



REPORT OF
STUDENT SATISFACTION INVENTORY (SSI) 2014
For Tobin College of Business

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 the Tobin College of Business (TCB), the sample included 100 undergraduates on Queens Campus (7% of student population), 12 undergraduates on Staten Island (9%), and 103 graduate students of both Queens and SI campuses (15%).

This report highlights the survey results for Tobin College of Business. 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 TCB survey results in 2007, 2010, and 2014, with the University target for 2014:

| | 2007 | 2010 | 2014 | SJU Target for 2014 |
|--|------|------|------|------------------------|
| Undergraduates on Queens Campus | 4.5 | 4.7 | 4.9 | 5.3 |
| Graduate students on both Queens & Staten Island | 4.7 | 5.1 | 5.3 | 5.3 |

As indicated above, there has been improvement in satisfaction ratings from 2007 to 2014 for both graduate and undergraduate students, and the target for graduate students has been met while the target for undergraduates has not.

In 2014, the following areas were identified as **strengths** for TCB undergraduates on Queens campus:

1. The campus is safe and secure for all students.
2. The assessment and course placement procedures are reasonable.
3. Security staff respond quickly in emergencies.
4. This institution has a good reputation within the community.
5. Faculty are usually available after class and during office hours.
6. Nearly all of the faculty are knowledgeable in their fields.
7. There is a good variety of courses provided on this campus.
8. On the whole, the campus is well-maintained.

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

1. Financial aid counselors being helpful.
2. Billing policies being reasonable.
3. The instruction in the major fields.
4. Adequate financial aid being available for most students.
5. The experience to be a student on this campus.
6. Registering for classes with few conflicts.
7. Selection of food available in the cafeteria.
8. Residence hall regulations being reasonable.
9. Major requirements being clear and reasonable.
10. Getting the “run-around” when seeking information on this campus.
11. The quality of instruction in most of classes.
12. This institution showing concern for students as individuals.
13. Tuition paid as a worthwhile investment.
14. Student activities fees being put to good use.

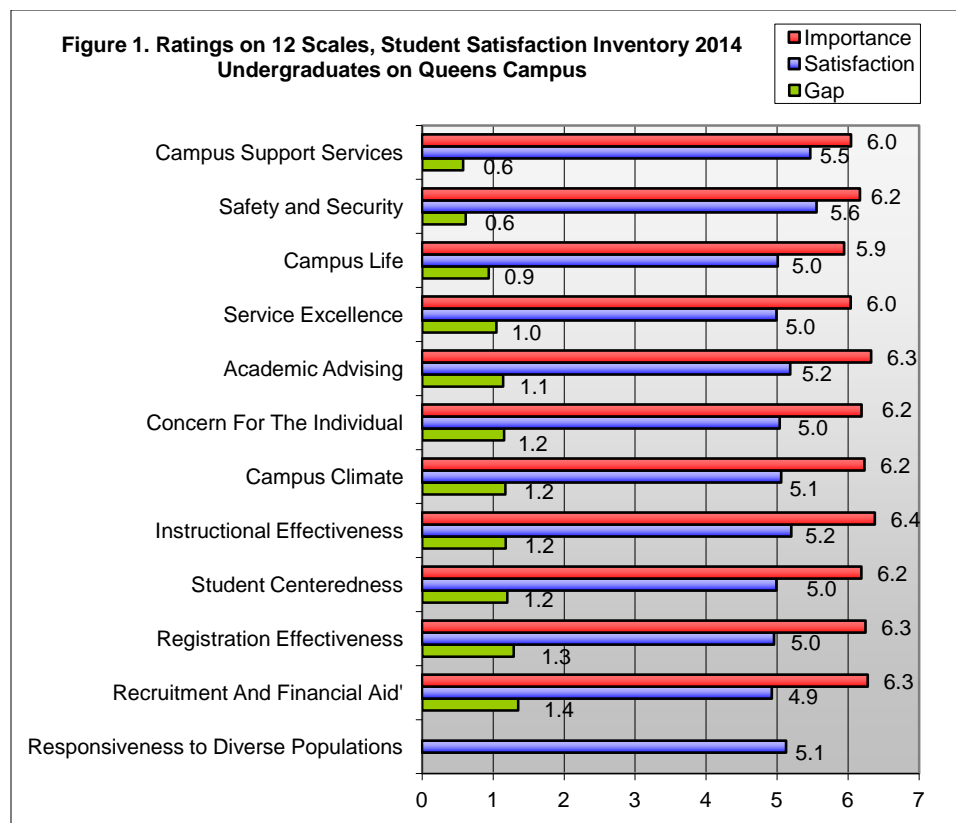
III. DETAILED SURVEY RESULTS

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. The number of responses on Staten Island campus was too small to generate meaningful results. Therefore, presented are the results for TCB undergraduates on Queens campus, and for graduate students on both Queens and Staten Island campuses.

1. The Scale-Level Results

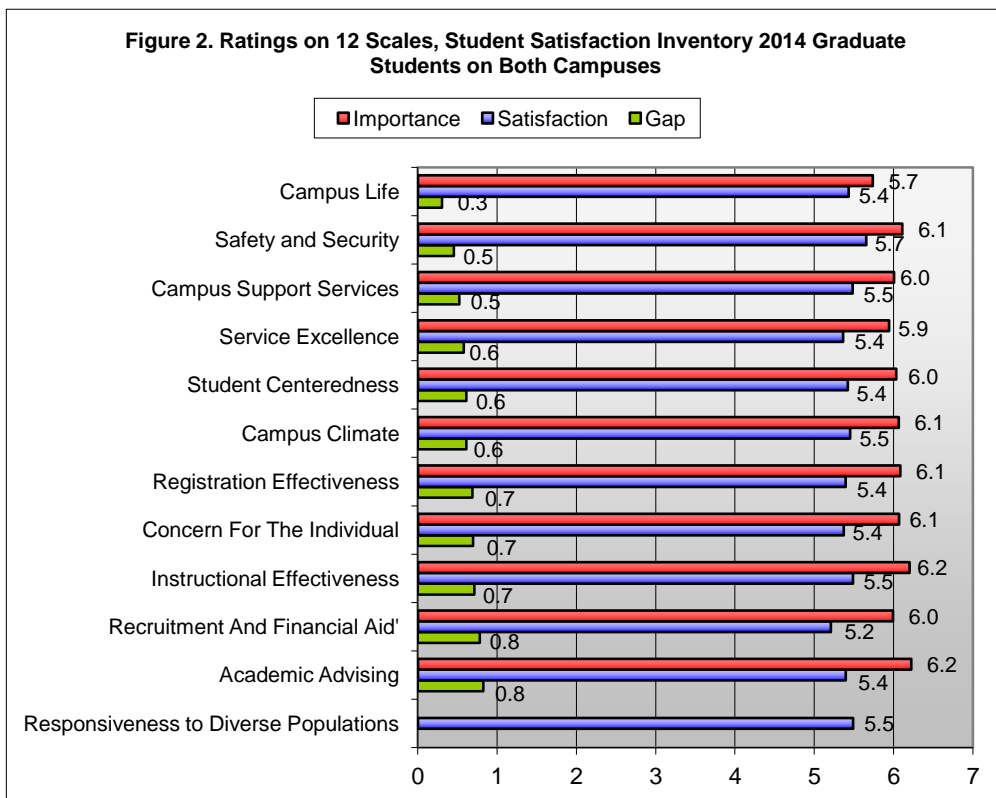
A. Undergraduates on Queens Campus

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 gaps of 0.6, while Recruitment & Financial Aid and Registration Effectiveness had the largest gaps of 1.4 and 1.3, respectively. The average satisfaction rating on Responsiveness to Diverse Populations was 5.1.



B. Graduate students on both Queens and Staten Island Campuses

Figure 2 presents the importance and satisfaction ratings of the 12 scales for graduate students on both campuses. As the figure reveals, Campus Life had the smallest gap of 0.3, while Academic Advising and Recruitment & Financial Aid had the largest gaps of 0.8. The average satisfaction rating on Responsiveness to Diverse Populations was 5.5.



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 but may not be necessarily a strength for another group. 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. Strengths for Undergraduates on Queens Campus

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

| Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.) | TCB Queens | | University Queens | |
|--|------------|------|-------------------|------|
| | 2010 | 2014 | 2010 | 2014 |
| 7. The campus is safe and secure for all students. | 5.6 | 6.0 | 5.3 | 5.7 |
| 35. The assessment and course placement procedures are reasonable. | 4.6 | 5.5 | 4.5 | 5.3 |
| 36. Security staff respond quickly in emergencies. | 5.1 | 5.7 | 5.0 | 5.6 |
| 51. This institution has a good reputation within the community. | 5.3 | 5.6 | 5.1 | 5.5 |
| 65. Faculty are usually available after class and during office hours. | 5.0 | 5.7 | 5.1 | 5.5 |
| 68. Nearly all of the faculty are knowledgeable in their fields. | 4.8 | 5.7 | 4.9 | 5.5 |
| 69. There is a good variety of courses provided on this campus. | 4.9 | 5.6 | 4.9 | 5.4 |
| 72. On the whole, the campus is well-maintained. | 5.3 | 5.8 | 5.2 | 5.6 |

As indicated in the table above, the majority of the items that were not identified as strengths for TCB in 2010 became strengths in 2014. The satisfaction ratings on these items all increased from 2010 to 2014.

B. Strengths for Graduates on both Queens and Staten Island Campuses

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

| Survey Item (Items with satisfaction ratings in Blue are strengths.) | TCB Graduates | | University Graduates | |
|--|---------------|------------|----------------------|------------|
| | 2010 | 2014 | 2010 | 2014 |
| 7. The campus is safe and secure for all students. | 5.5 | 5.9 | 5.5 | 6.0 |
| 26. Computer labs are adequate and accessible. | 5.5 | 5.8 | 5.2 | 5.6 |
| 35. The assessment and course placement procedures are reasonable. | 4.9 | 5.6 | 5.1 | 5.7 |
| 36. Security staff respond quickly in emergencies. | 5.2 | 5.9 | 5.3 | 6.0 |
| 45. Students are made to feel welcome on this campus. | 5.1 | 5.6 | 5.3 | 5.7 |
| 65. Faculty are usually available after class and during office hours. | 5.5 | 5.7 | 5.6 | 5.8 |
| 72. On the whole, the campus is well-maintained. | 5.3 | 5.6 | 5.6 | 5.9 |

As revealed in the table above, the satisfaction ratings on all items increased from 2010 to 2014 for both TCB and the University. Out of the seven strengths for TCB in 2014, only two of them had been strengths in 2010.

3. Areas of Challenge

Areas of challenges 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 challenges for each of TCB's three student groups, and 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 TCB undergraduates on Queens campus. 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.) | TCB Queens | | University Queens | |
|--|---------------|------|----------------------|------|
| | 2010 | 2014 | 2010 | 2014 |
| 5. Financial aid counselors are helpful. | 4.4 | 4.6 | 4.3 | 4.7 |
| 11. Billing policies are reasonable. | 3.9 | 4.2 | 3.7 | 4.2 |
| 16. The instruction in my major field is excellent. | 4.8 | 4.9 | 4.9 | 5.2 |
| 17. Adequate financial aid is available for most students. | 4.4 | 4.5 | 4.1 | 4.6 |
| 17. Adequate financial aid is available for most students. | 4.4 | 4.5 | 4.1 | 4.6 |
| 29. It is an enjoyable experience to be a student on this campus. | 4.7 | 5.1 | 4.7 | 5.1 |
| 34. I am able to register for classes I need with few conflicts. | 4.2 | 5.0 | 4.3 | 5.1 |
| 38. There is an adequate selection of food available in the cafeteria. | 4.1 | 4.6 | 4.0 | 4.5 |
| 40. Residence hall regulations are reasonable. | 3.6 | 4.1 | 3.6 | 4.3 |
| 55. Major requirements are clear and reasonable. | 4.9 | 5.1 | 4.9 | 5.3 |
| 57. I seldom get the "run-around" when seeking information on this campus. | 4.2 | 4.4 | 3.9 | 4.7 |
| 58. The quality of instruction I receive in most of my classes is excellent. | 4.7 | 4.9 | 4.7 | 5.1 |
| 59. This institution shows concern for students as individuals. | 4.3 | 5.0 | 4.3 | 4.8 |
| 66. Tuition paid is a worthwhile investment. | 3.9 | 4.5 | 3.7 | 4.3 |
| 73. Student activities fees are put to good use. | 4.0 | 4.5 | 4.0 | 4.3 |

As revealed in the above table, the majority of the challenges for TCB identified in 2010 remained to be challenges in 2014, but there was an increase in satisfaction ratings for all the areas in the list from 2010 to 2014. The table also indicates that TCB shared the majority of the challenges with the University.

B. Challenges for Graduates on both Queens and Staten Island Campuses

The following areas have been identified as challenges for TCB graduate students on both campuses by the 2014 survey. 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 Blue are strengths, in Red are challenges.) | TCB Graduates | | University Graduates | |
|--|---------------|------------|----------------------|------------|
| | 2010 | 2014 | 2010 | 2014 |
| 2. The campus staff are caring and helpful. | 5.1 | 5.4 | 5.3 | 5.6 |
| 6. My academic advisor is approachable. | 4.8 | 5.6 | 5.5 | 5.7 |
| 8. The content of the courses within my major is valuable. | 5.2 | 5.4 | 5.4 | 5.6 |
| 11. Billing policies are reasonable. | 4.4 | 5.3 | 4.3 | 5.0 |
| 14. My academic advisor is concerned about my success as an individual. | 4.5 | 5.2 | 5.3 | 5.5 |
| 16. The instruction in my major field is excellent. | 5.1 | 5.3 | 5.4 | 5.5 |
| 17. Adequate financial aid is available for most students. | 4.4 | 4.8 | 4.3 | 4.9 |
| 19. My academic advisor helps me set goals to work toward. | 4.4 | 4.9 | 5.0 | 5.3 |
| 34. I am able to register for classes I need with few conflicts. | 4.6 | 5.3 | 5.1 | 5.7 |
| 44. Academic support services adequately meet the needs of students. | 5.0 | 5.4 | 5.0 | 5.6 |
| 49. There are adequate services to help me decide upon a career. | 4.7 | 5.4 | 4.9 | 5.3 |
| 58. The quality of instruction I receive in most of my classes is excellent. | 4.8 | 5.4 | 5.3 | 5.6 |
| 59. This institution shows concern for students as individuals. | 4.8 | 5.4 | 5.0 | 5.4 |
| 66. Tuition paid is a worthwhile investment. | 4.4 | 5.1 | 4.5 | 5.0 |
| 69. There is a good variety of courses provided on this campus. | 5.1 | 5.4 | 5.3 | 5.6 |
| 73. Student activities fees are put to good use. | 4.6 | 5.1 | 4.6 | 4.9 |

As revealed in the table above, satisfaction ratings for all areas increased from 2010 to 2014 for both TCB and the University; TCS shared about half of the challenges with the University.

4. Areas of Significant Changes from 2010 to 2014

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

A. Undergraduates on Queens Campus

There was a significant increase in satisfaction ratings in the following areas for TCB undergraduates on Queens campus.

| Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.) | TCB Queens | | | University Queens | | |
|--|------------|------------|-----------------|-------------------|------------|-----------------|
| | 2010 | 2014 | 2014 minus 2010 | 2010 | 2014 | 2014 minus 2010 |
| 35. The assessment and course placement procedures are reasonable. | 4.6 | 5.5 | 0.9 | 4.5 | 5.3 | 0.8 |
| 61. Adjunct faculty are competent as classroom instructors. | 4.7 | 5.6 | 0.9 | 4.8 | 5.3 | 0.5 |
| 43. Admissions counselors respond to prospective students' unique needs and requests. | 4.4 | 5.2 | 0.9 | 4.5 | 5.1 | 0.6 |
| 18. Library resources and services are adequate. | 4.9 | 5.8 | 0.8 | 4.8 | 5.4 | 0.6 |
| 68. Nearly all of the faculty are knowledgeable in their field. | 4.8 | 5.7 | 0.8 | 4.9 | 5.5 | 0.6 |
| 44. Academic support services adequately meet the needs of students. | 4.5 | 5.3 | 0.8 | 4.6 | 5.3 | 0.7 |
| 13. Library staff are helpful and approachable. | 5.0 | 5.8 | 0.8 | 4.8 | 5.6 | 0.8 |
| 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.). | 4.2 | 5.0 | 0.8 | 4.3 | 4.7 | 0.4 |
| 34. I am able to register for classes I need with few conflicts. | 4.2 | 5.0 | 0.8 | 4.3 | 5.1 | 0.8 |
| 70. Graduate teaching assistants are competent as classroom instructors. | 4.6 | 5.4 | 0.8 | 4.5 | 5.1 | 0.7 |

No areas had significant drops in satisfaction ratings from 2010 to 2014 for TCB.

B. Graduate Students on both Queens and Staten Island Campuses

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

| Survey Item (Items with satisfaction ratings in Blue are strengths, in Red are challenges.) | TCB Graduates | | | University Graduates | | |
|--|------------------|------|-----------------------|-------------------------|------|-----------------------|
| | 2010 | 2014 | 2014 minus 2010 | 2010 | 2014 | 2014 minus 2010 |
| 40. Residence hall regulations are reasonable. | 4.4 | 5.4 | 1.0 | 4.4 | 5.3 | 0.9 |
| 11. Billing policies are reasonable. | 4.4 | 5.3 | 0.9 | 4.3 | 5.0 | 0.7 |
| 46. I can easily get involved in campus organizations. | 4.7 | 5.5 | 0.8 | 4.9 | 5.4 | 0.6 |
| 38. There is an adequate selection of food available in the cafeteria. | 4.4 | 5.2 | 0.8 | 4.6 | 5.3 | 0.7 |
| 24. The intercollegiate athletic programs contribute to a strong sense of school spirit. | 4.8 | 5.5 | 0.8 | 4.7 | 5.5 | 0.8 |
| 42. There are a sufficient number of weekend activities for students. | 4.7 | 5.4 | 0.8 | 4.8 | 5.5 | 0.7 |

No areas had significant drops in satisfaction ratings from 2010 to 2014 for TCB.

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.