



REPORT OF STUDENT SATISFACTION INVENTORY (SSI) 2014 FOR COLLEGE OF PHARMACY AND HEALTH SCIENCES

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 the College of Pharmacy (PHA), the sample included 202 undergraduates (11% of student population, including all PharmD students) and 71 graduate students (14%, not including PharmD students).

This report highlights the survey results for the College of Pharmacy. Both strengths and challenges have been identified for the 2014 survey, and are compared to the 2010 data. Corresponding ratings from the entire university in 2014 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 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), b) Areas of strength, c) Areas of challenge, and d) Areas with significant changes 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 PHA survey results in 2007, 2010, and 2014, with the University target for 2014:

	2007	2010	2014	STJ Target for 2014
Undergraduates on Queens Campus	4.1	4.2	4.6	5.3
Graduate students on Queens Campus	5.4	4.6	4.8	5.3

As indicated above, there has been improvement in satisfaction ratings from 2007 to 2014 for undergraduates. However, the University target of 5.3 has not been met by either graduate or undergraduate students.

The areas of **strengths for Undergraduates** include:

1. Financial aid counselors are helpful.
2. Academic advisor are approachable.
3. Computer labs are adequate and accessible.
4. Students are able to register for classes they need with few conflicts.
5. Security staff respond quickly in emergencies.
6. Major requirements are clear and reasonable.
7. On the whole, the campus is well-maintained.

The areas of **challenges for Undergraduates** include:

1. Admission staff being knowledgeable.
2. Billing policies being reasonable.
3. Financial aid awards being announced to students in time to be helpful in college planning.
4. The instruction in the major fields.
5. Adequate financial aid being available for most students.
6. The experience to be a student on this campus.
7. An adequate selection of food available in the cafeteria.
8. Faculty providing timely feedback about student progress in a course.
9. Faculty taking into consideration student differences as they teach a course.
10. The quality of instruction in most courses.
11. Showing concern for students as individuals.
12. Tuition paid as a worthwhile investment.
13. Channels for expressing student complaint being readily available.
14. Student activities fees being put to good use.

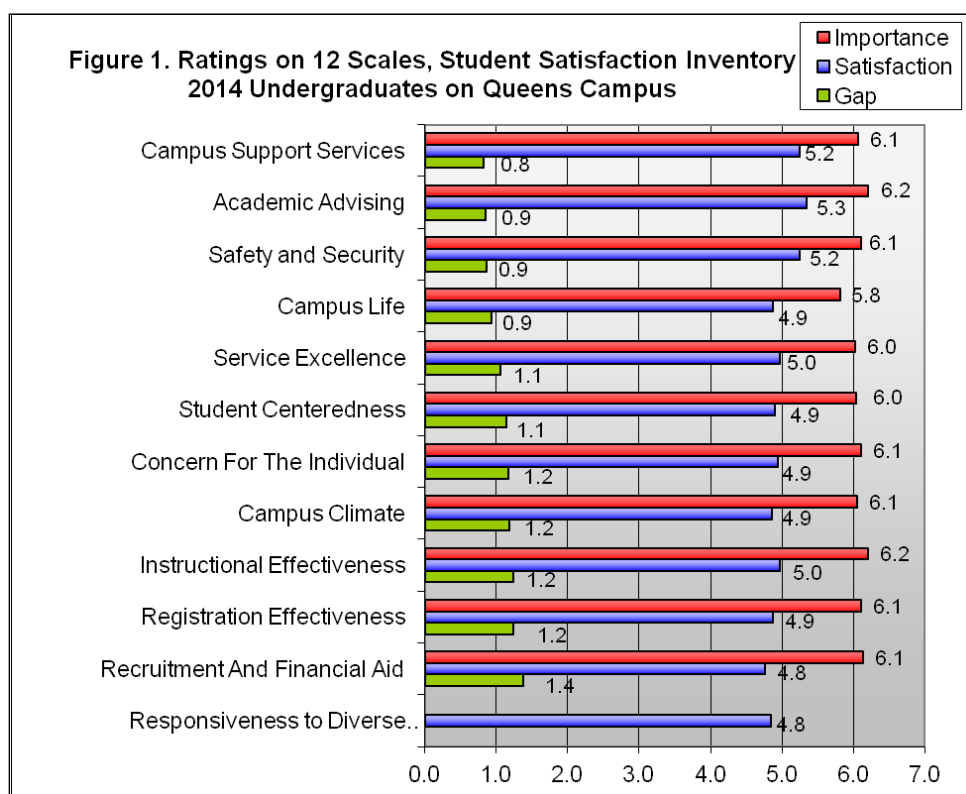
III. DETAILED SURVEY RESULTS

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

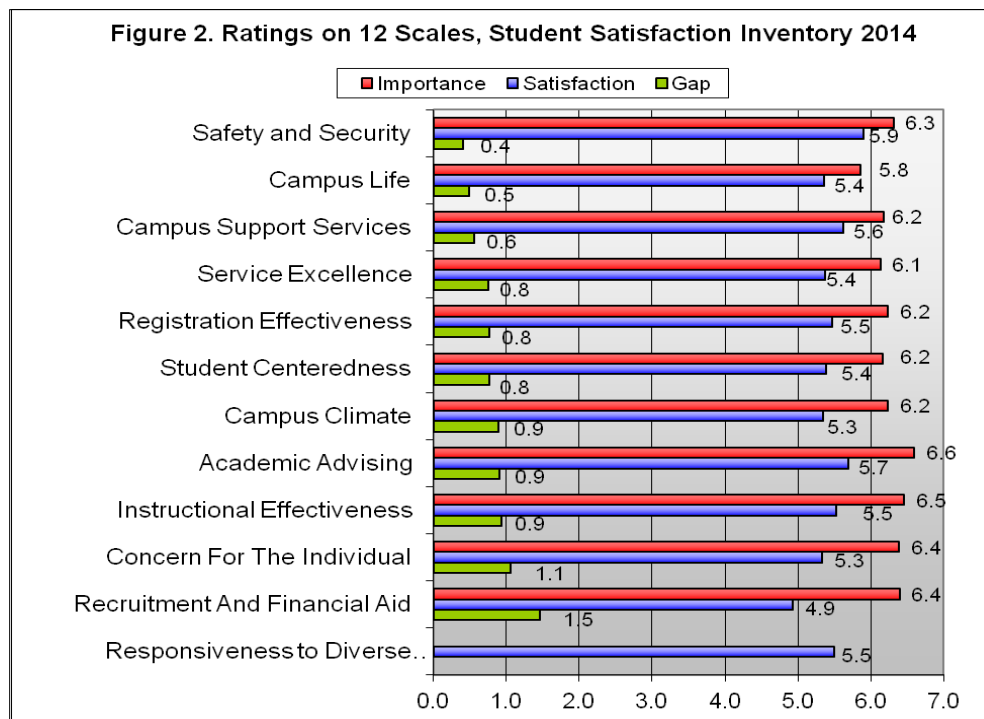
A. Undergraduates

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) for undergraduates. As the figure indicates, Campus Support Services, Academic Advising, Safety and Security, and Campus Life had the smallest gaps, ranging from 0.8 to 0.9, while Recruitment & Financial Aid had the largest gap of 1.4.



B. Graduate students

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) for graduate students. As the figure reveals, Safety & Security and Campus life had the smallest gaps ranging from 0.4 to 0.5, while Recruitment & Financial Aid had the largest gap of 1.5.



2. Areas of Strengths

A. Undergraduates on Queens Campus

The following areas have been identified as strengths by the 2014 survey for College of Pharmacy, and are compared with the 2010 data. The values in the table are the average satisfaction ratings. The ratings for the University are also provided for comparison purposes.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	PHA Queens		University Queens	
	2010	2014	2010	2014
5. Financial aid counselors are helpful.	4.0	4.7	4.3	4.7
6. My academic advisor is approachable.	4.8	5.5	5.1	5.4
26. Computer labs are adequate and accessible.	4.4	5.4	5.1	5.5
34. I am able to register for classes I need with few conflicts.	4.0	5.0	4.3	5.1
36. Security staff respond quickly in emergencies.	4.8	5.5	5.0	5.6
55. Major requirements are clear and reasonable.	4.6	5.4	4.9	5.3
72. On the whole, the campus is well-maintained.	4.7	5.4	5.2	5.6

As indicated in the above table, the satisfaction ratings increased for all areas of strengths. Two items, “Financial aid counselors are helpful” and ‘I am able to register for classes I need with few conflicts’, which were challenges in 2010, became strengths in 2014.

B. Graduates on Queens Campus

The following areas were identified as strengths by the 2014 survey for graduate students of the College of Pharmacy, and they are compared with the 2010 data. The university-wide ratings for the corresponding items are also given for comparison purposes.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	Graduate PHA		Graduate University	
	2010	2014	2010	2014
2. The campus staff are caring and helpful.	5.5	5.9	5.3	5.6
7. The campus is safe and secure for all students.	5.4	6.4	5.5	6.0
22. Counseling staff care about students as individuals.	5.0	5.8	4.8	5.3
34. I am able to register for classes I need with few conflicts.	5.3	5.9	5.1	5.7
36. Security staff respond quickly in emergencies.	5.7	6.1	5.3	6.0
44. Academic support services adequately meet the needs of students.	5.1	5.9	5.0	5.6
72. On the whole, the campus is well-maintained.	5.9	6.1	5.6	5.9

As indicated in the table above, the satisfaction ratings increased for all areas of strengths. Six out of the seven items in the table, which were not strengths in 2010, became strengths in 2014.

3. Areas of Challenge

A. Undergraduates on Queens Campus

The following areas were identified as challenges by the 2014 survey for undergraduate students of the College of Pharmacy, 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 Red are challenges.)	PHA Queens		University Queens	
	2010	2014	2010	2014
4. Admission staff are knowledgeable.	4.2	5.0	4.6	5.1
11. Billing policies are reasonable.	3.5	4.1	3.7	4.2
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.2	4.8	4.3	4.8
16. The instruction in my major field is excellent.	4.6	4.9	4.9	5.2
17. Adequate financial aid is available for most students.	3.8	4.2	4.1	4.6
29. It is an enjoyable experience to be a student on this campus.	4.2	4.9	4.7	5.1
38. There is an adequate selection of food available in the cafeteria.	3.8	4.4	4.0	4.5
47. Faculty provide timely feedback about student progress in a course.	4.3	5.0	4.6	5.0
53. Faculty taking into consideration student differences as they teach a course.	4.0	4.7	4.3	4.8
58. The quality of instruction I receive in most of my classes is excellent.	4.3	4.8	4.7	5.1
59. This institution shows concern for students as individuals.	4.0	4.7	4.3	4.8
66. Tuition paid is a worthwhile investment.	3.2	4.0	3.7	4.3
71. Channels for expressing student complaint are readily available.	3.7	4.6	4.0	4.7
73. Student activities fees are put to good use.	3.6	4.1	4.0	4.3

As revealed in the table above, the majority of challenges identified in 2010 for College of Pharmacy remained to be challenges in 2014. However, the satisfaction ratings on all areas of challenge increased from 2010 to 2014.

B. Graduate students on Queens Campus

The following areas were identified as challenges by the 2014 survey for graduate students of the College of Pharmacy, and they are compared with the 2010

data. The university-wide ratings for the corresponding items are also presented for comparison purposes.

Survey Item (Items with satisfaction ratings in Red are challenges.)	Graduate PHA		Graduate University	
	2010	2014	2010	2014
3. Faculty care about me as an individual.	4.9	5.1	5.3	5.5
4. Admission staff are knowledgeable.	4.7	5.3	4.9	5.3
5. Financial aid counselors are helpful.	4.0	4.5	4.6	5.1
8. The content of the courses within my major is valuable.	4.9	5.5	5.4	5.6
11. Billing policies are reasonable.	3.3	4.6	4.3	5.0
12. Financial aid awards are announced to students in time to be helpful in college planning.	3.8	4.8	4.6	5.1
17. Adequate financial aid is available for most students.	3.2	4.1	4.3	4.9
25. Faculty are fair and unbiased in their treatment of individual students.	4.6	5.1	5.2	5.4
39. I am able to experience intellectual growth here.	5.4	5.4	5.4	5.7
49. There are adequate services to help me decide upon a career.	4.1	4.9	4.9	5.3
53. Faculty taking into consideration student differences as they teach a course.	5.1	5.1	5.0	5.4
57. I seldom get the “run-around” when seeking information on this campus.	4.3	4.8	4.4	5.0
59. This institution shows concern for students as individuals.	4.7	4.9	5.0	5.4
66. Tuition paid is a worthwhile investment.	3.3	4.5	4.5	5.0
71. Channels for expressing student complaint are readily available.	5.0	4.9	4.7	5.0

As revealed in the table above, the satisfaction ratings on the majority of the challenges for the College of Pharmacy increased from 2010 to 2014, especially for the billing policies (from 3.3 to 4.6) and tuition paid as a worthwhile investment (from 3.3 to 4.5).

4. Areas with Significant Changes

Presented in this section are the areas on which satisfaction ratings for the College of Pharmacy either increased or decreased significantly from 2010 to 2014.

A. Undergraduates on Queens Campus

There was a significant increase in satisfaction ratings for the following areas.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	PHA Queens			University Queens		
	2010	2014	2014 minus 2010	2010	2014	2014 minus 2010
21. The amount of student parking space on campus is adequate.	3.4	4.5	1.1	3.6	4.5	0.8
34. I am able to register for classes I need with few conflicts.	4.0	5.0	1.1	4.3	5.1	0.8
27. The personnel involved in registration are helpful.	4.2	5.2	1.1	4.7	5.2	0.6
40. Residence hall regulations are reasonable.	3.6	4.7	1.0	3.6	4.3	0.7
13. Library staff are helpful and approachable.	4.5	5.6	1.0	4.8	5.6	0.8
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.0	5.0	1.0	4.2	4.9	0.7
35. The assessment and course placement procedures are reasonable.	4.1	5.1	1.0	4.5	5.3	0.8
57. I seldom get the “run-around” when seeking information on this campus.	3.7	4.7	1.0	3.9	4.7	0.8
28. Parking lots are well-lighted and secure.	4.1	5.1	1.0	4.7	5.3	0.6
26. Computer labs are adequate and accessible.	4.4	5.4	1.0	5.1	5.5	0.5
86. How satisfied are you that this campus demonstrates a commitment to meeting the needs of older, returning learners?	4.2	5.1	1.0	4.5	5.2	0.7
30. Residence hall staff are concerned about me as an individual.	4.1	5.0	1.0	4.2	4.9	0.7
22. Counseling staff care about students as individual.	4.1	5.0	1.0	4.4	5.1	0.7

No areas had significant drops in satisfaction ratings from 2010 to 2014 for the College of Pharmacy

B. Graduate students on Queens Campus

There was a significant increase in satisfaction ratings for the following areas.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	Graduate PHA			Graduate University		
	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?	4.5	6.1	1.5	5.1	5.7	0.6
32. Tutoring services are readily available.	4.6	5.9	1.3	4.8	5.6	0.8
48. Admissions counselors accurately portray the campus in their recruiting practices.	4.2	5.5	1.3	4.8	5.5	0.8
11. Billing policies are reasonable.	3.3	4.6	1.3	4.3	5.0	0.7

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

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	Graduate PHA			Graduate University		
	2010	2014	2014 minus 2010	2010	2014	2014 minus 2010
33. My academic advisor is knowledgeable about requirements in my major.	6.1	5.8	-0.3	5.6	5.8	0.2

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.