



REPORT OF STUDENT SATISFACTION INVENTORY (SSI) 2014 FOR ST. JOHN'S COLLEGE OF LIBERAL ARTS AND 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 the Queens campus (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 St. John's College, the sample included 304 undergraduates on Queens Campus (11% of student population), 30 undergraduates on Staten Island (14%), and 115 graduate students on Queens campus (12%).

This report highlights the survey results for St. John's College. 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 SJC survey results in 2007, 2010, and 2014, with the University target for 2014:

	2007	2010	2014	STJ Target for 2014
Undergraduates on Queens Campus	4.6	4.9	4.9	5.3
Undergraduates on Staten Island	4.7	5.0	4.7	5.3
Graduate students on Queens Campus	5.1	5.5	5.4	5.3

As indicated above, the university target of 5.3 has been met by graduate students while the ratings for undergraduates on both campuses are below the target.

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

1. Faculty are usually available after class and during office hours.
2. Computer labs are adequate and accessible.
3. The campus is safe and secure for all students.
4. This institution has a good reputation within the community.

Additional strengths for Queens campus were:

5. Tutoring services are readily available.
6. On the whole, the campus is well-maintained.
7. Security staff respond quickly in emergencies.
8. My academic advisor is knowledgeable about requirements in my major.
9. There is a good variety of courses provided on this campus.
10. Nearly all of the faculty are knowledgeable in their fields.

Additional strengths for Staten Island campus were:

5. My academic advisor is approachable.
6. Admission staff are knowledgeable.
7. The content of the courses within my major is valuable.
8. The campus staff are caring and helpful.
9. My academic advisor is concerned about my success as an individual.
10. Counseling staff care about students as individuals.

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

1. Tuition paid as a worthwhile investment.
2. An adequate selection of food available in the cafeteria.
3. Student activities fees being put to good use.
4. Adequate financial aid being available for most students.
5. Getting the “run-around” when seeking information on this campus.
6. Channels for expressing student complaint being readily available.
7. Faculty providing timely feedback about student progress in a course.

Additional Challenges for Queens campus include:

8. Billing policies being reasonable.
9. Financial aid awards announced to students in time to be helpful in college planning.
10. Students being able to register for classes with few conflicts.
11. Financial aid counselors being helpful.
12. This institution showing concern for students as individuals.

Additional Challenges for Staten Island campus were:

8. Variety of courses provided on this campus.
9. Admissions counselors accurately portraying the campus in their recruiting practices.
10. To be a student on this campus as an enjoyable experience.
11. Adequate services to help students decide upon a career.
12. Keeping students aware of what’s happening on campus.
13. Getting students involved in campus organizations.
14. Faculty being fair and unbiased in their treatment of individual students.

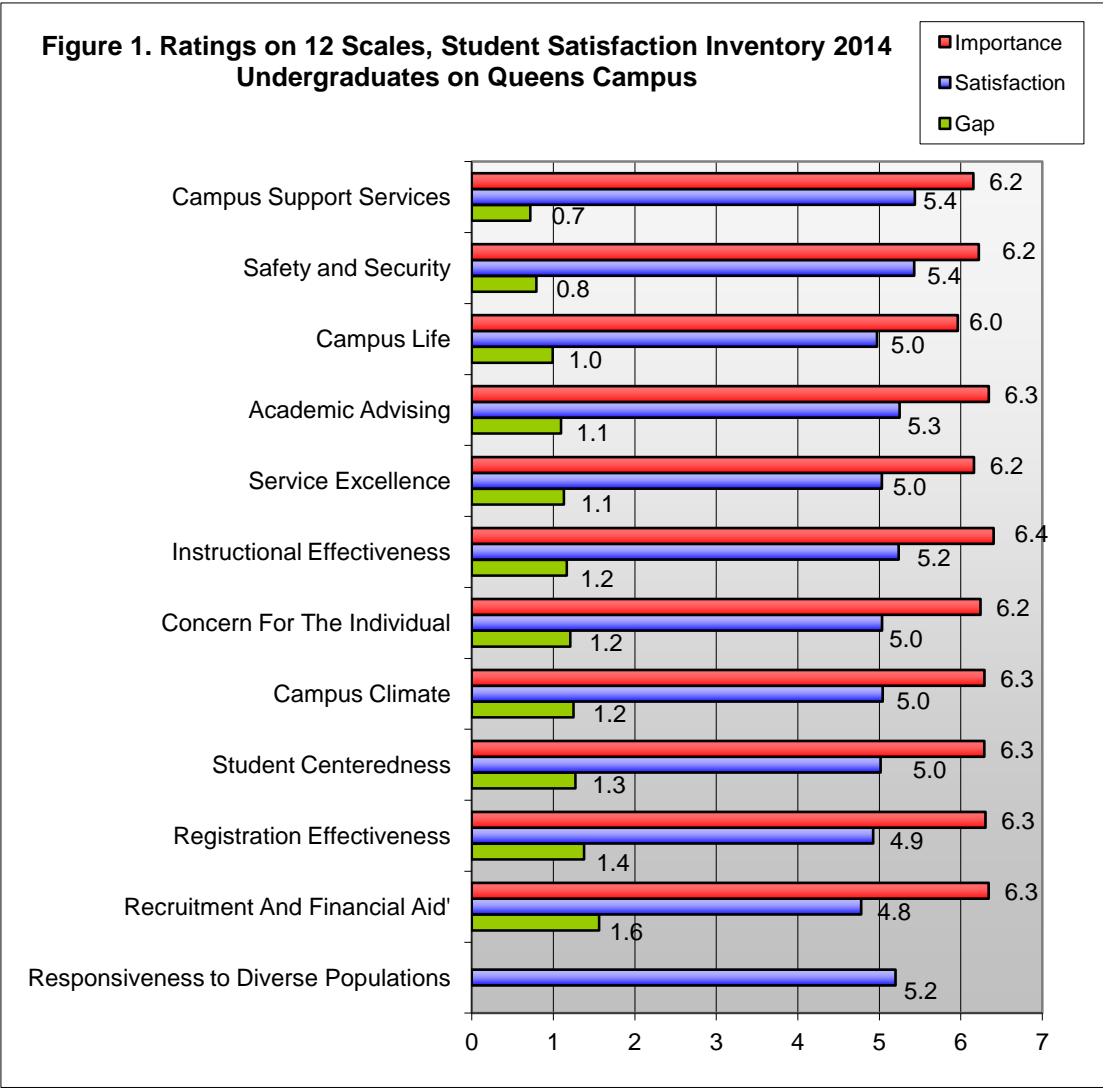
III. DETAILED SURVEY RESULTS

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

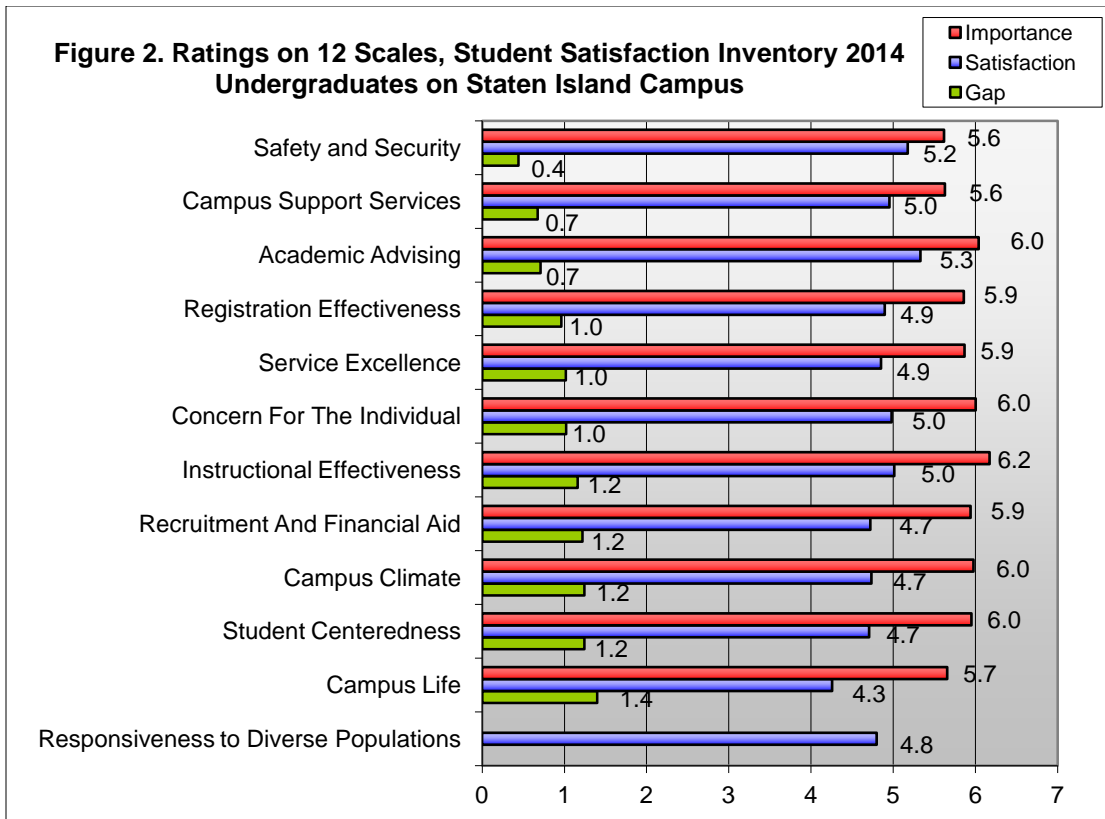
A. Undergraduates on Queens Campus

Figure 1 presents the importance and satisfaction ratings of the 12 scales (the scale of Responsiveness to Diverse Populations has only the satisfaction rating). As the figure indicates, Campus Support Services and Safety & Security had the smallest gap ranging from 0.7 to 0.8, while Recruitment & Financial Aid had the largest gap of 1.6.



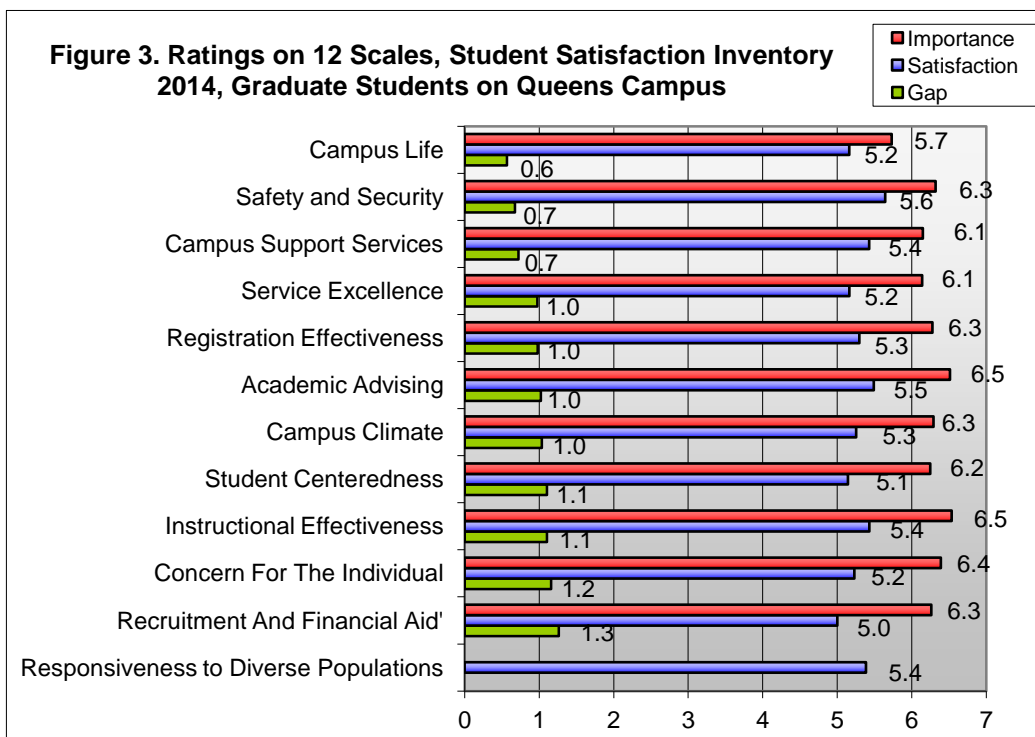
B. Undergraduates on Staten Island Campus

Figure 2 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, Safety & Security had the smallest gap of 0.4, followed by Campus Support Services and Academic Advising, which had a gap of 0.7 while Campus Life had the largest gap of 1.4.



C. Graduate students on Queens campus

Figure 3 presents the importance and satisfaction ratings of the 12 scales. As the figure reveals, Campus Life, Safety & Security, and Campus Support Services had the smallest gaps ranging from 0.6 to 0.7, while Concern for Individual Students and Recruitment & Financial Aid had the largest gaps ranging from 1.2 to 1.3.



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 Queens campus. 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 all be strengths because the importance rating is a factor in determining strengths.

A. Strengths for Undergraduates on Queens Campus

The following areas have been identified as strengths by the 2014 survey for St. John's College, and they are compared with the 2010 data. The university-wide ratings are also provided for comparison purposes.

Survey Item (Items with satisfaction ratings in Blue are strengths.)	SJC Queens		University Queens	
	2010	2014	2010	2014
32. Tutoring services are readily available.	5.2	5.8	4.9	5.6
7. The campus is safe and secure for all students.	5.7	5.8	5.3	5.7
72. On the whole, the campus is well-maintained.	5.6	5.7	5.2	5.6
65. Faculty are usually available after class and during office hours.	5.5	5.6	5.1	5.5
26. Computer labs are adequate and accessible.	5.4	5.6	5.1	5.5
36. Security staff respond quickly in emergencies.	5.2	5.6	5.0	5.6
51. This institution has a good reputation within the community.	5.3	5.6	5.1	5.5
33. My academic advisor is knowledgeable about requirements in my major.	5.3	5.5	5.1	5.6
69. There is a good variety of courses provided on this campus.	5.2	5.5	4.9	5.4
68. Nearly all of the faculty are knowledgeable in their field.	5.4	5.7	4.9	5.5

As indicated in the above table, SJC shared the majority of the strengths with the University in 2014, and the satisfaction ratings increased for all the areas from 2010 to 2014..

B. Strengths for Undergraduates on Staten Island Campus

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

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	SJC Staten Island		University Staten Island	
	2010	2014	2010	2014
7. The campus is safe and secure for all students.	5.4	5.8	5.7	6.0
6. My academic advisor is approachable.	5.9	5.9	5.8	6.1
4. Admission staff are knowledgeable.	5.3	5.4	5.3	5.5
8. The content of the courses within my major is valuable.	5.5	5.3	5.5	5.7
2. The campus staff are caring and helpful.	5.6	5.3	5.5	5.6
14. My academic advisor is concerned about my success as an individual.	5.7	5.4	5.5	5.8
22. Counseling staff care about students as individual.	5.2	5.2	5.1	5.6
51. This institution has a good reputation within the community.	5.7	5.3	5.6	5.9
65. Faculty are usually available after class and during office hours.	5.7	5.3	5.4	5.7
26. Computer labs are adequate and accessible.	5.4	5.3	5.6	5.9

As indicated in the above table, SJC shared about a half of the strengths with the University in 2014, and the majority of the strengths in 2010 remained strengths in 2014.

C. Strengths for Graduate Students on Queens Campus

The following areas have been identified as strengths by the 2014 survey for SJC, and they are compared with the 2010 data. The ratings for the University are also provided for comparison purposes.

Survey Item (Items with satisfaction ratings in Blue are strengths.)	SJC Graduate Students		University Graduate Students	
	2010	2014	2010	2014
65. Faculty are usually available after class and during office hours.	6.1	5.8	5.6	5.8
68. Nearly all of the faculty are knowledgeable in their field.	6.0	6.0	5.5	5.8
33. My academic advisor is knowledgeable about requirements in my major.	6.0	5.8	5.6	5.8
72. On the whole, the campus is well-maintained.	5.9	5.9	5.6	5.9
36. Security staff respond quickly in emergencies.	5.3	6.0	5.3	6.0
7. The campus is safe and secure for all students.	5.5	5.9	5.5	6.0
51. This institution has a good reputation within the community.	5.5	5.8	5.5	5.8

As revealed in the table above, there are two areas that were not strengths in 2010 but became strengths in 2014 for SJC, i.e., security staff responding quickly in emergencies and the campus being safe and secure for all students. The satisfaction ratings for SJC in 2014 were similar as those for the University.

3. Areas of Challenge

Areas of challenge are determined in a similar way as areas of strengths, 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 challenge for each the three student groups of St. John's College. Satisfaction ratings for the whole university are also presented for comparison purposes.

A. Challenges for Undergraduates on Queens Campus

The following areas have been identified as challenges by the 2014 survey for St. John's College. The ratings for the University are also presented for comparison purposes. Both the 2010 and 2014 data are provided.

Survey Item (Items with satisfaction ratings in Red are challenges.)	SJC Queens		University Queens	
	2010	2014	2010	2014
11. Billing policies are reasonable.	3.8	3.9	3.7	4.2
57. I seldom get the “run-around” when seeking information on this campus.	4.0	4.7	3.9	4.7
66. Tuition paid is a worthwhile investment.	4.0	4.2	3.7	4.3
71. Channels for expressing student complaint are readily available.	4.2	4.7	4.0	4.7
47. Faculty provide timely feedback about student progress in a course.	5.0	5.0	4.6	5.0
38. There is an adequate selection of food available in the cafeteria.	4.3	4.6	4.0	4.5
73. Student activities fees are put to good use.	4.3	4.3	4.0	4.3
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.4	4.7	4.3	4.8
17. Adequate financial aid is available for most students.	4.5	4.7	4.1	4.6
34. I am able to register for classes I need with few conflicts.	4.5	5.1	4.3	5.1
5. Financial aid counselors are helpful.	4.6	4.6	4.3	4.7
59. This institution shows concern for students as individuals.	4.6	4.8	4.3	4.8

As revealed in the above table, SJC shared almost all the challenges with the University, and the satisfaction ratings for SJC were similar to those of the University.

B. Challenges for Undergraduates on Staten Island Campus

The following areas have been identified as challenges for St. John’s College by the 2014 survey, and they are compared with the 2010 data. The satisfaction ratings for the University are also provided.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	SJC Staten Island		University Staten Island	
	2010	2014	2010	2014
57. I seldom get the “run-around” when seeking information on this campus.	4.9	4.0	4.9	4.8
38. There is an adequate selection of food available in the cafeteria.	4.5	3.1	4.5	3.9
69. There is a good variety of courses provided on this campus.	4.6	4.0	4.7	4.4
71. Channels for expressing student complaint are readily available.	4.9	4.1	4.8	4.5
48. Admissions counselors accurately portray the campus in their recruiting practices.	5.5	3.7	5.2	4.8
73. Student activities fees are put to good use.	4.7	3.6	4.7	4.1
17. Adequate financial aid is available for most students.	4.7	4.4	4.8	5.0
66. Tuition paid is a worthwhile investment.	4.8	3.9	4.7	4.5
47. Faculty provide timely feedback about student progress in a course.	5.4	4.7	5.1	5.3
29. It is an enjoyable experience to be a student on this campus.	5.2	4.3	5.1	5.3
49. There are adequate services to help me decide upon a career.	5.2	4.5	5.2	5.3
60. I generally know what’s happening on campus.	5.1	4.6	4.9	5.2
46. I can easily get involved in campus organizations.	5.3	4.4	5.1	5.3
25. Faculty are fair and unbiased in their treatment of individual students.	5.1	4.6	5.0	5.5

As indicated in the above table, SJC shared the majority of the challenges with the University in 2014. The satisfaction ratings all dropped for SJC from 2010 to 2014, especially on “Admissions counselors portraying the campus in their recruiting practices” (from 5.5 in 2010 to 3.7 in 2014) and “Selection of food available in the cafeteria” (from 4.5 to 3.1).

C. Challenges for Graduate Students on Queens Campus

The following areas have been identified as challenges for graduate students of St. John’s College by the 2014 survey, and they are compared with the 2010 data. The satisfaction ratings for the University are also provided.

Survey Item (Items with satisfaction ratings in Red are challenges.)	SJC Graduate Students		University Graduate Students	
	2010	2014	2010	2014
59. This institution shows concern for students as individuals.	5.2	4.9	5.0	5.4
57. I seldom get the “run-around” when seeking information on this campus.	4.0	4.6	4.4	5.0
11. Billing policies are reasonable.	4.4	4.7	4.3	5.0
5. Financial aid counselors are helpful.	4.4	4.8	4.6	5.1
17. Adequate financial aid is available for most students.	4.5	5.0	4.3	4.9
73. Student activities fees are put to good use.	4.5	4.5	4.6	4.9
12. Financial aid awards are announced to students in time to be helpful in college planning.	4.6	4.8	4.6	5.1
25. Faculty are fair and unbiased in their treatment of individual students.	5.2	5.1	5.2	5.4
71. Channels for expressing student complaint are readily available.	4.7	4.8	4.7	5.0
47. Faculty provide timely feedback about student progress in a course.	5.3	5.1	5.2	5.5
66. Tuition paid is a worthwhile investment.	4.8	5.0	4.5	5.0
19. My academic advisor helps me set goals to work toward.	5.1	5.2	5.0	5.3
61. Adjunct faculty are competent as classroom instructors.	5.5	5.2	5.3	5.5

As revealed in the above table, St. John’s College shared almost all challenges with the University, and satisfaction ratings were also similar for most of the areas.

4. Areas of Significant Changes from 2010 to 2014

Presented in this section are the areas on which satisfaction ratings for St. John’s College either increased or decreased significantly from 2010 to 2014.

A. Undergraduates on Queens Campus

Following are the top 14 areas on which satisfaction ratings for SJC increased (by at least 0.6 of a 7–point scale) from 2010 to 2014.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	SJC Queens			University Queens		
	2010	2014	2014 minus 2010	2010	2014	2014 minus 2010
86. How satisfied are you that this campus demonstrates a commitment to meeting the needs of older, returning learners?	4.6	5.5	0.9	4.5	5.2	0.7
89. How satisfied are you that this campus demonstrates a commitment to meeting the needs of students with disabilities?	4.7	5.5	0.8	4.7	5.3	0.6
21. The amount of student parking space on campus is adequate.	3.7	4.5	0.8	3.6	4.5	0.8
57. I seldom get the “run-around” when seeking information on this campus.	4.0	4.7	0.7	3.9	4.7	0.8
13. Library staff are helpful and approachable.	5.0	5.7	0.7	4.8	5.6	0.8
84. How satisfied are you that this campus demonstrates a commitment to meeting the needs of part-time students?	4.5	5.1	0.7	4.4	5.1	0.7
30. Residence hall staff are concerned about me as an individual.	4.3	4.9	0.7	4.2	4.9	0.7
32. Tutoring services are readily available.	5.2	5.8	0.6	4.9	5.6	0.7
85. How satisfied are you that this campus demonstrates a commitment to meeting the needs of evening students.?	4.6	5.2	0.6	4.5	5.1	0.6
87. How satisfied are you that this campus demonstrates a commitment to meeting the needs of under-represented population?	4.8	5.4	0.6	4.6	5.2	0.5
22. Counseling staff care about students as individual.	4.6	5.2	0.6	4.4	5.1	0.7
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.4	5.0	0.6	4.2	4.9	0.7
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	4.2	4.7	0.6	4.3	4.7	0.4
34. I am able to register for classes I need with few conflicts.	4.5	5.1	0.6	4.3	5.1	0.8

As indicated in the above table, the satisfaction ratings increased most on “meeting the needs of older, returning learners”, from an average of 4.6 in 2010 to 5.5 in 2014. The table also reveals: out of the 14 areas with a significant increase in satisfaction ratings for St. John’s College, the satisfaction ratings for the University also increased.

No areas had significant drops in satisfaction ratings from 2010 to 2014 for St. John's College.

B. Undergraduates on Staten Island Campus

Following are the top 3 areas on which satisfaction ratings increased (by at least 0.3 of a 7–point scale) for SJC from 2010 to 2014.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	SJC Staten Island			University		
	2010	2014	2014 minus 2010	2010	2014	2014 minus 2010
7. The campus is safe and secure for all students.	5.4	5.8	0.4	5.7	6.0	0.3
20. The business office is open during hours which are convenient for most students.	4.7	5.0	0.3	5.1	5.3	0.2
34. I am able to register for classes I need with few conflicts.	4.7	4.9	0.3	4.9	5.3	0.4

Following are the six areas on which satisfaction ratings dropped most (by at least 1.0 of a 7–point scale) for SJC from 2010 to 2014.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	SJC Staten Island			University Staten Island		
	2010	2014	2014 minus 2010	2010	2014	2014 minus 2010
48. Admissions counselors accurately portray the campus in their recruiting practices.	5.5	3.7	-1.8	5.2	4.8	-0.3
38. There is an adequate selection of food available in the cafeteria.	4.5	3.1	-1.4	4.5	3.9	-0.6
52. The student center is a comfortable place for students to spend their leisure time.	5.0	3.8	-1.2	5.1	4.9	-0.2
54. Bookstore staff are helpful.	5.6	4.4	-1.2	5.4	4.9	-0.6
73. Student activities fees are put to good use.	4.7	3.6	-1.1	4.7	4.1	-0.6
101. All in all, if you had it to do over again, would you enroll here?	5.2	4.2	-1.0	5.1	5.0	-0.1

C. Graduate Students on Queens campus

Following are the top 17 areas on which satisfaction ratings increased (by at least 0.7 of a 7–point scale) from 2010 to 2014.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	SJC Graduate Students			University Graduate Students		
	2010	2014	2014 minus 2010	2010	2014	2014 minus 2010
30. Residence hall staff are concerned about me as an individual.	4.3	5.4	1.1	4.6	5.4	0.8
40. Residence hall regulations are reasonable.	4.1	5.1	1.0	4.4	5.3	0.9
21. The amount of student parking space on campus is adequate.	3.7	4.5	0.8	4.0	4.8	0.8
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.4	5.2	0.8	4.7	5.5	0.8
36. Security staff respond quickly in emergencies.	5.3	6.0	0.8	5.3	6.0	0.7
32. Tutoring services are readily available.	5.0	5.7	0.8	4.8	5.6	0.8
31. Males and females have equal opportunities to participate in intercollegiate athletics.	4.9	5.7	0.8	5.1	5.9	0.8
64. New student orientation services help students adjust to college.	4.6	5.3	0.7	4.9	5.5	0.6
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	4.3	5.0	0.7	4.7	5.5	0.8
60. I generally know what's happening on campus.	4.6	5.3	0.7	4.8	5.5	0.7
26. Computer labs are adequate and accessible.	4.7	5.4	0.7	5.2	5.6	0.4
38. There is an adequate selection of food available in the cafeteria.	4.5	5.2	0.7	4.6	5.3	0.7
13. Library staff are helpful and approachable.	5.1	5.7	0.7	5.2	5.8	0.7
57. I seldom get the “run-around” when seeking information on this campus.	4.0	4.6	0.7	4.4	5.0	0.6
9. A variety of intramural activities are offered.	4.5	5.2	0.7	4.8	5.3	0.5
28. Parking lots are well-lighted and secure.	4.9	5.5	0.7	5.1	5.6	0.5
43. Admissions counselors respond to prospective students' unique needs and requests.	4.7	5.4	0.7	4.9	5.5	0.6

The above table reveals that for the top 17 areas with a significant increase in satisfaction ratings, the corresponding ratings for the University also increased.

Following are the five areas on which satisfaction ratings dropped most (by 0.3 of a 7-point scale) from 2010 to 2014.

Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.)	SJC Graduate Students			University Graduate Students		
	2010	2014	2014 minus 2010	2010	2014	2014 minus 2010
6. My academic advisor is approachable.	5.9	5.5	-0.3	5.5	5.7	0.2
59. This institution shows concern for students as individuals.	5.2	4.9	-0.3	5.0	5.4	0.4
65. Faculty are usually available after class and during office hours.	6.1	5.8	-0.3	5.6	5.8	0.2
55. Major requirements are clear and reasonable.	5.7	5.4	-0.3	5.3	5.6	0.3
101. All in all, if you had it to do over again, would you enroll here?	5.6	5.3	-0.3	5.2	5.2	0

The above table indicates that for the five areas on which satisfaction ratings dropped for St. John’s College, the corresponding ratings for the university had a slight increase for four of the five areas.

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.