



## REPORT OF 2010 GRADUATING STUDENT SURVEY (GSS)

### I. INTRODUCTION

In an effort to obtain outcomes and contact information from as many of our graduating students as possible, in Spring 2009 a brief 15-item Graduating Student Survey (GSS) was developed by the Office of Institutional Research with input from senior managers. This was incorporated into the BANNER online process used by students - excluding School of Law - to register for participation in commencement exercises. In Spring 2010, the survey was expanded to 23 items and the same process followed. In addition, graduating students who didn't participate in this process were invited through email to answer the same questions in a follow-up online survey.

From the BANNER process, 2,645 students completed the survey, representing 97% of students who registered for commencement. In the follow-up survey, an additional 35 students responded. Therefore, the total number of participants in GSS 2010 was 2,680, representing 68% of the 2009-10 graduating population (74% undergraduates and 60% graduate students). The survey participants were quite representative of the graduating student population in student demographics and by college.

This report, prepared by the Office of Institutional Research, provides highlights of the survey results, followed by a more detailed analysis. The appendix to this report provides detailed results for individual survey items as well as the 2009 results where applicable, for comparison purposes.

### II. HIGHLIGHTS

Student overall satisfaction has improved from 2009 to 2010: 90% of undergraduates were *satisfied / very satisfied* with their overall St. John's experience in 2009 and it increased to 94% in 2010 (22% *very satisfied* in 2009 and it increased to 32% in 2010). For graduate students, 92% were *satisfied / very satisfied* for both years, and the *very satisfied* increased from 26% to 32%.

About four-fifths of both undergraduate and graduate students rated the quality of instruction at St. John's as *good / excellent*, and the ratings were similar in 2009.

Around two-thirds of undergraduates and four-fifths of graduate students *agreed / strongly agreed* that tuition paid was a worthwhile investment, and the ratings dropped slightly from 2009.

As compared to 2009, a larger proportion of students in 2010 perceived that the Catholic and Vincentian Mission had a *positive / very positive* impact on their experience: for undergraduates it increased from 69% to 74%, and for graduate students from 61% to 63%.

The percentage of students who were *satisfied / very satisfied* with the University's support of internship programs also increased: from 77% to 81% for undergraduates, and from 80% to 84% for graduate students.

Student overall satisfaction had the strongest positive correlation with their perception of the quality of instruction (correlation coefficient = 0.59 for undergraduates, and 0.66 for graduate students).

The college GPA was positively related to student ratings on quality of instruction and tuition as a worthwhile investment.

There was also a very strong positive relationship between the development of a faith dimension and student overall perceptions: for undergraduates who perceived that their experience at St. John's contributed *to a great extent* to the development of a faith dimension in their life, 99% of them rated their overall experience as *satisfied / very satisfied*.

Students with internships were more likely to get a job offer than students without internships, and it is true for both undergraduate and graduate students.

Around two-fifths of both undergraduate and graduate students indicated that they had no exposure to a global experience while at St. John's. Of those who had such exposure, three-quarters rated it *as good / excellent*.

When asked how well St. John's integrated technology into the learning experience, approximately 80% rated it *as good / excellent*.

Regarding the quality of academic advising, approximately 70% rated it *as good / excellent*.

### III. DETAILED SURVEY RESULTS

This section covers detailed survey results. It consists of five parts: 1) Student overall perceptions, 2) Internships, job status, and further education for undergraduates, 3) Internships, job status, and further education for graduate students, 4) Global experience, technology, and academic advising, and 5) St. John's Catholic and Vincentian Mission, services, and alumni relations.

#### 1. Student Overall Perceptions

As shown in the following table, undergraduate overall satisfaction increased by four points from 2009 to 2010: 90% of students were *satisfied / very satisfied* with their overall St. John's experience in 2009 and it increased to 94% in 2010 (22% *very satisfied* in 2009 and it increased to 32% in 2010). For graduate students, the overall rating remained the same: 92% (26% *very satisfied* in 2009 and it increased to 32% in 2010). (Please note that the combined *satisfied / very satisfied* percentage is the sum of the two percentages for *satisfied* and *very satisfied*; therefore, the combined percentage may be one point higher or lower than the figures in the appendix due to decimal rounding.)

For undergraduates, student ratings on the quality of instruction at St. John's remained the same from 2009 to 2010: 79% rated it as *good / excellent*. For graduate students, it dropped slightly, from 84% in 2009 to 82% in 2010.

	Undergraduates		Graduate Students	
	2009	2010	2009	2010
<b>Overall satisfaction with St. John's</b>	<b>90%</b>	<b>94%</b>	<b>92%</b>	<b>92%</b>
Very satisfied	22%	32%	26%	32%
Satisfied	68%	62%	66%	60%
<b>Quality of instruction</b>	<b>79%</b>	<b>79%</b>	<b>84%</b>	<b>82%</b>
Excellent	23%	24%	32%	33%
Good	56%	55%	52%	49%
<b>Tuition paid was worthwhile investment</b>	<b>68%</b>	<b>65%</b>	<b>78%</b>	<b>77%</b>
Strongly agree	11%	9%	17%	15%
Agree	57%	56%	61%	62%
<b>Impact of Catholic and Vincentian Mission</b>	<b>69%</b>	<b>74%</b>	<b>61%</b>	<b>63%</b>
Very positive	16%	16%	14%	14%
Positive	53%	58%	47%	49%
<b>Satisfaction with University's support of internship</b>	<b>77%</b>	<b>81%</b>	<b>80%</b>	<b>84%</b>
Very satisfied	23%	23%	23%	25%
Satisfied	54%	58%	57%	59%

Student ratings on tuition paid as a worthwhile investment dropped slightly for both undergraduate and graduate students: 68% of undergraduates *agreed / strongly agreed* that tuition paid was a worthwhile investment in 2009 and it dropped to 65% in 2010; the corresponding figures for graduate students were 78% in 2009 and 77% in 2010.

Regarding the impact of the Catholic and Vincentian Mission, 69% of undergraduates perceived that it had a *positive / very positive* impact on their experience at St. John's in 2009 and the percentage increased to 74% in 2010. For graduate students, there was a 2% increase, from 61% in 2009 to 63% in 2010.

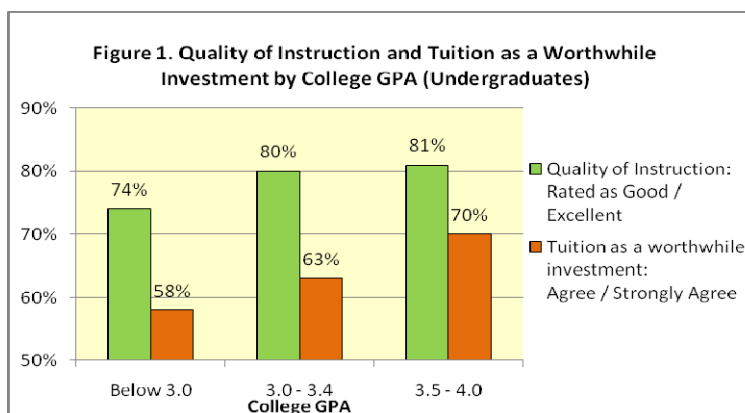
When asked whether they were satisfied with the University's support of internship programs, 77% of undergraduates were *satisfied / very satisfied* in 2009, and it increased to 81% in 2010. There was also a 4% increase for graduate students, from 80% in 2009 to 84% in 2010. (Table 1 in the Appendix provides the GSS 2009 and 2010 comparative data for each survey item. The following results mainly concentrate on the 2010 data.)

### Overall Satisfaction with St. John's University: Significant Correlation Coefficients

GSS 2010	Undergraduates	Graduates
Quality of instruction	.59	.66
Tuition paid as a worthwhile investment	.48	.57
Job preparation / job placement	.47	.56
University support of internships	.45	.55
Impact of Mission	.43	.47

As presented in the table above, out of the five areas listed, student overall satisfaction had the strongest positive correlation with their perception of the quality of instruction (correlation coefficient = 0.59 for undergraduates, and 0.66 for graduate students). For undergraduates, the overall satisfaction had a moderate positive relationship with tuition as a worthwhile investment, job preparation, university support of internships and impact of mission; for graduate students, the relationships were all slightly stronger.

As shown in Figure 1, the

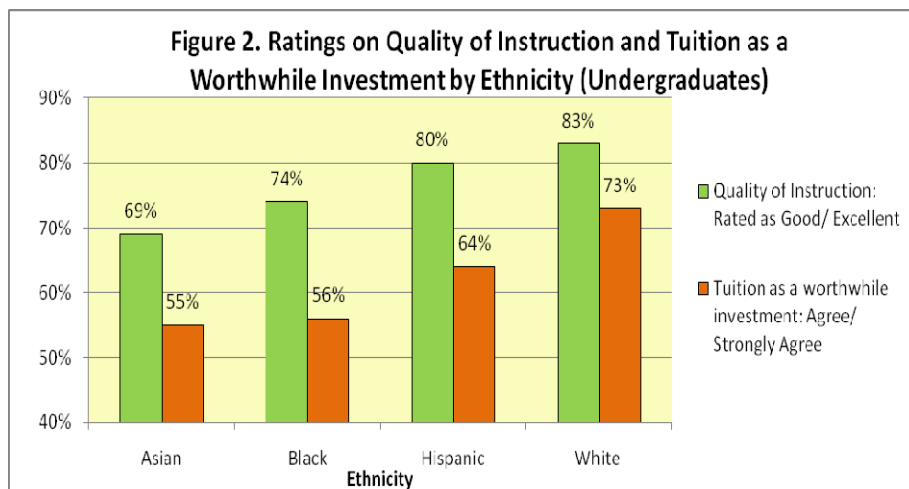


college GPA was also positively related to student ratings on quality of instruction and tuition as a worthwhile investment: 74% of undergraduates with GPA below 3.0 rated quality of instruction as *good/excellent*, and this figure increased to 80% for students with GPA of 3.0 – 3.4, and 81% with GPA of 3.5 or higher; 58% of undergraduates agreed that tuition paid was a worthwhile investment, and this figure increased to 63% for students with GPA of 3.0 – 3.4, and 70% with GPA of 3.5 or higher. (Table 7)

Female undergraduates had a higher college GPA than males, 3.4 vs. 3.2, and ratings on quality of instruction and tuition as a worthwhile investment were higher by females than by males: 82% of females rated quality of instruction as *good/excellent* compared to 74% of males; 66% of females *agreed/strongly agreed* that tuition paid was a worthwhile investment compared to 62% of males. (Table 5)

For undergraduates, there was not much difference in the ratings on overall satisfaction among ethnic groups. However, as shown in Figure 2, ratings on quality of instruction by Asian students were not as high as by other ethnicities: 69% of Asian undergraduates perceived the quality of instruction as *good/excellent* compared to 74% or higher for other ethnicities. Ratings on tuition as a worthwhile investment were also lower by Asian

students, as well as by Blacks: 55% of Asian and 56% of Black students *agreed/strongly agreed* that tuition paid as a worthwhile investment compared to a university average of 65%. (Table 5)



Asian graduate students also rated the lowest on quality of instruction and tuition paid as a worthwhile investment: 69% of Asian graduate students perceived the quality of instruction as *good/excellent* compared to 75% or higher for other ethnicities; 66% of Asians *agreed/strongly agreed* that tuition paid as a worthwhile investment compared to an university average of 77%. (Table 5)

In general, ratings by older students were higher than by younger students. For example, 78% of undergraduates aged 24 or younger rated the quality of instruction as *good/excellent*, and this figure increased to 87% for the age group of 25 -34, and to 96% for the age group of 35 or older. The corresponding figures for graduate students were 77%, 85%, and 91% (Table 5). It should be noted that the majority of undergraduates fall in the 24 or younger category.

Ratings were generally higher by undergraduates on Staten Island campus than those at Queens, and results were consistent with findings from other surveys. For the quality of instruction, 91% of Staten Island undergraduates rated it as *good/excellent* compared to 77% for Queens. Regarding tuition as a worthwhile investment, 78% of Staten Island undergraduates *agreed/strongly agreed* that tuition paid is worthwhile investment as compared to 62% for Queens. (Table 9)

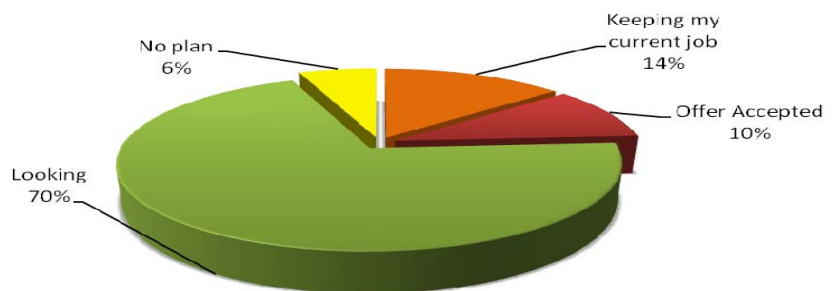
Comments mirrored the ratings, with the majority of respondents indicating that they had a good / great and worthwhile experience at St. John's. The main concerns related to cost / value of tuition and financial aid. About two-thirds of respondents provided their phone and or e-mail information to enable us to contact them after graduation. Contact information has been sent to appropriate departments. Information related to scholarships and fellowships for graduate study has already been sent to the provost and Enrollment Management.

## 2. Undergraduate Students: Internships, Job Status, and Further Education

The GSS 2010 data indicate that 58% of undergraduates were planning to pursue further studies in Fall 2010 or Spring 2011: 5% planned to pursue a bachelor's degree, 43% for master's, 1% for doctorate, and 10% for professional (MD, JD, etc.). (Q1, Table 1).

When asked about their employment plans, as shown in Figure 3, 70% were still looking, 14% indicated that they would keep their current jobs, 10% had accepted a job offer, and the remaining 6% had no plan. (Q4, Table 1).

**Figure 3. Employment Plans of St. John's Undergraduates**



When asked how well St. John's did at providing job preparation or placement, 12% of undergraduates rated it *excellent*, 37% *good*, 35% *fair*, and 16% *poor*. (Q9, Table 1).

The data indicate that 45% of undergraduates had internships, and when student teaching and clinical rotation were counted as internships, this figure increased to 53%. For students who didn't have any internship, 26% of them wanted to participate but were unable to secure one. Regarding the type of internships that students completed, 27% of undergraduates had academic internships for credit, 14% experienced paid internships, 13% had unpaid internships (non-credit), 7% completed student teaching, and 2% had clinical rotations (Questions 6 & 7, Table 1). Table 10 in the appendix provides the internship information for individual school/colleges.

Eighty-one percent of respondents were *very satisfied/satisfied* with the University support of internship programs: 23% *very satisfied*, 58% *satisfied*, 15% *dissatisfied*, and 4% *very dissatisfied*. (Q8, Table 1)

Ratings on overall satisfaction were slightly higher by students with internships than those without: 95% of them were *satisfied / very satisfied* as compared to 92% of students without internships. Ratings on the quality of instruction were also slightly higher by students with internships than those without: 81% of them rated it as *good / excellent* compared to 77% of students without internships. (Q7, Table 4)

There was no difference in student perceptions about tuition paid as a worthwhile investment between students with or without internships, and there was no difference between these two groups in the impact of St. John's Catholic and Vincentian Mission on student experience (Q7, Table 4).

The data indicate that students with internships were more likely to get a job offer: 12% of them had accepted a job offer as compared to 7% for those who didn't have any internship. (Table 8)

### **3. Graduate Students: Internships, Job Status, and Further Education**

The GSS 2010 data indicate that 23% of graduate students were planning to pursue further studies in Fall 2010 or Spring 2011: 8% planned to pursue master's, 12% for doctorate, and 3% for professional (MD, JD, etc.). (Q1, Table 1).

When asked about their employment plans, 27% of respondents indicated that they would keep their current jobs, 17% had accepted a job offer, 53% were still looking, and the remaining 3% had no plan. (Q4, Table 1).

When asked how well St. John's did at providing job preparation or placement, 17% of them rated it *excellent*, 39% *good*, 30% *fair*, and 14% *poor*. (Q9, Table 1).

The data indicate that 42% of graduate students had internships, and when student teaching and clinical rotation were counted as internships, this figure increased to 60%. For students who didn't have any internship, 15% of them wanted to participate but were unable to secure one. Regarding the type of internships that students completed, 24% of them had academic internships for credit, 17% experienced paid internships, 8% had unpaid internships (non-credit), 11% completed student teaching, and 18% had clinical rotations (Questions 6 & 7, Table 1).

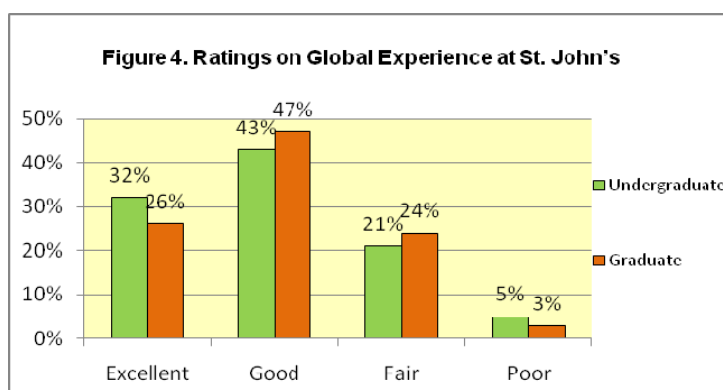
When asked to rate their satisfaction with the University support of internship programs, 25% were *very satisfied*, 59% *satisfied*, 10% *dissatisfied*, and 6% *very dissatisfied*. (Q8, Table 1)

There was not much difference between students with or without internships in their perceptions about their overall experience, about quality of instruction, or about tuition paid as a worthwhile investment. (Q7, Table 4).

The data indicate that students with internships were more likely to get a job offer: 22% of them had accepted a job offer as compared to 10% for those who didn't have any internship. (Table 8)

#### 4. Global Experience, Technology, and Academic Advising

When asked how well St. John's provided a global experience through studying abroad, in the classroom, or student activities, 39% of undergraduates and 42% of graduate students indicated that they had no exposure to global experience. For the students who had such experience, 32% of undergraduates rated it as *excellent*, 43% *good*, 21% *fair*, 5% *poor*. The corresponding figures for graduate students were 26%, 47%, 24%, and 3%. (Q.12, Table 1)



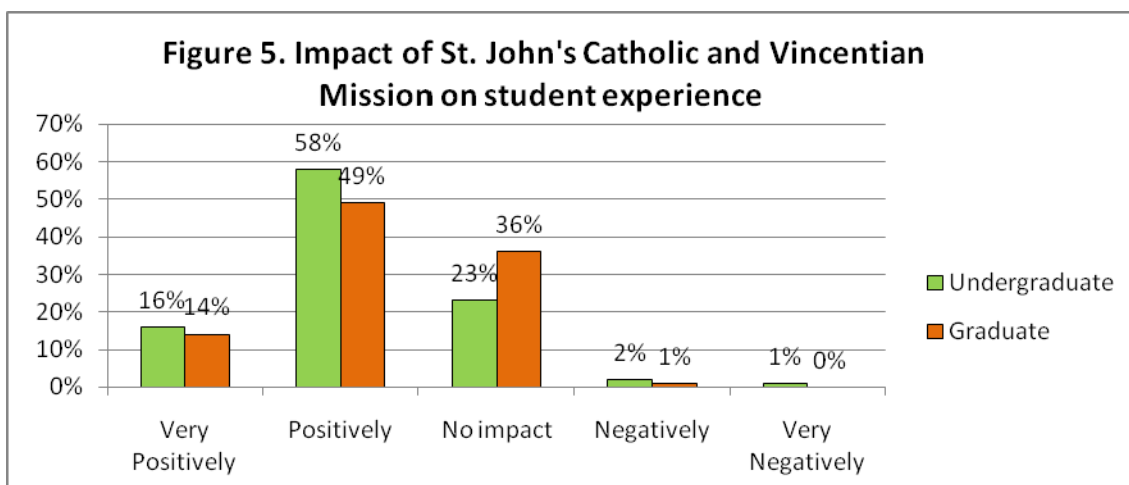


When asked how well St. John's integrated technology into the learning experience, 31% of undergraduates rated it as *excellent*, 51% *good*, 15% *fair*, and 2% *poor*. The corresponding figures for graduate students were 31%, 50%, 16%, and 2%. (Q.13, Table 1)

Regarding the quality of academic advising, 25% of undergraduates rated it *excellent*, 43% *good*, 22% *fair*, and 10% *poor*. The corresponding figures for graduate students were 28%, 44%, 21%, and 7%. (Q.11, Table 1)

### 5. St. John's Catholic and Vincentian Mission, Service, Activities, and Alumni Relations

As shown in Figure 5, when asked how St. John's Catholic and Vincentian Mission impacted their experience at St. John's, 16% of undergraduates rated it as *very positively*, 58% *positively*, 23% *no impact*, 2% *negatively*, 1% *very negatively*. The corresponding figures for graduate students were 14%, 49%, 36%, 1%, and 0%. (Q.14, Table 1)



When asked to what extent their experience at St. John's allowed for the development of a faith dimension in their life, 19% of undergraduates indicated "to a great extent", 51% "to some extent", and 29% "not at all". The corresponding figures for graduate students were 17%, 45%, and 39%. (Q.16, Table 1)

There was a very strong positive relationship between the development of a faith dimension and student overall perceptions. For undergraduates who perceived that their experience at St. John's contributed *to a great extent* to the development of a faith dimension in their life, 99% of them rated their overall experience as *satisfied / very satisfied*; 90% of them rated the quality of instruction as *good / excellent*; 82% of them

*agreed / strongly agreed* that tuition paid was a worthwhile investment; 97% of them indicated that St. John's Catholic and Vincentian Mission had a *positive / very positive* impact on their experience. The corresponding figures for graduate students were 100%, 93%, 91%, and 97%. All these ratings were much higher than the ratings by students who perceived that their experience at St. John's didn't contribute as much to the development of a faith dimension in their life. (Q16, Table 4)

When asked to list activities both inside and outside of the classroom that facilitated the development of a faith dimension in their life, the top five activities were: 1) Theology classes, 2) Activities by Campus ministry, 3) Going to church, 4) Masses at church, and 5) Community services. (See Table 12 for a complete list of activities.)

When asked to list all of the student clubs, organizations and societies with which they were affiliated during their years at St. John's, 61% of undergraduates (N = 855) and 31% of graduate students (N = 240) indicated that they were affiliated with over four hundred clubs, organizations, or societies. *Phi Eta Sigma*, *Kappa Delta Pi*, and *Beta Alpha Psi* were on top of the list (See Table 13b for a complete list.). When these individual clubs and societies were grouped, 22% of them belonged to the Academic category, 21% Special Interests, 21% Honor societies, 13% Greek Letter clubs, 12% Cultural, 6% Religious, 3% Social Justice, 2% Political, and 1% Performing Arts. (Table 13a)

When asked how they got involved in service activities while at St. John's, 45% of undergraduates indicated that they participated through Student Organizations, 40% through Academic Service Learning, 18% through Campus Ministry, 9% through Learning Communities, and 7% through other paths. The corresponding figures for graduate students were 21%, 19%, 8%, 6%, and 7% (Q.15, Table 1). For other offices or organizations through which students participated in service activities, see Table 11.

When asked whether they wanted to be involved in service after graduation, 22% of undergraduates said YES and 78% indicated NO. For graduate students, 18% said YES and 82% indicated NO. (Q.23, Table 1)

When asked whether they would like to be contacted for certain activities in the future, 62% of undergraduates indicated YES for alumni relations events, 35% for mentoring roles with students, 31% for recruitment events with the Office of Admissions, and 24% for leadership roles in organizing alumni functions. The corresponding figures for graduate students were 48%, 29%, 24%, and 18%. (Q.22, Table 1). A complete list will be sent to the Vice President of Advancement.

## IV. SUMMARY AND DISCUSSION

In general the results from this GSS survey are consistent with the findings from other surveys such as NSSE (National Survey of Student Engagement), SSI (Student Satisfaction Inventory), and YFCY (Your First College Year): student overall satisfaction is strongly related to the quality of instruction; there is also a positive relationship between college GPA and student overall perceptions; ratings by female are higher than by male students; and Asian students are less satisfied than their peers of other ethnicities.

The GSS data indicate that students with internships are more likely to get a job offer than those without internships, and it is true for both undergraduate and graduate students. Related literature indicates that internships involve students in the construction of knowledge by engaging them in authentic tasks of the workplace that create a context for creative decision making in uncertain situations, and engage students in reflective practices that help them develop both personally and professionally. Therefore, collaborative efforts should be continued to help more students find internships, thus making them more competitive in the job market.

The survey results reveal that around two-fifths of both undergraduate and graduate students indicated that they had no exposure to global experience - through study abroad, in the classroom or through student activities - while at St. John's. This is a challenge to our objective in the 2008 – 2013 Strategic Plan that specified global experience as one of the University priorities. Actions should be taken for further improvement.

The results of this GSS survey are the perceptions of students who have successfully completed their programs at St. John's. 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 Dr. Yuxiang Liu in the Office of Institutional Research at [LiuY@stjohns.edu](mailto:LiuY@stjohns.edu).

This is the second administration of the GSS survey. We will continue to administer it annually along with other student surveys in order to develop a more comprehensive picture of our students, and ways in which we can ensure success for all. Additional institutional success measures will be created from the GSS data and will be incorporated into the University's current Strategic Plan.