



Fact Book

Fall 2004

Abridged Version

Perceptions of the Student Experience

Office of Institutional Research

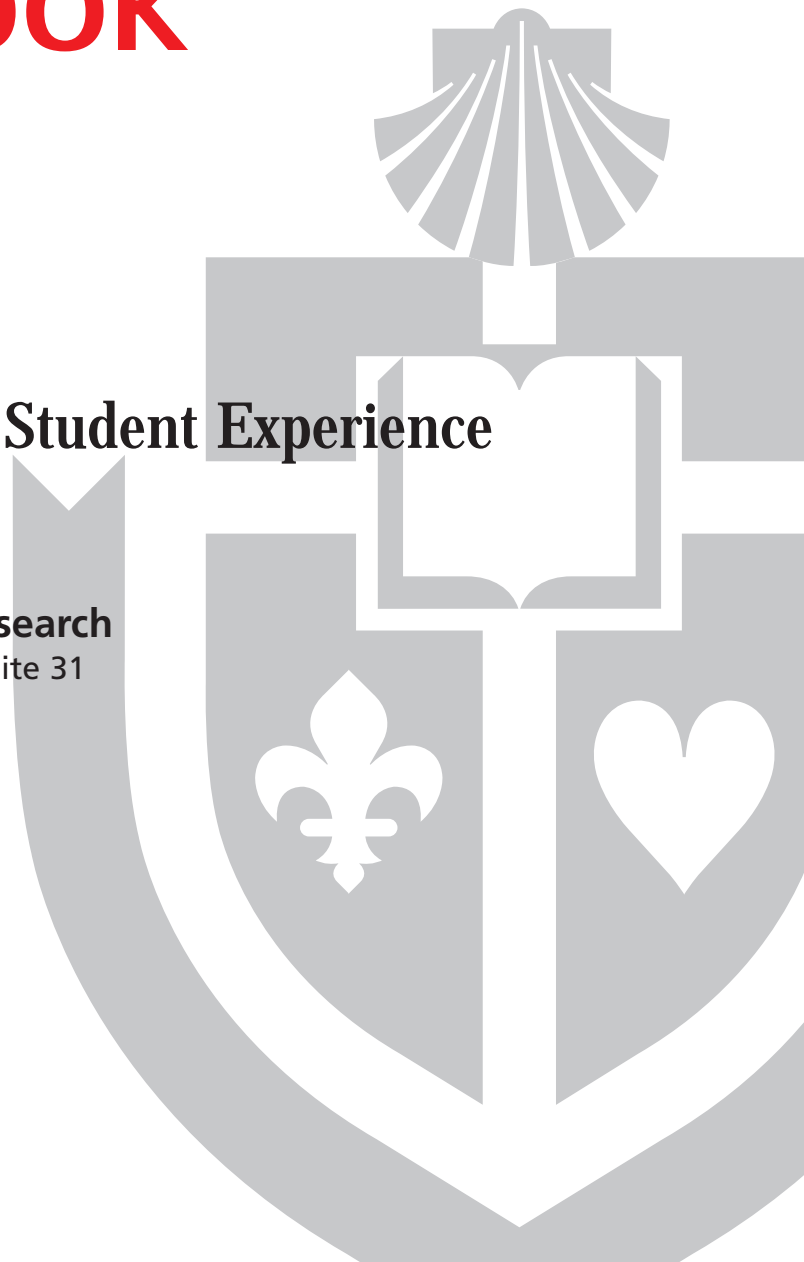
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Perceptions of the Student Experience: Results from Surveys – 2004

During 2004, St. John's University administered four national surveys to obtain information on student satisfaction and engagement from the perspective of students, faculty, administrators and staff: Student Satisfaction Inventory (SSI); Institutional Priorities Survey (IPS); National Survey of Student Engagement (NSSE); and Faculty Survey of Student Engagement (FSSE). We are in the process of sharing the results with the St. John's community, getting input and suggestions, and developing plans to use the results for improvement. A comprehensive report of the surveys can be found online under "Surveys" within the Office of Institutional Research (OIR) link at <http://intranet.stjohns.edu>.

Below are a few highlights from the surveys.

I. SATISFACTION / ENGAGEMENT

- Timeliness of faculty feedback about progress in a course received *high importance* and *fairly low satisfaction* ratings from students.
- Almost all faculty members indicated that students received prompt feedback (written or oral) from them on their performance.

II. SATISFACTION

Some Statements Receiving *High Importance* and *High Satisfaction* Ratings by Students:

- Availability of faculty after class and during office hours.
- St. John's Central being easy and convenient to use.
- Class change (drop/add) policies being reasonable.

Some Statements Receiving *High Importance* and *Fairly Low Satisfaction* Ratings by Students:

- Getting the "run-around" when seeking information on campus.
- Availability of channels for students to express complaints.
- Consideration of student differences when faculty teaching a course.
- How student activity fees are used.
- Billing policies.

III. ENGAGEMENT

A significantly *higher* proportion of St. John's students compared to a national peer group:

- Come to class prepared (completed readings or assignments).
- Indicate that the University encourages contact among students from different economic, social, political, religious, gender, racial, or ethnic backgrounds.
- Feel that the university helps them cope with non-academic responsibilities (work, family).

But a significantly *lower* proportion of St. John's students:

- Work with classmates outside of class to prepare class assignments.

In addition, St. John's faculty expect students to spend more than twice as much time (5 hours/week) preparing for each class as students actually reported spending (2 hours/week).