



REPORT OF 2012 GRADUATING STUDENT SURVEY (GSS) Queens vs. Staten Island Campus

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 St. John's community. It was incorporated into the BANNER online process used by students - excluding School of Law - to register for participation in commencement exercises. The survey was revised in 2010, 2011, and 2012. In 2012, the survey has 22 items, but the same procedure has been followed since 2009.

This report, prepared by the Office of Institutional Research, presents the GSS 2012 results for undergraduates by campus, Queens vs. Staten Island (the number of participating graduate students on Staten Island campus is too small to generate meaningful results). In 2012, 1,386 graduating undergraduates (64% of student population) on Queens campus, and 170 students (65%) on Staten Island (SI) participated in GSS.

This report consists of four sections, including this section of Introduction. Section II provides highlights of the survey results. Section III presents detailed findings. Section IV is the Summary and Discussion. The appendix to this report provides detailed results for individual survey items of GSS 2012 for undergraduates on both Queens and Staten Island campuses.

II. HIGHLIGHTS

In almost all areas covered in the survey, the ratings by SI undergraduates were higher than the ratings by students on Queens campus.

- 89% of SI undergraduates rated on the quality of instruction as *good / excellent*, 7% higher than Queens campus (82%).
- 80% of SI undergraduates *agreed / strongly agreed* that tuition paid was a worthwhile investment as compared to 68% on Queens campus.
- Regarding the impact of the Catholic and Vincentian Mission, 80% of SI undergraduates perceived that it had a *positive / very positive* impact on their experience vs. 73% for Queens.
- When asked whether they were satisfied with the University's support of internship programs, 88% of SI undergraduates were *satisfied / very satisfied* as compared to 82% on Queens campus.

- When asked how well St. John's did at providing course work and academic experiences that prepared students for their career and job placement, 82% of SI undergraduates rated it as good / *excellent* as compared to 72% for Queens.
- 62% of SI undergraduates had internships (including teaching and clinical rotations) as compared to 57% for Queens.
- Regarding the quality of academic advising, 83% of SI undergraduates rated it as *good / excellent* vs. 66% for Queens.
- When asked how St. John's Catholic and Vincentian Mission impacted their experience at St. John's, 80% of SI undergraduates rated it as *positively / very positively* vs. 73% for Queens.
- When asked to what extent their experience at St. John's allowed for the development of a faith dimension in their life, 75% of SI undergraduates indicated "to some or a great extent" as compared to 65% for Queens.
- 77% of SI undergraduates indicated that during their years at St. John's they were affiliated with one or more clubs, organizations, or societies as compared to 72% for Queens.

III. DETAILED SURVEY RESULTS

This section covers detailed survey results by campus, Staten Island (SI) vs. Queens. It consists of four parts: 1) Student overall perceptions, 2) Internships, job status, and further educations, 3) Global experience, technology, and academic advising, and 4) St. John's Catholic and Vincentian Mission, services, activities, and alumni relations.

1. Student Overall Perceptions

The following table presents the GSS 2012 data for undergraduate students, SI vs. Queens campus. As revealed in the following table, the ratings by SI students were all higher than those on Queens campus.

	Staten Island	Queens
Overall satisfaction with St. John's	94%	93%
Very satisfied	45%	32%
Satisfied	49%	61%
Quality of instruction	89%	82%
Excellent	39%	26%
Good	50%	56%
Tuition paid was a worthwhile investment	80%	68%
Strongly agree	17%	13%
Agree	63%	55%

Impact of Catholic and Vincentian Mission	80%	73%
Very positive	25%	20%
Positive	55%	53%
Satisfaction with University's support of internship	88%	82%
Very satisfied	31%	24%
Satisfied	57%	58%

For Class 2012, 94% of SI undergraduates were *satisfied / very satisfied* with their overall St. John's experience, as compared to 93% of the Queens campus; 89% of SI undergraduates rated on the quality of instruction as *good / excellent*, 7% higher than Queens campus (82%); 80% of SI undergraduates *agreed / strongly agreed* that tuition paid was a worthwhile investment as compared to 68% on Queens campus.

Regarding the impact of the Catholic and Vincentian Mission, 80% of SI undergraduates perceived that it had a *positive / very positive* impact on their experience vs. 73% for Queens.

When asked whether they were satisfied with the University's support of internship programs, 88% of SI undergraduates were *satisfied / very satisfied* as compared to 82% on Queens campus.

2. Internships, Job Status, and Further Education

The GSS 2012 data indicate that 65% of SI undergraduates and 47% at Queens were planning to pursue further studies in Fall 2012 or Spring 2013. On SI campus, 5% planned to pursue a bachelor's degree, 55% for master's, 1% for doctorate, and 4% for professional (MD, JD, etc.). The corresponding figures for Queens were 5%, 32%, 1%, and 9%. (Question 1, Table 1)

When asked about their plans after graduation, 26% SI undergraduates indicated that they would keep their current jobs, 10% had accepted a job offer, 43% were planning to further their education, 21% were still looking for a job, and 0% had no plan. The corresponding figures for Queens were 18%, 13%, 35%, 34%, and 0%. (Q3, Table 1)

When asked how well St. John's did at providing course work and academic experiences that prepared students for their career and job placement, 34% of SI undergraduates rated it as *excellent*, 48% *good*, 16% *fair*, and 2% *poor*. The corresponding figures for Queens were 23%, 49%, 24%, and 4%. (Q9, Table 1)

When asked how well the Career Center did at providing them with career preparation for job placement, 18% of SI undergraduates rated it as *excellent*, 41% *good*, 29% *fair*, and 12% *poor*. The corresponding figures for Queens were 15%, 38%, 31%, and 16%. (Q10, Table 1)

The data indicate that 55% of SI undergraduates had internships. When student teaching and clinical rotation were included, this figure increased to 62%. The corresponding figures for Queens were 49% and 57%. (Q6, Table 1)

Regarding the type of internships that students completed, 33% of SI undergraduates had academic internships for credit, 18% experienced paid internships, 18% had unpaid internships (non-credit), 9% completed student teaching, and 1% had clinical rotations. The corresponding figures for Queens were 30%, 13%, 18%, 6%, and 4%. (Q6, Table 1)

For the remaining SI undergraduates who didn't have any internship, 8% wanted to participate but were unable to secure one, 3% were not eligible, 13% were not interested, and 14% indicated that they couldn't afford to take one. The corresponding figures for Queens campus were 13%, 3%, 13%, and 13%. (Q5, Table 1)

For SI undergraduates who had internships, 29% of them found their internships through the Career Center, 30% through an academic department, 44% on their own, and 17% through other channels (This is a check-all-that-apply question. The total percentage may add up to more than 100 %.). The corresponding figures for Queens were 18%, 26%, 59%, and 16%. (Q7, Table 1)

When asked to rate their satisfaction with the University's support of internship programs, 31% of SI undergraduates were *very satisfied*, 57% *satisfied*, 9% *dissatisfied*, and 3% *very dissatisfied*. The corresponding figures for Queens were 24%, 58%, 13%, and 5%. (Q8, Table 1)

3. 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, 42% of SI and 41% of Queens undergraduates indicated that they had no exposure to global experience. For the students who had such experience, 29% of SI students rated it as *excellent*, 43% *good*, 23% *fair*, 5% *poor*. The corresponding figures for Queens were 41%, 33%, 23%, and 4%. (Q14, Table 1)

When asked how well St. John's University integrated technology into the learning experience, 37% of SI undergraduates rated it as *excellent*, 48% *good*, 11% *fair*, and 4% *poor*. The corresponding figures for Queens were 31%, 49%, 16%, and 4%. (Q15, Table 1)

Regarding the quality of academic advising, 39% of SI undergraduates rated it as *excellent*, 44% *good*, 12% *fair*, and 5% *poor*. The corresponding figures for Queens were 27%, 39%, 25%, and 9%. (Q12, Table 1)

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

When asked how St. John's Catholic and Vincentian Mission impacted their experience at St. John's, 25% of SI undergraduates rated it as *very positively*, 55% *positively*, 20% *no impact*, 0% *negatively*, and 0% *very negatively*. The corresponding figures for Queens were 20%, 53%, 24%, 2%, and 1%. (Q16, 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 SI undergraduates indicated "to a great extent", 56% "to some extent", and 24% "not at all". The corresponding figures for Queens were 18%, 47%, and 34%. (Q17, Table 1)

When asked about their affiliation with student clubs, organizations and societies during their years at St. John's, 77% of SI undergraduates and 72% of Queens indicated that they were affiliated with one or more clubs, organizations, or societies. For SI undergraduates, 48% belonged to Honor Societies, 40% Academic, 7% Cultural, 18% Special Interests, and 40% other. For Queens campus, 33% belonged to Honor Societies, 30% Academic, 20% Cultural, 17% Special Interests, and 24% other. (Q18, Table 1).

When asked whether they wanted to be involved in service after graduation, 17% of SI undergraduates said YES and 83% indicated NO. For Queens campus, 27% said YES and 73% indicated NO. (Q22, Table 1)

When asked whether they would like to be contacted for certain activities in the future, 61% of SI undergraduates indicated YES for alumni relations events, 35% for leadership roles in organizing alumni functions, 28% for recruitment events with the Office of Admissions, and 20% for mentoring roles with students. The corresponding figures for Queens were 59%, 34%, 30%, and 23%. (Q21, Table 1)

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) and YFCY (Your First College Year): student overall satisfaction is strongly related to the quality of instruction; the college GPA was positively related to student ratings on quality of instruction and tuition paid as a worthwhile investment.

In almost all areas covered in the survey, the ratings by SI undergraduates were higher than the ratings by students on Queens campus.

The survey results reveal that around two-fifths of undergraduates on both Queens and SI campuses indicated that they had no exposure to a global experience while at St. John's - through study abroad, in the classroom or through student activities. 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.

This is the fourth 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, make continuous improvement in student learning, and ensure success for all.