



School of Education

Student Satisfaction Inventory and Institutional Priorities Survey, 2004

Executive Summary

Highlights for School of Education

The following three items are identified as strengths by undergraduates on both Queens and SI campuses:

- The instruction in the major field
- Class change policies
- Students being able to socialize

Additional strengths perceived by students include:

- Academic advisors being knowledgeable (Queens)
- Availability of faculty (SI)
- Competency of adjunct faculty (Graduate)
- Discipline procedures (Graduate)

Students on both campuses share the following two as challenges:

- Faculty taking student differences into consideration as they teach a course
- Tuition paid as a worthwhile investment

Additional challenges on Queens campus are:

- Faculty providing timely feedback
- Conflicts in registering classes
- Channels for expressing student complaints
- Students being made to feel welcome

Additional challenges on Staten Island campus are:

- Variety of courses provided
- Faculty being fair and unbiased in their treatment of individual students

Challenges identified by graduate students include:

- Business office hours
- Academic advisors helping students set up goals

It should be stressed that there are several items of which the perceptions by students are different from the perceptions by faculty, administrators, or staff. Students being made to feel welcome (Queens), for instance, is a challenge for students, but perceived as a strength by faculty, administrators, and staff. The content of courses in the majors (Queens) is identified as a challenge by faculty, but it is strength by students, administrators, and staff.

For St. John's University as a whole, the performance gaps are smaller for Staten Island campus than for Queens campus, and that is true of School of Education.

Following the highlights are the introduction to and detailed results of the two surveys.

Introduction

The Student Satisfaction Inventory (SSI, filled out by students), a standardized survey instrument from Noel-Levitz, is designed to measure students' satisfaction with a wide range of college experiences, programs, and services. The Institutional Priorities Survey (IPS, filled out by faculty, administrators, and staff), closely parallel to SSI, assesses the priority that faculty, administrators, and staff believe the institution should place on the same range of student experiences. SSI and IPS together can be used to set priorities that are closely aligned with those of the students, pinpoint distinctive competencies, and identify challenges in need of improvement.

SSI consists of 73 standard items and 10 additional ones supplied by St. John's University. 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 as a performance gap. (For St. John's University as a whole, the median performance gap for Queens Campus is 1.5, and for Staten Island is 1.1.)

IPS consists of 50 standard items and 10 additional ones supplied by St. John's University. As with SSI, two questions are asked for each item. One question is "How important is it that your institution meets the student expectation?" and the other is "What is your level of agreement that your institution is meeting this expectation?" The level of importance is on a 7-point scale, the same as that in SSI, and the level of agreement is also on a 7-point scale (with 1 as STRONGLY DISAGREE and 7 as STRONGLY AGREE).

Both strengths and challenges have been identified in this summary. Strengths are the areas of high importance, high satisfaction, and small gaps. Challenges are the areas of high importance, low satisfaction, and large gaps, and they are the areas in need of improvement. (Appendix I provides the formulas used to identify strengths and challenges.)

In spring 2004, three separate sample groups were randomly selected for SSI at St. John's University. They were undergraduates on Queens campus (946 participants, 10% of student population), undergraduates on Staten Island (429, 25%), and graduate students of both Queens and SI campuses (331, 7%). Students filled out SSI hardcopies in the classroom. For IPS, all St. John's full-time faculty, administrators, and staff were invited through email to fill out IPS online. The overall response rate is 24%, with 19% for faculty (Queens 18%, SI 30%), 37% for administrators (Queens 36%, SI 51%), and 15% for staff (Queens 15%, SI 7%).

The identification of challenges and strengths is based on the distribution of ratings on importance and satisfaction (agreement for IPS), and gaps within each category (students, faculty, administrators, and staff) of survey participants, not based on the cross-category comparative data. Therefore, it is meaningful to look at an item identified as a challenge from SSI and then see whether this item is a challenge or a strength from IPS, and it is sometimes misleading to compare a rating from SSI with a rating from IPS (e.g., comparing an SSI satisfaction score with an IPS agreement score to see which category is more satisfied) because the ranges of ratings differ from category to category. The Spring 2004 data indicate

that both importance and satisfaction ratings by students (SSI) are fairly lower than by faculty, administrators, and staff (IPS).

Summary for School of Education

For School of Education, the undergraduate sample size is 123 (25% of student population) on Queens campus and 52 (35%) on Staten Island, and the graduate sample was 52 (4%, not separated by campus). The demographic characteristics of the student sample indicate that the sample represents the student population fairly well.

On Queens campus, 6 faculty members, 8 administrators, and 4 staff participated in IPS, and on Staten Island 1 faculty and 2 administrators did. Since the number of IPS participants is too small to generate meaning results for SI campus or for staff of Queens, the IPS data are not presented for SI campus, and administrators and staff on Queens campus are combined into one group.

This summary consists of three parts. Part One: Undergraduates on Queens Campus; Part Two, Undergraduates on Staten Island Campus; Part Three, Graduate Students on Both Queens and SI Campuses.

Part One: Undergraduates on Queens Campus

Overall satisfaction

There are three questions at the end of SSI that ask for student overall satisfaction, and the same three questions are also in IPS with the following instructions: “Indicate how you believe students at this institution would respond to the following questions”. The mean scores of these three questions are as follows. (The ratings of these three questions are all on a 7-point scale. For Question 99, the value of 1 is defined as MUCH WORSE THAN I EXPECTED, 4 as ABOUT WHAT I EXPECTED, and 7 as MUCH BETTER THAN I EXPECTED; for Question 100, 1 is defined as NOT SATISFIED AT ALL, 4 as NEUTRAL, and 7 as VERY SATISFIED; for Question 101, 1 is defined as DEFINITELY NOT, 4 as I DON’T KNOW, and 7 as DEFINITELY YES.)

Item #	Item	Ed. Students	Ed. Faculty	Ed. Adm& Staff	St. John’s Students
99	So far, how has your college experience met your expectations?	3.9	5.0	4.2	4.0
100	Rate your overall satisfaction with your experience thus far.	4.6	5.7	5.4	4.4
101	All in all, if you had to do it over, would you enroll here again?	4.5	6.2	6.0	4.3

The above results indicate that the overall satisfaction ratings by faculty, administrators, and staff are fairly higher than the ratings by students. Please note that for the items with both importance and satisfaction/agreement ratings, both ratings (importance and satisfaction/agreement) by faculty, administrators, and staff are also higher than by students.

SSI strengths compared with IPS data

Following are the 8 strengths identified by students in School of Education, together with perceptions by faculty, administrators, and staff in School of Education. The results of all St. John's students on Queens campus are also provided for comparison purposes. The values are item mean scores, challenges are in blue and strengths in red, and a blank indicates that the item is not listed in IPS or the number of participants is too small (fewer than five) to generate meaningful results. The item number and contents are all from SSI unless noted with an asterisk which indicates an IPS item. (In the column headings, I = Importance; S = Satisfaction; A = Agreement).

Item #	Item	Ed. Students		Ed. Faculty		Ed. Adm & Staff		St. John's Students	
		I	S	I	A	I	A	I	S
8	The content of the courses within my major is valuable.	6.5	5.2	7.0	5.2	6.8	5.8	6.5	5.0
33	My academic advisor is knowledgeable about requirements in my major.	6.6	5.4	7.0	6.2	7.0	5.3	6.5	5.0
16	The instruction in my major field is excellent.	6.4	5.1	7.0	6.0	7.0	5.2	6.5	4.8
79	St. John's Central is easy and convenient to use.	6.2	5.4	6.4	3.5	6.5	5.1	6.2	5.1
74	I have found quiet places to study on campus.	6.3	5.2	6.4	5.2	6.7	5.7	6.3	4.9
50	Class change (drop/add) policies are reasonable.	6.1	5.1	6.6	5.5	6.4	5.9	6.1	4.9
75	I have been able to socialize with other students on campus.	6.2	5.1					6.1	5.1
72	On the whole, the campus is well-maintained.	6.3	4.9	7.0	6.0	6.4	5.7	6.2	4.9

The above table indicates that students, administrators, and staff agree that the content of the courses is a strength, while faculty rate it as a challenge. The following two items are perceived as strengths by students but as challenges by administrators and staff: 1) academic advisors being knowledgeable, and 2) the instruction in the major field being excellent. The above table also demonstrates that students in School of Education share 5 of the 8 strengths with other students on Queens campus.

Additional strengths perceived by faculty:

Item #	Item	Ed. Students		Ed. Faculty		Ed. Adm & Staff		St. John's Students	
		I	S	I	A	I	A	I	S
65	Faculty are usually available after class and during office hours.	6.4	4.9	7.0	6.5	6.8	5.3	6.3	5.0
25	Faculty are fair and unbiased in their treatment of individual students.	6.4	4.7	7.0	6.5	6.9	5.6	6.4	4.5
55	Major requirements are clear and reasonable.	6.4	4.9	7.0	6.3	6.4	5.7	6.3	4.8
68	Nearly all of the faculty are knowledgeable in their field.	6.5	5.0	7.0	6.3	6.7	6.1	6.4	4.9
6	My academic advisor is approachable.	6.5	4.9	7.0	6.2	6.8	5.5	6.4	4.9

Additional strengths perceived by administrators and staff:

Item #	Item	Ed. Students		Ed. Faculty		Ed. Adm & Staff		St. John's Students	
		I	S	I	A	I	A	I	S
2	The campus staff are caring and helpful.	6.1	4.7	6.8	5.3	7.0	6.3	6.1	4.4
4	Admissions staff are knowledgeable.	6.0	4.5			6.9	6.3	6.1	4.4
76	There is an adequate variety of events and programs to attend on campus.	5.7	4.7	6.0	5.8	6.8	5.9	5.7	4.5
81	The use of technology by faculty in the classroom has been helpful to me.	5.9	5.2	6.4	6.3	6.8	5.8	5.8	5.0
3	Faculty care about me as an individual.	6.0	4.4	7.0	5.8	6.8	5.8	6.0	4.3
10	Administrators are approachable to students.	5.8	4.4	6.8	5.8	6.7	5.8	5.9	4.4

SSI challenges compared with IPS data

The following are challenges identified by students, together with the ratings by faculty, administrators, and staff of School of Education on Queens campus, and by all St. John's students on Queens campus.

Item #	Item	Ed. Students		Ed. Faculty		Ed. Adm & Staff		St. John's Students	
		I	S	I	A	I	A	I	S
45	Students are made to feel welcome on this campus.	6.2	4.4	7.0	6.5	6.9	5.9	6.1	4.4
5	Financial aid counselors are helpful.	6.2	4.3			6.9	5.9	6.1	4.3
36	Security staff respond quickly in emergencies.	6.2	4.5	7.0	6.2	6.9	3.4	6.2	4.5
34	I am able to register for classes I need with few conflicts.	6.6	4.3	7.0	5.3	6.5	4.1	6.5	4.2
57	I seldom get the "run-around" when seeking information on this campus.	6.2	4.1	6.8	4.8	6.5	4.8	6.1	3.6
53	Faculty take into consideration student differences as they teach a course.	6.3	4.4	6.8	4.8	6.6	5.0	6.1	4.3
47	Faculty provide timely feedback about student progress in a course.	6.2	4.5	7.0	5.8	6.8	5.5	6.2	4.4
27	The personnel involved in registration are helpful.	6.2	4.5	7.0	6.0	6.6	5.7	6.2	4.5
59	This institution shows concern for students as individuals.	6.3	4.3	7.0	6.0	6.8	5.3	6.2	4.2
12	Financial aid awards are announced to students in time to be helpful in college planning.	6.1	4.3			7.0	5.7	6.2	4.1
17	Adequate financial aid is available for most students.	6.2	4.0			6.6	5.3	6.3	4.0
71	Channels for expressing student complaints are readily available.	6.1	3.9	6.8	5.8	6.6	5.1	6.0	3.9
11	Billing policies are reasonable.	6.0	3.8			6.5	5.3	6.1	3.6
73	Student activities fees are put to good use.	6.1	3.5			6.3	5.4	6.0	3.7
66	Tuition paid is a worthwhile investment.	6.5	3.5	7.0	6.2	6.7	5.5	6.4	3.7
21	The amount of student parking space on campus is adequate.	6.1	2.6			5.7	4.3	6.0	2.7

Additional challenges perceived by faculty:

Item #	Item	Ed. Students		Ed. Faculty		Ed. Adm & Staff		St. John's Students	
		I	S	I	A	I	A	I	S
18	Library resources and services are adequate.	5.9	4.9	7.0	4.8	6.8	5.0	6.1	4.8
62	There is a strong commitment to racial harmony on this campus.	6.2	4.6	7.0	4.7	6.7	5.7	6.0	4.6
7	The campus is safe and secure for all students.	6.4	5.0	7.0	5.3	6.8	5.4	6.4	5.1
28	Parking lots are well-lighted and secure.	6.1	4.5	7.0	5.2	6.8	5.5	6.0	4.5

Additional challenges perceived by administrators and staff:

Item #	Item	Ed. Students		Ed. Faculty		Ed. Adm & Staff		St. John's Students	
		I	S	I	A	I	A	I	S
39	I am able to experience intellectual growth here.	6.2	4.8	7.0	6.2	6.8	5.3	6.3	4.7
58	The quality of instruction I receive in most of my classes is excellent.	6.4	4.8	7.0	6.2	6.9	5.0	6.3	4.6
44	Academic support services adequately meet the needs of students.	6.0	4.6	7.0	6.0	6.8	5.0	5.9	4.4
53	* Communication between the Administration and the student body is adequate.			6.6	5.6	6.6	4.7		
55	* The University website is easy and convenient to use.			6.6	2.7	6.7	4.5		
83	I have found places on campus to study or work in groups.	6.0	4.9	5.4	4.3	6.6	4.3	5.9	4.8

Part Two: Undergraduates on Staten Island Campus

Overall satisfaction

Item #	Item	Ed. Students	St. John's Students
99	So far, how has your college experience met your expectations?	4.6	4.3
100	Rate your overall satisfaction with your experience thus far.	5.2	4.8
101	All in all, if you had to do it over, would you enroll here again?	5.1	4.8

SSI strengths

The following are strengths identified by students of School of Education on SI campus, together with the ratings by all St. John's students on SI campus.

Item #	Item	Ed. Students		St. John's Students	
		I	S	I	S
51	This institution has a good reputation within the community.	6.2	5.6	6.1	5.3
65	Faculty are usually available after class and during office hours.	6.3	5.5	6.1	5.3
75	I have been able to socialize with other students on campus.	6.2	5.5	6.0	5.2
50	Class change (drop/add) policies are reasonable.	6.2	5.3	6.1	5.2
16	The instruction in my major field is excellent.	6.4	5.7	6.3	5.3
74	I have found quiet places to study on campus.	6.2	5.6	5.8	5.3

SSI challenges

The following are challenges identified by students of School of Education on SI campus, together with the ratings by all St. John's students on SI campus.

Item #	Item	Ed. Students		St. John's Students	
		I	S	I	S
69	There is a good variety of courses provided on this campus.	6.4	4.9	6.2	4.6
25	Faculty are fair and unbiased in their treatment of individual students.	6.4	4.7	6.3	4.8
17	Adequate financial aid is available for most students.	6.3	4.6	6.1	4.5
36	Security staff respond quickly in emergencies.	6.3	4.5	6.1	4.8
53	Faculty take into consideration student differences as they teach a course.	6.3	4.4	6.0	4.8
28	Parking lots are well-lighted and secure.	6.4	4.2	6.0	4.6
73	Student activities fees are put to good use.	5.9	4.2	5.9	4.2
57	I seldom get the "run-around" when seeking information on this campus.	6.3	4.2	6.0	4.3
66	Tuition paid is a worthwhile investment.	6.3	4.1	6.2	4.2
11	Billing policies are reasonable.	6.2	3.8	6.0	4.0
21	The amount of student parking space on campus is adequate.	6.7	2.5	6.3	2.6
35	The assessment and course placement procedures are reasonable.	6.3	4.9	6.1	4.9
27	The personnel involved in registration are helpful.	6.3	4.9	6.1	4.9
72	On the whole, the campus is well-maintained.	6.5	4.8	6.1	4.9
4	Admission staff are knowledgeable.	6.3	4.5	6.1	4.9

Part Three: Graduate Students on Both Queens and SI Campuses

Overall satisfaction

Item #	Item	Ed. Students	St. John's Students
99	So far, how has your college experience met your expectations?	4.2	4.3
100	Rate your overall satisfaction with your experience thus far.	4.9	4.8
101	All in all, if you had to do it over, would you enroll here again?	5.0	4.8

SSI strengths

The following are strengths identified by graduate students of School of Education (Queens and SI campuses combined), together with the ratings by all St. John's graduate students on Queens and SI campuses (combined).

Item #	Item	Ed. Students		St. John's Students	
		I	S	I	S
72	On the whole, the campus is well-maintained.	6.1	5.3	6.0	5.1
61	Adjunct faculty are competent as classroom instructors.	6.1	5.4	6.0	4.7
63	Student disciplinary procedures are fair.	6.0	5.2	5.7	4.8

SSI challenges

The following are challenges identified by graduate students of School of Education (Queens and SI campuses combined), together with the ratings by all St. John's graduate students on Queens and SI campuses (combined).

Item #	Item	Ed. Students		St. John's Students	
		I	S	I	S
27	The personnel involved in registration are helpful.	6.3	4.7	6.0	4.5
20	The business office is open during hours which are convenient for most students.	6.4	4.3	5.9	4.5
57	I seldom get the "run-around" when seeking information on this campus.	6.2	4.1	6.0	4.1
21	The amount of student parking space on campus is adequate.	6.3	4.0	6.1	3.3
66	Tuition paid is a worthwhile investment.	6.4	4.0	6.3	4.3
71	Channels for expressing student complaints are readily available.	6.0	4.0	5.8	4.1
11	Billing policies are reasonable.	6.2	3.9	6.0	4.1
17	Adequate financial aid is available for most students.	5.9	3.9	6.0	4.1
73	Student activities fees are put to good use.	5.6	3.6	5.7	4.0
47	Faculty provide timely feedback about student progress in a course.	6.3	4.8	6.1	4.9
59	This institution shows concern for students as individuals.	6.0	4.6	6.0	4.6
19	My academic advisor helps me set goals to work toward.	6.3	4.6	6.0	4.8
36	Security staff respond quickly in emergencies.	6.5	4.5	6.2	4.7
5	Financial aid counselors are helpful.	6.1	4.5	5.8	4.5
12	Financial aid awards are announced to students in time to be helpful in college planning.	5.6	3.9	5.7	4.2

Appendix I. Formulas (criteria) Used for Identifying Challenges and Strengths for School of Education:

(In the formulas, Imp = Importance; pt = percentile; Sat = Satisfaction)

1. Strengths

Formula	(Imp>= 75th pt & Sat> Median & Gap< 40th pt) or (Imp> Median & Imp< 75th pt & Sat> Median & Gap< 35th pt)
Queens Undergraduate	6.24 4.55 1.37 6.10 6.24 4.55 1.33
Staten Island Undergraduate	6.29 4.92 0.96 6.12 6.29 4.92 0.94
Both Queens & SI Graduate	6.25 4.81 0.94 5.97 6.25 4.81 0.87
Queens Faculty	7.00 5.74 0.83 6.80 7.00 5.74 0.83
Queens Adm. & Staff	6.83 5.41 1.17 6.67 6.83 5.41 1.08

2. Challenges

Formula	(Imp> Median & Sat< Median & Gap> 75th pt) or (Imp> 25th pt & Imp<= Median & Gap> 85th pt)
Queens Undergraduate	6.10 4.55 1.64 5.87 6.10 1.79
Staten Island Undergraduate	6.12 4.92 1.36 5.84 6.12 1.66
Both Queens & SI Graduate	5.97 4.81 1.40 5.41 5.97 1.60
Queens Faculty	6.80 5.74 1.47 6.60 6.80 1.80
Queens Adm. & Staff	6.67 5.41 1.55 6.50 6.67 1.82