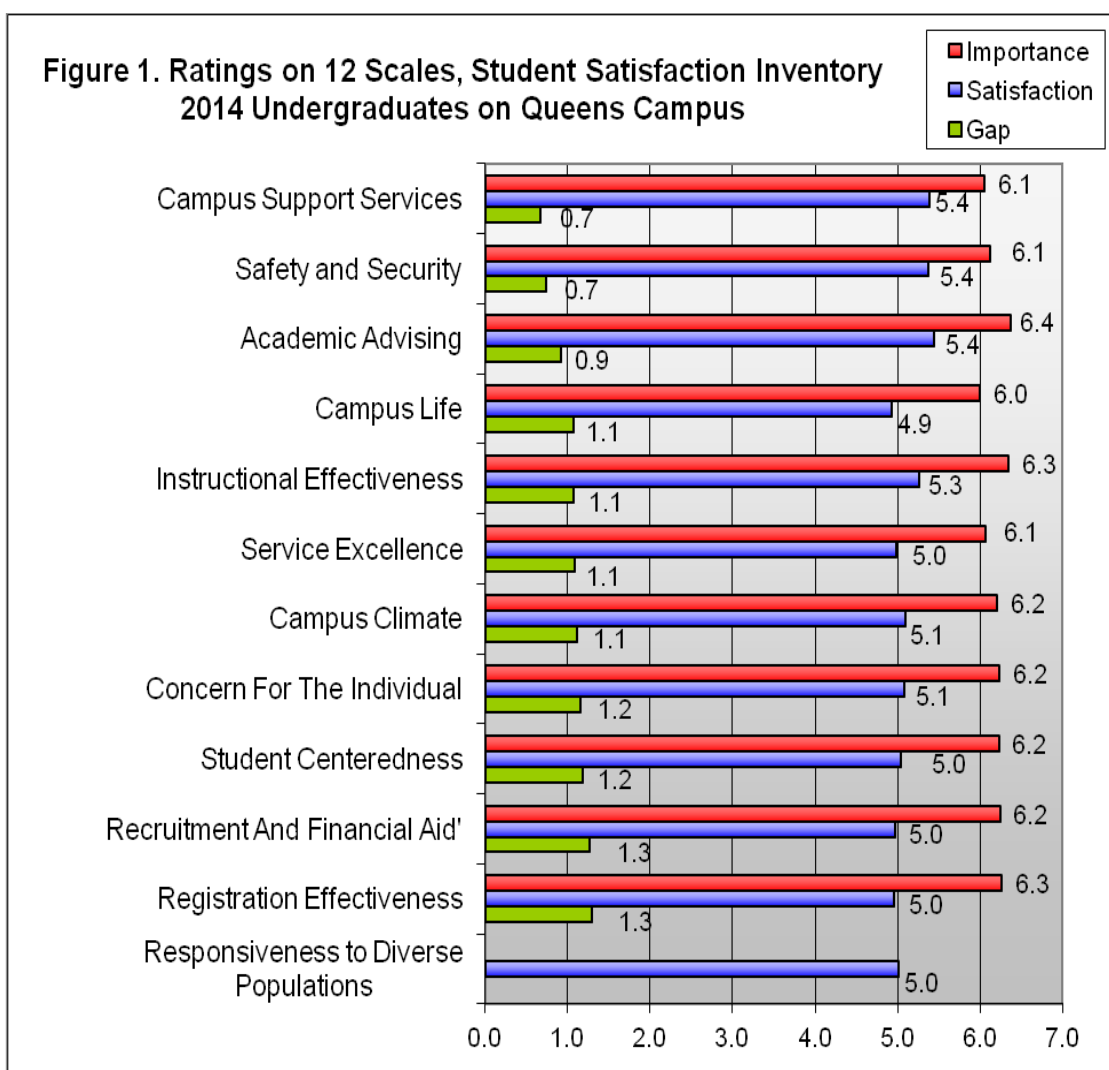
III. DETAILED SURVEY RESULTS

This section consists of four parts: 1) The scale-level results (the 73 items are grouped into 12 scales), 2) Areas of strength, 3) Areas of challenge, and 4) Areas of significant changes from 2010 to 2014.

1. The Scale-Level Results

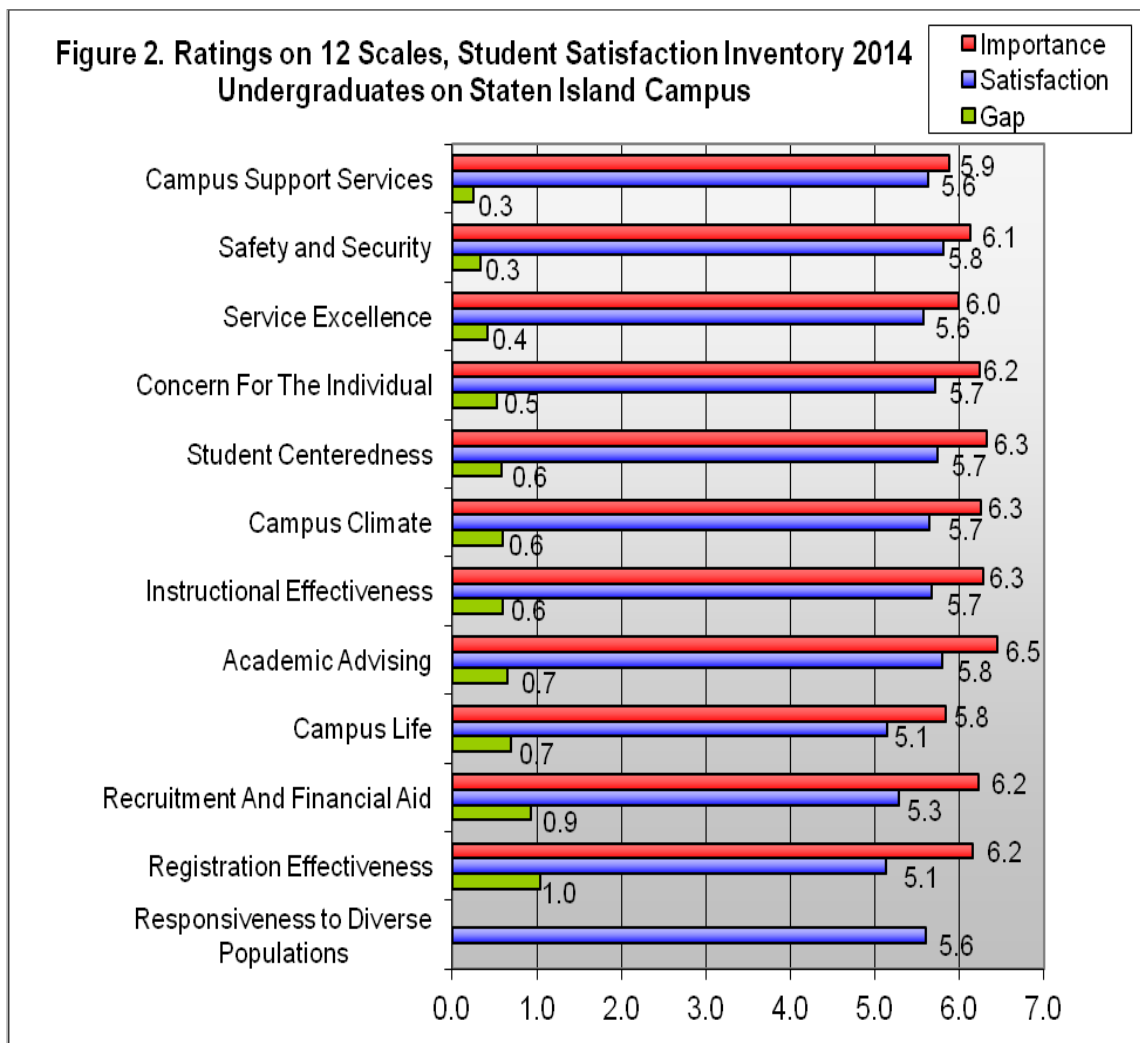
A. Undergraduates on Queens Campus

Figure 1 presents the importance and satisfaction ratings of the 12 scales (the scale of Responsiveness to Diverse Populations has only the satisfaction rating) for the 2014 survey. As the figure indicates, Campus Support Services and Safety & Security had the smallest gaps which were 0.7, while Registration Effectiveness and Recruitment & Financial Aid had the largest gaps which were 1.3. The average satisfaction rating on Responsiveness to Diverse Populations was 5.0.



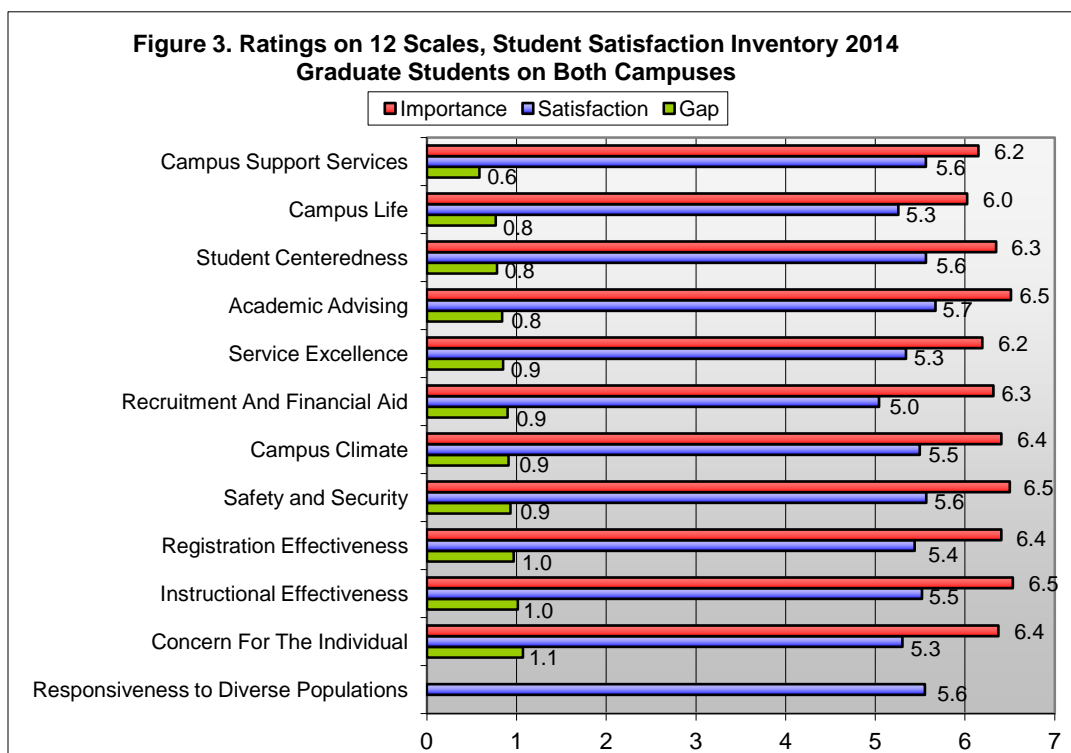
B. Undergraduates on Staten Island Campus

Figure 2 presents the importance and satisfaction ratings of the 12 scales. As the figure reveals, Campus Support Services and Safety & Security had the smallest of 0.3, while Registration Effectiveness had the largest gap of 1.0. The average satisfaction rating on Responsiveness to Diverse Populations was 5.6.



C. Graduate Students on both Queens and Staten Island Campuses

Figure 3 presents the importance and satisfaction ratings of the 12 scales. As the figure reveals, Campus Support Services had the smallest gaps of 0.6, while Concern for Individual Students had the largest gap of 1.1. The average satisfaction rating on Responsiveness to Diverse Populations was 5.6.



2. Areas of Strengths

Areas of strengths are determined by the importance and satisfaction ratings within each of these three student groups: 1) Undergraduates on Queens campus, 2) Undergraduates on Staten Island campus, and 3) Graduate students on both Queens and Staten Island campuses. The criteria for areas of strengths are (in the formula, Imp = Importance rating; pt = percentile; Sat = Satisfaction rating):

(Imp \geq 75th pt & Sat $>$ Median & Gap $<$ 40th pt) or

(Imp $>$ Median & Imp $<$ 75th pt & Sat $>$ Median & Gap $<$ 35th pt)

As areas of strengths are based on the relative importance and satisfaction ratings within a particular student group, a survey item with certain importance and satisfaction ratings may be a strength for one group (e.g., undergraduates on Queens campus) but may not be necessarily a strength for another group (e.g., undergraduates on Staten Island campus). Also, within each group, items with the same satisfaction ratings but different importance ratings may not be all strengths because the importance rating is a factor in determining strengths.

A. Undergraduates on Queens campus

The following areas have been identified as strengths in 2014 for CPS undergraduates on Queens campus, and they are compared with the 2010 data. The university-wide ratings are also provided.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	CPS Queens		University Queens	
	2010	2014	2010	2014
7. The campus is safe and secure for all students.	5.4	5.8	5.3	5.7
33. My academic advisor is knowledgeable about requirements in my major.	5.2	5.8	5.1	5.6
72. On the whole, the campus is well-maintained.	5.3	5.7	5.2	5.6
36. Security staff respond quickly in emergencies.	4.8	5.6	5.0	5.6
6. My academic advisor is approachable.	5.3	5.6	5.1	5.4
68. Nearly all of the faculty are knowledgeable in their field.	5.0	5.6	4.9	5.5
51. This institution has a good reputation within the community.	5.3	5.6	5.1	5.5
26. Computer labs are adequate and accessible.	5.1	5.6	5.1	5.5
65. Faculty are usually available after class and during office hours.	5.2	5.5	5.1	5.5
69. There is a good variety of courses provided on this campus.	5.0	5.5	4.9	5.4
61. Adjunct faculty are competent as classroom instructors.	4.9	5.5	4.8	5.3
55. Major requirements are clear and reasonable.	4.9	5.4	4.9	5.3
35. The assessment and course placement procedures are reasonable.	4.6	5.4	4.5	5.3
44. Academic support services adequately meet the needs of students.	4.7	5.4	4.6	5.3
50. Class change (drop/add) policies are reasonable.	4.8	5.3	4.7	5.2

As indicated in the table above, the satisfaction ratings on “the assessment and course placement procedures being reasonable” increased from 4.6 in 2010 to 5.4 in 2014. The satisfaction ratings also increased on “security staff responding quickly in emergencies” (from 4.8 to 5.6), and on “the faculty being knowledgeable in their field” (from 5.0 to 5.6).

B. Undergraduates on Staten Island campus

The following areas have been identified as strengths in 2014 for CPS undergraduates on Staten Island campus, and they are compared with the 2010 data. The university-wide ratings are also provided.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	CPS Staten Island		University Staten Island	
	2010	2014	2010	2014
51. This institution has a good reputation within the community.	5.7	6.2	5.6	5.9
26. Computer labs are adequate and accessible.	5.8	6.1	5.6	5.9
62. There is a strong commitment to racial harmony on this campus.	5.3	6.1	5.2	5.6
6. My academic advisor is approachable.	5.9	6.1	5.8	6.1
39. I am able to experience intellectual growth here.	5.4	6.1	5.2	5.8
25. Faculty are fair and unbiased in their treatment of individual students.	5.3	6.0	5.0	5.5
7. The campus is safe and secure for all students.	6.0	6.0	5.7	6.0
45. Students are made to feel welcome on this campus.	5.3	6.0	5.1	5.5
61. Adjunct faculty are competent as classroom instructors.	5.3	5.8	5.2	5.6

As indicated in the table above, the satisfaction ratings for almost all the strengths increased from 2010 to 2014, especially for a strong commitment to racial harmony (increased from 5.3 to 6.1), and for fair and unbiased faculty (from 5.3 to 6.0) which was a challenge in 2010 but became a strength in 2014.

D. Graduate students on both Queens and Staten Island campuses

The following areas have been identified as strengths in 2014 for CPS graduate students on both Queens and Staten Island campuses, and they are compared with the university-wide ratings. (For some survey items, the number of graduate participants in SSI 2010 was too small to generate meaningful results.)

Survey Item (Items with satisfaction ratings in Blue are strengths.)	CPS Graduate	University Graduate
	2014	2014
7. The campus is safe and secure for all students.	6.1	6.0
36. Security staff respond quickly in emergencies.	5.9	6.0
72. On the whole, the campus is well-maintained.	5.9	5.9
62. There is a strong commitment to racial harmony on this campus.	6.2	5.8
6. My academic advisor is approachable.	6.2	5.7
34. I am able to register for classes I need with few conflicts.	5.9	5.7
50. Class change (drop/add) policies are reasonable.	5.9	5.7
65. Faculty are usually available after class and during office hours.	5.9	5.8
33. My academic advisor is knowledgeable about requirements in my major.	5.8	5.8
63. Student disciplinary procedures are fair.	5.8	5.7
35. The assessment and course placement procedures are reasonable.	5.7	5.7

As indicated in the above table, the first three areas in the table were strengths shared by CPS and the University, and the satisfaction ratings for CPS were similar to those for the University. For the majority of the remaining strengths, the satisfaction ratings for CPS were higher than those for the University.

3. Areas of Challenge

Areas of challenge are determined in a similar way as areas of strength, i.e., by the importance and satisfaction ratings within each student group. The criteria for areas of challenge are (in the formula, Imp = Importance rating; pt = percentile; Sat = Satisfaction rating):

$$(Imp > Median \ \& \ Sat < Median \ \& \ Gap > 75th \ pt) \ or$$

$$(Imp > 25th \ pt \ \& \ Imp \leq Median \ \& \ Gap > 85th \ pt)$$

Following are areas of challenge for each of the three CPS student groups.

A. Undergraduates on Queens Campus

The following areas have been identified as challenges by the 2014 survey, and they are compared with the 2010 data. The university-wide ratings are also provided.

Survey Item (Items with satisfaction ratings in Red are challenges.)	CPS Queens		University Queens	
	2010	2014	2010	2014
73. Student activities fees are put to good use.	4.1	4.2	4.0	4.3
11. Billing policies are reasonable.	3.8	4.4	3.7	4.2
40. Residence hall regulations are reasonable.	3.6	4.4	3.6	4.3
66. Tuition paid is a worthwhile investment.	3.7	4.5	3.7	4.3
38. There is an adequate selection of food available in the cafeteria.	4.0	4.6	4.0	4.5
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	4.4	4.7	4.3	4.7
17. Adequate financial aid is available for most students.	4.2	4.7	4.1	4.6
57. I seldom get the "run-around" when seeking information on this campus.	3.8	4.7	3.9	4.7
5. Financial aid counselors are helpful.	4.4	4.8	4.3	4.7
59. This institution shows concern for students as individuals.	4.4	4.9	4.3	4.8
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.3	4.9	4.3	4.8
47. Faculty provide timely feedback about student progress in a course.	4.6	5.1	4.6	5.0
34. I am able to register for classes I need with few conflicts.	4.5	5.1	4.3	5.1
29. It is an enjoyable experience to be a student on this campus.	4.8	5.1	4.7	5.1

As revealed in the above table, the majority of the challenges identified in 2010 remained challenges in 2014; CPS shared the majority of the challenges with the University.

B. Undergraduates on Staten Island

The following areas have been identified as challenges by the 2014 survey, and they are compared with the 2010 data. The university-wide ratings are also provided.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	CPS Staten Island		University Staten Island	
	2010	2014	2010	2014
11. Billing policies are reasonable.	4.3	4.2	4.4	4.5
73. Student activities fees are put to good use.	4.8	4.3	4.7	4.1
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	4.5	4.5	4.5	4.8
69. There is a good variety of courses provided on this campus.	4.9	4.8	4.7	4.4
66. Tuition paid is a worthwhile investment.	4.9	4.9	4.7	4.5
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.8	4.9	4.9	5.0
71. Channels for expressing student complaint are readily available.	4.9	5.1	4.8	4.5
5. Financial aid counselors are helpful.	4.8	5.2	5.0	5.3
17. Adequate financial aid is available for most students.	5.1	5.2	4.8	5.0
47. Faculty provide timely feedback about student progress in a course.	5.3	5.4	5.1	5.3
19. My academic advisor helps me set goals to work toward.	5.7	5.5	5.2	5.5

As indicated in the above table, most areas of challenge in 2010 remained challenges in 2014. CPS shared almost all challenges with the University, and satisfaction ratings were similar. The satisfaction rating on academic advisor helping students set goals was a strength in 2010, but it became a challenge in 2014.

C. Graduate Students on both Queens and Staten Island campuses

The following areas have been identified as challenges by the 2014 survey, and they are compared with the university-wide ratings. Only the 2014 results are provided. (For some items, the number of the 2010 CPS participants was too small to generate meaningful results.)

Survey Item (Items with satisfaction ratings in Red are challenges.)	CPS Graduate	University Graduate
	2014	2014
11. Billing policies are reasonable.	4.4	5.0
17. Adequate financial aid is available for most students.	4.5	4.9
73. Student activities fees are put to good use.	4.5	4.9
66. Tuition paid is a worthwhile investment.	4.6	5.0
11. Billing policies are reasonable.	4.4	5.0
22. Counseling staff care about students as individual.	4.7	5.3
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.8	5.1
5. Financial aid counselors are helpful.	5.0	5.1
19. My academic advisor helps me set goals to work toward.	5.1	5.3
16. The instruction in my major field is excellent.	5.3	5.5
8. The content of the courses within my major is valuable.	5.3	5.6
58. The quality of instruction I receive in most of my classes is excellent.	5.4	5.6
47. Faculty provide timely feedback about student progress in a course.	5.4	5.5

As revealed in the above table, CPS shared the majority of its challenges with the University, and satisfaction ratings were similar for CPS and the University.

4. Areas of Significant Changes

This section presents the areas in which CPS satisfaction ratings either increased or decreased significantly from 2010 to 2014.

A. Undergraduates on Queens campus

From 2010 to 2014, there was a significant increase in satisfaction ratings for CPS in the following areas.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	CPS Queens			University		
	2010	2014	2014 minus 2010	2010	2014	2014 minus 2010
57. I seldom get the “run-around” when seeking information on this campus.	3.8	4.7	0.9	3.9	4.7	0.8
35. The assessment and course placement procedures are reasonable.	4.6	5.4	0.8	4.5	5.3	0.8
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.0	4.8	0.8	4.2	4.9	0.7
36. Security staff respond quickly in emergencies.	4.8	5.6	0.8	5.0	5.6	0.6
48. Admissions counselors accurately portray the campus in their recruiting practices.	4.3	5.1	0.8	4.4	5.0	0.6
67. Freedom of expression is protected on campus.	4.5	5.3	0.8	4.6	5.2	0.6
40. Residence hall regulations are reasonable.	3.6	4.4	0.8	3.6	4.3	0.7

No areas had significant drops in satisfaction ratings from 2010 to 2014 for College of Professional Studies.

B. Undergraduates on Staten Island campus

From 2010 to 2014, there was a significant increase in satisfaction ratings for CPS in the following areas.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	Staten Island			University		
	2010	2014	2014 minus 2010	2010	2014	2014 minus 2010
21. The amount of student parking space on campus is adequate.	4.7	5.9	1.2	4.5	5.4	0.9
62. There is a strong commitment to racial harmony on this campus.	5.3	6.1	0.8	5.2	5.6	0.4
25. Faculty are fair and unbiased in their treatment of individual students.	5.3	6.0	0.8	5.0	5.5	0.4
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.2	5.0	0.8	4.2	4.5	0.3
86. How satisfied are you that this campus demonstrates a commitment to meeting the needs of older, returning learners?	4.9	5.7	0.8	4.8	5.3	0.5

From 2010 to 2014, there was a significant decrease in satisfaction ratings for CPS in the following areas.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	Staten Island			University		
	2010	2014	2014 minus 2010	2010	2014	2014 minus 2010
73. Student activities fees are put to good use.	4.8	4.3	-0.5	4.7	4.1	-0.6
9. A variety of intramural activities are offered.	4.8	4.4	-0.4	4.6	4.2	-0.5
72. On the whole, the campus is well-maintained.	5.6	5.3	-0.3	5.4	5.4	0.0

The results of the SSI survey are the perceptions of students about their college experiences, programs, and services. The data are very useful, and can be used with other data for action plans and improvement purposes. Please share any initiatives you develop to respond to these results, with the Office of Institutional Research and Assessment.