



REPORT OF THE 2009 GRADUATING STUDENT SURVEY (GSS) For Tobin College of Business

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 survey was incorporated into the online process used by students, excluding School of Law, to request Cap and Gown for commencement. A total of 2,485 students participated in the survey, representing 94% of students who registered for the Cap and Gown online, and accounting for 65% of the 2008-09 graduating population (71% undergraduates and 55% graduates). This very high level of participation and successful implementation of the survey resulted from the collaborative efforts of the Office of University Events, Information Technology, Institutional Research and other offices, an effort that will continue in the future.

For Tobin College of Business, a total of 546 students participated in the survey, representing 92% of students who registered for the Cap and Gown online, and accounting for 59% of the 2008-09 graduating population (70% undergraduates and 43% graduates). Following are the highlights of the survey results for Tobin College of Business.

II. HIGHLIGHTS OF SURVEY RESULTS

As shown in the table below, 88% of undergraduates and 92% of graduate students were *satisfied* / *very satisfied* with their overall St. John's experience (the total percentage may not be exactly equal to the sum of the two sub-categories due to rounding off).

	Undergraduates	Graduates
Overall satisfaction with St. John's	88%	92%
Very satisfied	16%	18%
Satisfied	73%	73%
Quality of instruction	74%	85%
Excellent	14%	16%
Good	60%	69%
Tuition paid was a worthwhile investment	64%	80%
Strongly agree	10%	12%
Agree	54%	69%
Impact of Catholic and Vincentian experience	64%	59%
Very positive	13%	8%
Positive	52%	52%

Regarding the quality of instruction, 74% of undergraduates and 85% of graduate students rated it as *good / excellent*. Around two-thirds of undergraduates and four-fifths of graduate students *agreed / strongly agreed* that tuition paid was a worthwhile investment. About two-thirds of undergraduates and three-fifths of graduate students indicated that the Catholic and Vincentian Mission impacted their St. John's experience *positively / very positively*.

Student overall satisfaction had a strong positive correlation with their perception of the quality of instruction and tuition as a worthwhile investment. College GPA had a positive correlation with student overall satisfaction and tuition paid as a worthwhile investment.

For undergraduates, 36% had internships; of those students, 61% found their internships on their own, 41% through the Career Center, and 17% through academic departments; regarding the primary motivation for completing an internship, 94% indicated that it was for experience, 40% for financial reasons, and 23% for academic credits; as for their employment plans, 20% indicated that they had accepted a job offer (26% for those with internships and 12% for those without), 75% were still looking, and 4% had no plans.

For graduate students, 64% had internships; of those students, 58% found their internships through the Career Center; 44% on their own, and 6% through academic departments; regarding the primary motivation for completing an internship, 96% indicated that it was for experience, 23% for financial reasons, and 16% for academic credits; as for their employment plans, 43% had accepted a job offer (60% for those with internships and 32% for those without), 49% were still looking, and 8% had no plans.

When asked how well St. John's did at providing job preparation or placement, ratings by students with internships were higher than by those without internships.

III. DETAILED SURVEY RESULTS

For this section, table numbers in parentheses relate to the tables provided in the appendix. Since *Internship* is an area of focus at the University, the analysis related to *Internships* is more comprehensive than for other items.

1. Student Overall Perceptions

The survey data indicate that 88% of undergraduates and 92% of graduate students were *satisfied / very satisfied* with their overall experience at St. John's, and 74% of undergraduates and 85% of graduates rated the quality of instruction as *good /*

excellent. Regarding tuition as a worthwhile investment, 64% of undergraduates and 80% of graduates *agreed / strongly agreed* that tuition paid is a worthwhile investment (Table 1).

For both undergraduate and graduate students, the overall satisfaction had a strong positive correlation with perception of the quality of instruction (correlation coefficient = 0.6 for both UG and GR) and tuition as a worthwhile investment (correlation coefficient = 0.6 for UG and 0.7 for GR). For undergraduates, the overall satisfaction also had a fairly strong positive correlation with the impact of mission on student experience (correlation coefficient = 0.5). For graduate students, the overall satisfaction also had a fairly strong positive correlation with job preparation (correlation coefficient = 0.6) and availability of internships (correlation coefficient = 0.5). (Table 2).

For undergraduates, students with a higher college GPA had a higher perception of tuition as a worthwhile investment: 75% of students with GPA of 3.5 – 4.0 *agreed / strongly agreed* that tuition paid is a worthwhile investment while the corresponding figures for students with GPA of 3.0 – 3.4 and below 3.0 were 61% and 52%. Students from the secondary market had a lower perception of the quality of instruction: 67% rated it as *good / excellent* as compared to 82% of students from the primary market. Students from the secondary market also had a lower perception of tuition as a worthwhile investment: 57% *agreed / strongly agreed* that tuition paid is a worthwhile investment as compared to 67% of students from the primary market. (Table 5)

For graduate students, ratings by females were higher than by male students: 88% of females rated the quality of instruction as *good / excellent* compared to 82% of males; 88% of females *agreed / strongly agreed* that tuition paid is a worthwhile investment as compared to 73% of males. (Table 6)

Ratings on the quality of instruction by Asian undergraduates were not as high as by other ethnicities: 63% of Asian undergraduates rated it as *good / excellent* compared to 71% or higher for other ethnicities. (Table 6)

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. For detailed information on students' comments, please see the COMMENTS sheet in the appendix.

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

The majority of students, who did not have internships, did not respond to the question relating to satisfaction with the availability of internships: only 12% (N=24) of

undergraduates and 11% of graduates (N=11) without internships responded as compared to 81% of undergraduates and 82% of graduates with internships. Similarly, the question relating to satisfaction with job preparation or placement also had a fairly low response rate: 47% for undergraduates and 45% for graduates who did not have internships compared to 86% of undergraduates and 98% of graduates with internships. (Table 4)

The data indicate that 51% of undergraduate students had internships. Of those students, 61% found their internships on their own, 41% through the Career Center, and 17% through academic departments. Percentages add up to more than 100% because this was a CHECK ALL THAT APPLY survey item (Q7, Table 3).

When asked about the primary motivation for completing an internship, 94% indicated that it was for experience, 40% for financial reasons, and 23% for academic credits. Percentages add up to more than 100% because this was a CHECK ALL THAT APPLY survey item (Q6, Table 3).

When asked about their plan to pursue further studies in Fall 2009 or Spring 2010, 54% were planning to do so, 56% for those with internships vs. 53% for those without internships. (Q1, Table 7).

When asked about their employment plans, 20% of respondents indicated that they had accepted a job offer (26% for those with internships and 12% for those without), 75% were still looking (68% for those with internships and 86% for those without), and 4% had no plans (6% for those with internships and 3% for those without). For students who planned to further their studies, 16% had accepted a job offer (20% for those with internships and 9% for those without). For those who had no plan for further studies, 26% had accepted a job offer (34% for those with internships and 14% for those without). (Q4a, Q4b, Q4c, Table 7)

When asked to rate their satisfaction with the availability of internships at St. John's, students with internships were more satisfied than those without : 79% of students with internships were *satisfied / very satisfied* as compared to 46% of those without internships. (Q8, Table 7)

When asked how well St. John's did at providing job preparation or placement, ratings by students with internships were slightly higher than by those without internships: 50% of students with internships rated it as *Good / Excellent* as compared to 46% of those without internships. (Q9, Table 7)

Ratings on the quality of instruction at St. John's were slightly higher by students with internships than those without: 77% of students with internships rated it as *good / excellent* as compared to 70% for those without internships. (Q10, Table 7)

Ratings on tuition as a worthwhile investment were also slightly higher by students with internships than those without: 66% with internships *agreed / strongly agreed* that tuition paid is a worthwhile investment as compared to 60% of students without internships. (Q11, Table 7)

There was not much difference between students with or without internships in their perceptions about overall satisfaction. (Q12, Table 7).

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

Of the 159 graduate students who participated in the survey, 57 had internships (36%). The survey data reveal that 19% of graduate students were planning to pursue further studies in Fall 2009 or Spring 2010, 30% for students with internships and 13% for those without. (Question 1, Table 8)

Regarding their employment plans, 43% accepted a job offer (60% for those with internships and 32% for those without), 49% were still looking (38% for those with internships and 56% for those without), and 8% had no plans (2% for those with internships and 13% for those without). For students who planned to further their studies, 39% accepted a job offer (44% for those with internships and 29% for those without). For those who had no plan for further studies, this percentage was 5% higher, i.e., 44% accepted a job offer (67% for those with internships and 32% for those without. (Q4a, Q4b, Q4c, Table 8)

When asked about the primary motivation for completing an internship, 96% indicated that it was for experience, 23% for financial reasons, and 16% for academic credits. Percentages add up to more than 100% because this was a CHECK ALL THAT APPLY survey item. (Q6, Table 3)

When asked to rate their satisfaction with the internships available at St. John's, 26% of those with internships were *very satisfied* and 51% were *satisfied*, and the corresponding figures for those without internships were 0% and 18%. (Q8, Table 8)

When asked how well St. John's did at providing job preparation or placement, ratings by students with internships were fairly higher than by those without internships: 64% of students with internships rated it as *Good / Excellent* as compared to 50% of those without internships. (Q9, Table 8)

There was not much difference between the students with internships and those without in the average ratings on the quality of instruction, or tuition paid as a worthwhile investment, or the overall satisfaction. (Q10, Q11, Q12, Table 8).

4. Impact of St. John's Catholic and Vincentian Mission on Student Experience

For undergraduates, 13% indicated that St. John's Catholic and Vincentian Mission impacted their experience very *positively*, 52% *positively*, 2% *negatively*, 1% very *negatively*, and *no impact* on the remaining 33% (Q13, Table 7); the corresponding figures for graduate students were 8%, 52%, 2%, 0%, and 39% (Q13, Table 8).

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 SSI (Student Satisfaction Inventory): student overall satisfaction is strongly related to the quality of instruction and with tuition paid as a worthwhile investment; ratings by graduate students are higher than by undergraduate students; Asian students are less satisfied than their peers of other ethnicities.

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 internships also engage students in reflective practices that help them develop both personally and professionally. The 2008 NACE (National Association of Colleges and Employers) survey data reveal that the percent of interns converted to full-time employees increased from 36% in 2001 to 51% in 2008. Tobin College's GSS data indicate that a larger proportion of students with internships landed a job than those without internships, 26% vs. 12% for undergraduates and 60% vs. 32% for graduate students. Therefore, collaborative efforts should be continued to help more students find internships, thus making them more competitive in the job market.

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 for action plans and improvement purposes. Since this is the first administration of this particular survey, results can be used as baseline data against which to establish targets and initiatives and measure future progress. Meanwhile, the survey data from students in their earlier stages of college life, including those who dropped out, are also important, and they may help reveal a more comprehensive picture.