



# REPORT OF STUDENT SATISFACTION INVENTORY (SSI) 2014 FOR SCHOOL OF EDUCATION

## 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/school 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 the School of Education, the sample included 28 undergraduates of Queens Campus (11% of student population), 6 undergraduates of Staten Island Campus (12%), and 104 graduate students of both Queens and SI campuses (9%).

This report highlights the survey results for the School of Education. Both strengths and challenges have been identified for the 2014 survey, and are compared to the 2010 data. Corresponding ratings from the entire university are also used 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 are 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) and overall satisfaction, 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 EDU survey results in 2007, 2010, and 2014, with the University target for 2014:

	2007	2010	2014	SJU Target for 2014
Undergraduates on Queens Campus	4.8	4.9	5.7	5.3
Graduate students on Both Campuses	5.1	5.5	5.6	5.3

As indicated above, there has been improvement in satisfaction ratings from 2007 to 2014 for both EDU graduates and undergraduates. The University target of 5.3 has been met by undergraduates on the Queens campus, and graduate students on both campuses. The number of undergraduate participants in Staten Island campus was too small to generate meaningful results. So, for undergraduates, only the Queens Campus data are provided.

The following areas were identified as **School of Education's strengths for undergraduates on Queens campus:**

1. My academic advisor is approachable.
2. The campus is safe and secure for all students.
3. It is an enjoyable experience to be a student on this campus.
4. Tutoring services are readily available.
5. I feel a sense of pride about my campus.
6. I am able to experience intellectual growth here.
7. This institution has a good reputation within the community.
8. Nearly all of the faculty are knowledgeable in their field.
9. On the whole, the campus is well-maintained.

The following areas were identified as **challenges for undergraduate students on Queens campus:**

1. Tuition paid as a worthwhile investment.
2. Billing policies being reasonable.
3. Student activities fees put to good use.
4. Financial aid counselors being helpful.
5. Financial aid awards announced to students in time to be helpful in college planning.
6. Adequate financial aid being available.
7. The amount of student parking space on campus being adequate.
8. Admission staff being knowledgeable.
9. The content of the courses within the major being valuable.
10. Conflicts in registering for classes that students need.
11. Adequate selection of food available in the cafeteria.
12. Admissions counselors responding to prospective students' unique needs and requests.
13. Major requirements being clear and reasonable.
14. The staff in the health services area being competent.

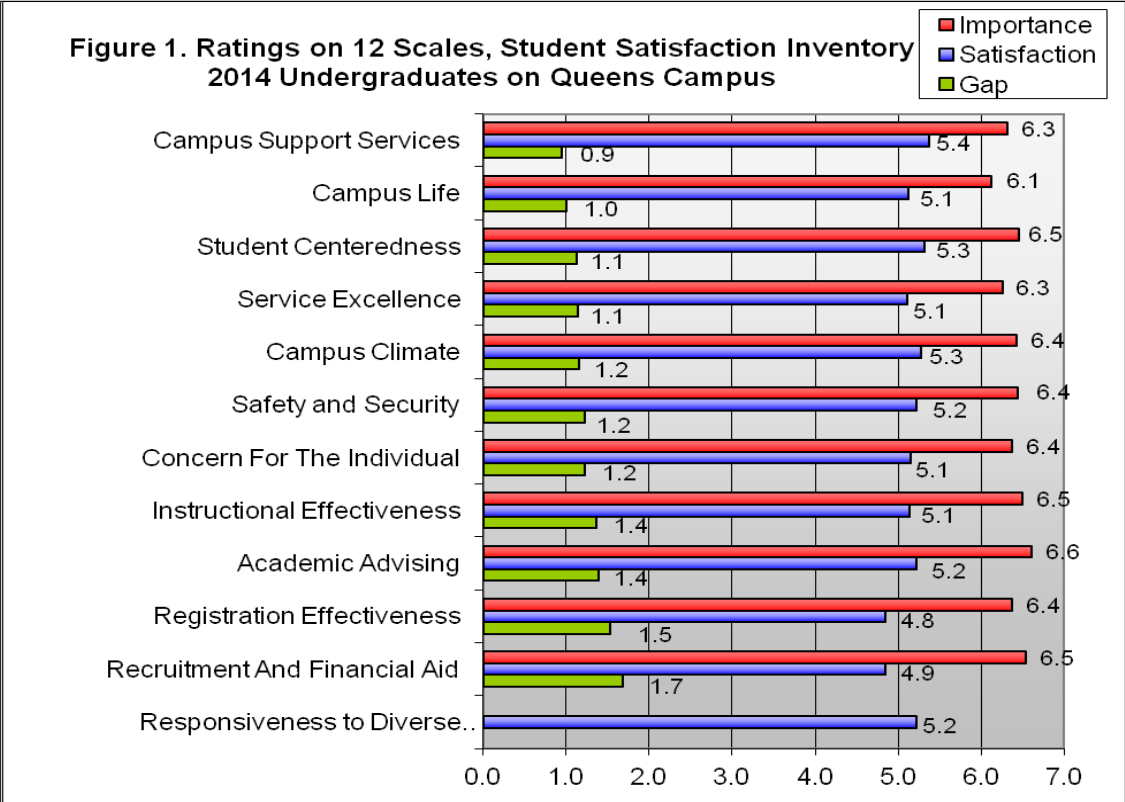
### **III. DETAILED SURVEY RESULTS**

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

**1. The Scale-Level Results and Overall Satisfaction**

**A. Undergraduates on Queens Campus**

Figure 1 below presents the importance and satisfaction ratings of the 12 scales (the scale of Responsiveness to Diverse Populations has only the satisfaction rating). As the figure indicates, Campus Support Services and campus Life had the smallest gaps which ranged from 0.9 to 1.0, while Recruitment & Financial Aid had the largest gap of 1.7. The average satisfaction rating on Responsiveness to Diverse Populations was 5.2.

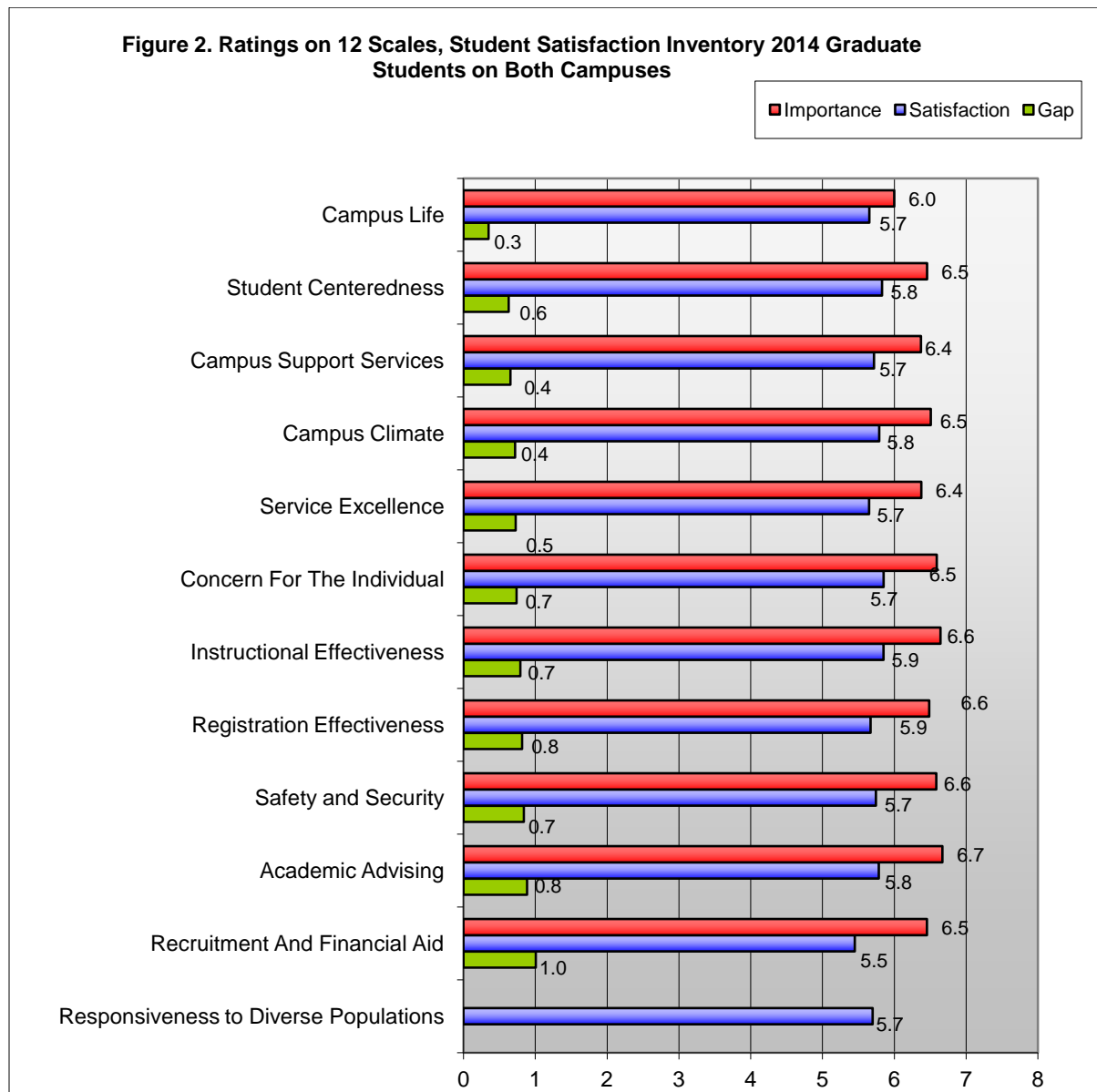


The overall satisfaction rating, one of St. John’s institutional success measures for the Queens undergraduate students was 5.7.

**B. Graduates on both Queens and Staten Island Campuses**

Figure 2 presents the importance and satisfaction ratings of the 12 scales. As the figure reveals, Campus Life had the smallest gap of 0.3, while Recruitment &

Financial Aid had the largest gap of 1.0. The average satisfaction rating on Responsiveness to Diverse Populations was 5.7.



The overall satisfaction rating, one of St. John’s institutional success measures for Graduate students was 5.6 in 2014.

## 2. Areas of Strengths

Areas of strengths are determined by importance and satisfaction ratings within each of the two student groups: 1) Undergraduates on the Queens campus, and 2)

Graduate students on both Queens and Staten Island campuses. The criteria for areas of strength 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 strength are based on 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 necessarily be a strength for another group (e.g., graduate students on both campuses). Also, within each group, items with the same satisfaction ratings but different importance ratings may not all be strengths because the importance rating is a factor in determining strengths.

#### **A. An Overview: Strengths for Undergraduates of EDU and St. John's University**

Following are the areas of strength for undergraduates of the School of Education on Queens campus, or for undergraduates of the entire university on Queens campus. The table indicates that the School of Education shares some strengths with the university as a whole. EDU students on the Queens campus tended to have similar ratings as university-wide students. The item, being a student is an enjoyable experience, is identified as a challenge by St. John's University as a whole, but it is a strength by EDU undergraduates. The item, my academic advisor is knowledgeable about requirements in my major, is a challenge for EDU students while it is a strength for all undergraduates as a whole.

Survey Item (Items with satisfaction ratings in <b>Blue</b> are strengths, in <b>Red</b> are challenges.)	EDU Queens	University Queens
	2014	2014
3. Faculty care about me as an individual.	5.1	4.9
6. My academic advisor is approachable.	<b>5.5</b>	<b>5.4</b>
7. The campus is safe and secure for all students.	<b>5.8</b>	<b>5.7</b>
26. Computer labs are adequate and accessible.	5.5	<b>5.5</b>
29. It is an enjoyable experience to be a student on this campus.	<b>5.7</b>	<b>5.1</b>
32. Tutoring services are readily available.	<b>5.7</b>	5.6
33. My academic advisor is knowledgeable about requirements in my major.	<b>5.1</b>	<b>5.6</b>
36. Security staff respond quickly in emergencies.	5.5	<b>5.6</b>
37. I feel a sense of pride about my campus.	<b>5.9</b>	5.0
39. I am able to experience intellectual growth here.	<b>5.8</b>	5.3
51. This institution has a good reputation within the community.	<b>6.0</b>	<b>5.5</b>
61. Adjunct faculty are competent as classroom instructors.	5.3	<b>5.3</b>
65. Faculty are usually available after class and during office hours.	5.3	<b>5.5</b>
68. Nearly all of the faculty are knowledgeable in their field.	<b>5.6</b>	<b>5.5</b>
69. There is a good variety of courses provided on this campus.	5.6	<b>5.4</b>
72. On the whole, the campus is well-maintained.	<b>6.0</b>	<b>5.6</b>

## B. Undergraduates on Queens Campus

The following areas have been identified as strengths for EDU in the 2014 survey, and they are compared with the 2010 data. The university-wide ratings for the corresponding strengths are also given for comparison purposes.

Survey Item (Items with satisfaction ratings in <b>Blue</b> are strengths, in <b>Red</b> are challenges.)	EDU Queens		University Queens	
	2010	2014	2010	2014
6. My academic advisor is approachable.	5.0	<b>5.5</b>	5.1	<b>5.4</b>
7. The campus is safe and secure for all students.	<b>5.4</b>	<b>5.8</b>	<b>5.3</b>	<b>5.7</b>
29. It is an enjoyable experience to be a student on this campus.	5.0	<b>5.7</b>	4.7	<b>5.1</b>
32. Tutoring services are readily available.	4.7	<b>5.7</b>	4.9	5.6
37. I feel a sense of pride about my campus.	4.8	<b>5.9</b>	4.5	5.0
39. I am able to experience intellectual growth here.	5.3	<b>5.8</b>	4.9	5.3
51. This institution has a good reputation within the community.	5.4	<b>6.0</b>	<b>5.1</b>	<b>5.5</b>
68. Nearly all of the faculty are knowledgeable in their field.	5.3	<b>5.6</b>	4.9	<b>5.5</b>
72. On the whole, the campus is well-maintained.	<b>6.0</b>	<b>6.0</b>	<b>5.2</b>	<b>5.6</b>

As indicated in the table above, almost all areas of strength have increased in the satisfaction ratings from 2010 to 2014. Satisfaction ratings notably increased from 4.8 to 5.9 for students feeling a sense of pride about campus. The item, being a student as an enjoyable experience on this campus, was identified as a strength by EDU students in 2014, but as a challenge by all students on the Queens campus.

### C. Graduate Students on both Queens and Staten Island Campuses

The following areas have been identified as strengths for EDU in the 2014 survey, and they are compared with the 2010 data. The university-wide ratings for the corresponding strengths are also given for comparison purposes.



Survey Item (Items with satisfaction ratings in <b>Blue</b> are strengths, and in <b>Red</b> are challenges.)	EDU Graduates		University Graduates	
	2010	2014	2010	2014
2. The campus staff are caring and helpful.	5.4	<b>6.0</b>	5.3	5.6
7. The campus is safe and secure for all students.	<b>5.3</b>	<b>6.1</b>	5.5	<b>6.0</b>
36. Security staff respond quickly in emergencies.	5.5	<b>6.1</b>	5.3	<b>6.0</b>
45. Students are made to feel welcome on this campus.	5.3	<b>6.0</b>	5.3	<b>5.7</b>
51. This institution has a good reputation within the community.	5.8	<b>6.1</b>	<b>5.5</b>	<b>5.8</b>
55. Major requirements are clear and reasonable.	<b>5.3</b>	<b>5.7</b>	5.3	5.6
62. There is a strong commitment to racial harmony on this campus.	5.4	<b>6.1</b>	5.4	5.8
72. On the whole, the campus is well-maintained.	<b>5.8</b>	<b>6.0</b>	<b>5.6</b>	<b>5.9</b>

As indicated in the table above, the satisfaction ratings for all strengths increased from 2010 to 2014, especially for the campus being safe and secure for all students (increased by 0.8). Two items that were challenges in 2010 became strengths in 2014: 1) the campus being safe and secure for all students, and 2) major requirements are clear and reasonable. Overall, the satisfaction ratings for areas of strength for the School of Education are higher than those of St. John’s University as a whole.

### 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 <= Median & Gap > 85th pt)

Following are areas of challenges for EDU, and satisfaction ratings by students of the University are also presented for comparison purposes.

#### A. An Overview: Challenges for Undergraduates of the School of Education and for St. John’s University

Following are the areas of challenge for undergraduates of EDU or St. John’s University students on Queens campus. The table indicates that the School of Education shares some challenges with the university as a whole. However, “My academic advisor is knowledgeable about requirements in my major” is a challenge for

EDU while it is a strength for St. John’s University. “It is an enjoyable experience to be a student on this campus” is a strength for EDU while it is a challenge for the University.

Survey Item (Items with satisfaction ratings in <b>Blue</b> are strengths, in <b>Red</b> are challenges.)	EDU Queens	University Queens
	2014	2014
15. The staff in the health services area are competent.	<b>4.0</b>	4.7
21. The amount of student parking space on campus is adequate.	<b>4.0</b>	4.5
66. Tuition paid is a worthwhile investment.	<b>4.1</b>	<b>4.3</b>
5. Financial aid counselors are helpful.	<b>4.4</b>	<b>4.7</b>
53. Faculty taking into consideration student differences as they teach a course.	<b>4.5</b>	4.8
11. Billing policies are reasonable.	<b>4.6</b>	<b>4.2</b>
34. I am able to register for classes I need with few conflicts.	<b>4.6</b>	<b>5.1</b>
38. There is an adequate selection of food available in the cafeteria.	<b>4.7</b>	<b>4.5</b>
73. Student activities fees are put to good use.	<b>4.7</b>	<b>4.3</b>
12. Financial aid awards are announced to students in time to be helpful in college planning.	<b>4.7</b>	<b>4.8</b>
57. I seldom get the “run-around” when seeking information on this campus.	4.8	<b>4.7</b>
55. Major requirements are clear and reasonable.	<b>4.9</b>	5.3
17. Adequate financial aid is available for most students.	<b>5.0</b>	<b>4.6</b>
4. Admission staff are knowledgeable.	<b>5.0</b>	5.1
71. Channels for expressing student complaint are readily available.	5.0	<b>4.7</b>
8. The content of the courses within my major is valuable.	<b>5.1</b>	5.3
33. My academic advisor is knowledgeable about requirements in my major.	<b>5.1</b>	<b>5.6</b>
59. This institution shows concern for students as individuals.	5.2	<b>4.8</b>
58. The quality of instruction I receive in most of my classes is excellent.	5.3	<b>5.1</b>
29. It is an enjoyable experience to be a student on this campus.	<b>5.7</b>	<b>5.1</b>

## B. Undergraduates on Queens Campus

The following areas have been identified as challenges for EDU in the 2014 survey, and they are compared with the 2010 data. The university-wide ratings for the corresponding challenges are also given for comparison purposes.

Survey Item (Items with satisfaction ratings in <b>Blue</b> are strengths, and in <b>Red</b> are challenges.)	EDU Queens		University Queens	
	2010	2014	2010	2014
4. Admission staff are knowledgeable.	4.9	<b>5.0</b>	4.6	5.1
5. Financial aid counselors are helpful.	<b>4.1</b>	<b>4.4</b>	<b>4.3</b>	<b>4.7</b>
8. The content of the courses within my major is valuable.	4.9	<b>5.1</b>	5.0	5.3
11. Billing policies are reasonable.	<b>3.4</b>	<b>4.6</b>	<b>3.7</b>	<b>4.2</b>
12. Financial aid awards are announced to students in time to be helpful in college planning.	<b>4.3</b>	<b>4.7</b>	<b>4.3</b>	<b>4.8</b>
15. The staff in the health services area are competent.	4.4	<b>4.0</b>	4.3	4.7
17. Adequate financial aid is available for most students.	<b>4.3</b>	<b>5.0</b>	<b>4.1</b>	<b>4.6</b>
21. The amount of student parking space on campus is adequate.	3.5	<b>4.0</b>	3.6	4.5
33. My academic advisor is knowledgeable about requirements in my major.	5.2	<b>5.1</b>	5.1	<b>5.6</b>
34. I am able to register for classes I need with few conflicts.	<b>4.5</b>	<b>4.6</b>	<b>4.3</b>	<b>5.1</b>
38. There is an adequate selection of food available in the cafeteria.	<b>4.6</b>	<b>4.7</b>	<b>4.0</b>	<b>4.5</b>
53. Faculty taking into consideration student differences as they teach a course.	4.5	<b>4.5</b>	4.3	4.8
55. Major requirements are clear and reasonable.	5.0	<b>4.9</b>	4.9	5.3
66. Tuition paid is a worthwhile investment.	<b>3.1</b>	<b>4.1</b>	<b>3.7</b>	<b>4.3</b>
73. Student activities fees are put to good use.	<b>3.8</b>	<b>4.7</b>	<b>4.0</b>	<b>4.3</b>

As revealed in the above table, satisfaction ratings on the majority of the areas increased from 2010 to 2014 for EDU, especially for billing policies (from 3.4 to 4.6) and tuition paid as a worthwhile investment (from 3.1 to 4.1).

### C. Graduate Students on Queens and Staten Island Campuses

The following areas have been identified as challenges for EDU in the 2014 survey. The EDU 2014 data are compared with the EDU 2010 data, and the university-wide ratings are also presented for the corresponding challenges.

Survey Item (Items with satisfaction ratings in <b>Blue</b> are strengths, and in <b>Red</b> are challenges.)	EDU Graduates		University Graduates	
	2010	2014	2010	2014
28. Parking lots are well-lighted and secure.	5.2	<b>5.6</b>	5.1	5.6
47. Faculty provide timely feedback about student progress in a course.	5.3	<b>5.7</b>	5.2	<b>5.5</b>
53. Faculty taking into consideration student differences as they teach a course.	5.4	<b>5.6</b>	5.0	5.4
57. I seldom get the “run-around” when seeking information on this campus.	<b>4.6</b>	<b>5.2</b>	<b>4.4</b>	<b>5.0</b>
66. Tuition paid is a worthwhile investment.	<b>4.7</b>	<b>5.3</b>	<b>4.5</b>	<b>5.0</b>
71. Channels for expressing student complaint are readily available.	4.6	<b>5.4</b>	<b>4.7</b>	<b>5.0</b>
73. Student activities fees are put to good use.	<b>4.7</b>	<b>5.2</b>	<b>4.6</b>	<b>4.9</b>

As revealed in the table above, EDU graduate students share the majority of challenges with the University as a whole. The satisfaction ratings for all items increased for both EDU and the University while they are still challenges.

#### 4. Areas of Significant Change from 2010 to 2014

##### A. Undergraduates on Queens Campus

There was a significant increase in satisfaction ratings from 2010 to 2014 for EDU in the following areas.

Survey Item (Items with satisfaction ratings in <b>Blue</b> are strengths, in <b>Red</b> are challenges.)	EDU Queens			University Queens		
	2010	2014	2014 minus 2010	2010	2014	2014 minus 2010
89. How satisfied are you that this campus demonstrates a commitment to meeting the needs of students with disabilities?	4.4	5.9	1.5	4.7	5.3	0.6
40. Residence hall regulations are reasonable.	<b>2.9</b>	4.2	1.3	3.6	4.3	0.7
22. Counseling staff care about students as individual.	4.3	5.5	1.2	4.4	5.1	0.7
11. Billing policies are reasonable.	<b>3.4</b>	<b>4.6</b>	1.1	<b>3.7</b>	<b>4.2</b>	0.5
101. All in all, if you had it to do over again, would you enroll here?	4.3	5.4	1.1	4.4	4.7	0.3
37. I feel a sense of pride about my campus.	4.8	<b>5.9</b>	1.1	4.5	5.0	0.5
71. Channels for expressing student complaint are readily available.	<b>4.0</b>	5.0	1.0	<b>4.0</b>	<b>4.7</b>	0.7
32. Tutoring services are readily available.	4.7	<b>5.7</b>	1.0	4.9	5.6	0.7
66. Tuition paid is a worthwhile investment.	<b>3.1</b>	<b>4.1</b>	1.0	<b>3.7</b>	<b>4.3</b>	0.6

There was a significant decrease in satisfaction ratings for EDU in the following area.

Survey Item (Items with satisfaction ratings in <b>Blue</b> are strengths, in <b>Red</b> are challenges.)	EDU Queens			University		
	2010	2014	2014 minus 2010	2010	2014	2014 minus 2010
65. Faculty are usually available after class and during office hours.	<b>5.9</b>	5.3	-0.6	<b>5.1</b>	<b>5.5</b>	0.4

## B. Graduates on both Queens and Staten Island Campuses

There was a significant increase in satisfaction ratings from 2010 to 2014 for EDU in the following areas.

Survey Item (Items with satisfaction ratings in <b>Blue</b> are strengths, and in <b>Red</b> are challenges.)	EDU Graduates			University		
	2010	2014	2014 minus 2010	2010	2014	2014 minus 2010
40. Residence hall regulations are reasonable.	4.1	5.4	1.3	4.4	5.3	0.9
21. The amount of student parking space on campus is adequate.	3.8	4.9	1.1	4.0	4.8	0.8
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.0	6.1	1.1	5.1	5.9	0.7

There was no area for which there was a significant decrease in satisfaction ratings from 2010 to 2014 for EDU.

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 Dr. Yuxiang Liu, director of institutional assessment, in the Office of Institutional Research at [LiuY@stjohns.edu](mailto:LiuY@stjohns.edu).