



Center for Teaching and Learning Newsletter

Dates to Note!!

Monday, November 3
[BUG: Using Rubrics to Improve Assessment](#)

Tuesday, November 4
[The Microflipped Classroom](#)

Thursday, November 6
[Cloudifying Docs](#)

Thursday, November 6
[Digication User Group](#)

Monday, November 10
[Prezi](#)

Monday, November 10
[FWI: Publish and Flourish](#)

Wednesday, November 12
[Journal Club: The Function of Failure in the Classroom](#)

Wednesday, November 12
[Transition to MySJU](#)

Thursday, November 13
[Thinking Interestingly](#)

Monday, November 17
[Global Studies and STEM](#)

Tuesday, November 18
[Introduction to Tegrity](#)

Wednesday, November 19
[Big Data and Analytics](#)

Wednesday, November 19
[Introduction to Bb](#)

Thursday, November 20
[Composing with Comment-Press](#)

Monday, November 24
[CampusGuides](#)

For more information and to register visit:
<http://campusguides.stjohns.edu/ctlevents>

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October 2014

CTL October Newsletter

The *CTL Newsletter* is distributed electronically every month during the academic year.

Highlights from our October issue include:

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WEPA—Cloud Based Printing Service

Information Technology is piloting a printing program on the Queens Campus. This cloud-based service allows you to send your printing jobs from your desktop, laptop or iOS/Android devices to designated printer stations in DAC, the library and other locations. For more information [click here](#). Expansion to the Staten Island and Manhattan campuses is planned.

Remember: The best places to look for faculty-related information are the [CTL Web-page](#) and the [CTL Forum](#).

Follow Us on Twitter

The CTL is pleased to announce that it is now on Twitter [@sjuctl](#). Follow us for the latest news in teaching and learning as well as announcements of upcoming events.



The Procrastination Puzzle

Phyllis Conn (St. John's College of Arts and Sciences, connp@stjohns.edu)

It's the night before a major assignment is due. We've been discussing the assignment and working on it in class for weeks. The due date has been on the syllabus since day one. I've used scaffolding, having students work on aspects of it in advance, building up to the last steps where they synthesize their work and turn in the assignment. I've given students a rubric that I'll use for grading, and I've been available in person, by email and by phone, encouraging them to contact me far enough in advance so we can work on drafts and any problems. I check my email one last time at 10 pm, and guess what I see – emails from a few students who are clearly working on early steps of the assignment. Some seem to be unaware of what their emails are telling me about the status of their work on the night before it's due.

I wonder: what happened? How did they get into this situation? As someone who primarily teaches freshmen, I've thought that perhaps offering some time management strategies might help. Many freshmen are faced with responsibility for managing their own time to a far greater degree than they have done before college. So in my Blackboard course section on "Learning Support," I've included links to online task managers like [Remember the Milk](#), [Wunderlist](#), [Todoist](#), and others. For those who have problems with distraction, I've included time tracking tools like [Rescue Time](#) and [My Tomatoes](#). I've also added short videos on study techniques prepared by a cognitive psychologist and links to a habit tracking application ([Chains.cc](#)).

These techniques and technologies do help some people manage their time, tasks, and priorities. But there seems to be a significant number of people for whom procrastination is a way of life, not just a minor problem in one class. In Fall 2010, I agreed to accept a late assignment from students in one of my core classes if the assignment was accompanied by a brief reflection responding to an article about causes of procrastination. The article seemed to hit home with most of those students:

"I procrastinate like it's my job. There is hardly an assignment I get that I don't procrastinate on anymore. And although I realize this isn't a good quality to have and may be hindering my full potential, it's a hard habit to get out of, and I sympathize with a lot of what the article says about procrastinating."

"I want to finish school with a great GPA and recognition for the many triumphs I have attained. Procrastination is definitely holding me back from that dream, and now my next goal is to overcome it. That is, if I don't push aside that task either."

"How ironic is it that I am writing a paper on procrastination on the last day possible? I have become a typical procrastinator because of the type of environment I experienced in high school...."

"The article states: 'telling someone who procrastinates to buy a weekly planner is like telling someone with chronic depression to just cheer up.' I have to say that I agree because, as stated before, the content of the assignment will influence whether or not I procrastinate, not a weekly planner."

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CAMPUS GUIDES: CTL TEACHING AND LEARNING FORUM

The site's main aim is to highlight the great teaching strategies developed by St. John's faculty.

Please visit: <http://stjohns.edu/campusguides.com/ctlforum>.

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"My story of college procrastination began on the first week of school. I assumed that an English assignment given would have only taken one night to do. My level of procrastination has gone so far up that I actually plan on procrastinating, and plan how I will procrastinate."

Procrastination and time management are not only problems for first-year students, of course. Does this sound familiar: fully intending to get that grading done, write that book review, meet that deadline for assessment paperwork, draft that grant proposal, or prepare for a new class, but finding oneself scrambling at the last minute and promising oneself that next time, things will be different? (Full disclosure: I was one week late for the deadline for this article on time management.) Procrastination and time management monographs, articles, websites, and how-to manuals are consistent best sellers and attention getters, including David Allen's *Getting Things Done: The Art of Stress-Free Productivity* (New York: Penguin, 2002), which has generated an entire world of apps and materials based on the GTD (getting things done) approach.

So what does this mean for helping students manage their classwork and meet assignment deadlines? A few things I've learned from my conversations with students and others about procrastination and time management and from my own reading and experience as well:

1. Start with an understanding that procrastination and time management issues are probably affecting some students to the point where their learning is significantly affected. Faculty may want to provide an opening to talk about this during office hours or at other appropriate times to let students know that, as with most problems, recognizing it is the first step to managing it.
2. Act from the principle that procrastination does not mean that one is unintelligent or a moral failure. What might seem like laziness is actually more complex. There are lots of potential causes of procrastination, and none of them seem to be related to intelligence or morality. In fact, current research indicates that procrastination is not related to time management or planning, either. Most procrastinators are already feeling guilty and inadequate as a result of their procrastination.
3. Consider trying pedagogical techniques that can be helpful for all kinds of students – procrastinators and others. For example, providing 5 or 10 minutes during class for students to "jump start" an assignment can help procrastinators by creating a small, immediate, achievable subtask, and can help other students by offering a mini "flipped class" experience.
4. Recognize that procrastination habits can often be reduced through behavioral therapies and techniques, but it requires a lot of energy and hard work. A referral to the Center for Counseling and Consultation might be appropriate for students who are looking for help or for those who are experiencing severe problems related to their procrastination.

It is not my goal to become a time management specialist. I don't have the training or expertise, nor do I see teaching time management as integral to the content of my courses. It is my goal to become better at my job of helping students learn. When procrastination and time management problems get in the way of students' learning, then I want to understand what causes the problem and what my limited role might be in helping students remove the obstacles.

(continued on bottom of page 4)

Faculty News

Dr. Maura C. Flannery (Computer Science, Mathematics and Science, flannerm@stjohns.edu) published an article, "John Bartram's Plants in San Francisco," in *Vasculum* (July, 2014).

Professor Joseph Kenny (Administration and Economics, kennyj@stjohns.edu) and **Dorothy P. Moran** (Associate Director for Admission, School of Law, morand@stjohns.edu) presented a program entitled "Advising After the Letters Are Sent," addressing scholarships, financial aid, and wait-list management for law school applicants, at the Northeast Association of Pre-Law Advisors, Baltimore, MD (June 2014).

Dr. Katie Lebel (Sport Management, lebelk@stjohns.edu) published two articles: "Facing Off on Twitter: An Audience Interpretation of Professional Athlete Profile Pictures" in the *International Journal of Sport Communication* (September 2014) and "An Audience Interpretation of Professional Athlete Self-Presentation on Twitter" in the *Journal of Applied Sport Management* (June 2014).

Professor Mary Noe (Criminal Justice, Legal Studies and Homeland Security, noem@stjohns.edu) published the cover story, "Facebook: The New Employment Battleground" in the *New York State Bar Journal* (June 2014).

Dr. Sandra Reznik (Pharmaceutical Sciences, rezniks@stjohns.edu) published "Increased Placental Trophoblast Inclusions in Placenta Accreta," in *Placenta* (2014).

Dr. John Siolas (Human Services & Counseling, sio-lasj@stjohns.edu) presented a seminar "Our Colleges and Universities in the US" to international students at the Cultural Immersion Program at Vaughn College (July 2014).

Dr. Julia Upton, RSM (Theology and Religious Studies, uptonj@stjohns.edu) was elected Vice President/President-elect of the American Benedictine Academy (July 2014); gave research presentations: "Benedictine Oblates: Profile and Analysis—Glorifying God with Their Lives," at the biennial convention of the American Benedictine Academy [ABA] at Conception Abbey, MO (July 2014) and at both St. John's Abbey and St. Benedict Monastery, MN (August 2014); gave a presentation on "Teaching Reconciliation" at the Rockville Centre Catechetical Congress (September 2014).

Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the November issue is **November 3**. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in "Faculty News."

(The Procrastination Puzzle continued)

In the words of another student, "There have been plenty of instances where I have rushed to complete my work the second before it was due. I don't do it on purpose. It's not as though I enjoy the feeling of pressure and anxiety build up within me. I don't look forward to procrastinating. It happens despite how hard I try not to give into its taunts and temptations. Why do I do it? I'm still trying to figure that out myself."

Procrastination is clearly affecting her college experience and most likely her learning. If there's a role for me in helping her overcome that problem, I'd like to act on it. As for me, it's time to turn my attention to some grading I've been avoiding.

Vincentian Mission: Opportunity and Responsibility No. XLVII In Addition After School: Parents as Partners

Judith McVarish (School of Education, mcvaris@stjohns.edu)

In this series, Vincentian Research Fellows from across the University share their experiences in advancing the Vincentian mission of St. John's through curricula, pedagogy, service and research. In this issue, Dr. Judith McVarish describes a program which she developed and which brings together students, teachers and parents on a regular basis over the school year to engage in the learning process. All experience growth in mathematics and socialization, etc. The parent-child relationship is strengthened through a range of uniquely creative activities while St. John's students are able to observe and interact with the families. The goal for all is to develop competent and confident learners.

I am founder of the St. John's University **In Addition After School Mathematics Project** that affirms both the St. John's Vincentian mission and my identity as educator.

In Addition After School Math Project is based on a philosophy of how children best learn. It has been honed over decades of professional involvement by myself, as the project founder and as original developer, and is continuously shaped and reshaped by all nine project team members. This project actualizes the St. John's Vincentian Mission by working with parents, regardless of race or socio-economic status, as partners in the learning process and by seeing them as essential and equal in helping children to become competent and confident learners.

Our philosophy echoes the recommendations of the National Research Council [National Research Council, 1989; National Research Council 2001], the National Institute on Out-of-School Time [National Institute on Out-of-School Time, 2000] and the National Council of Teachers of Mathematics [National Council of Teachers of Mathematics, 2000]. These leading organizations emphasize that it is essential to provide children with opportunities to be active participants in the development of their own mathematical understandings. This is vital to the learning process. We believe that instruction is most meaningful when teachers use strategies that begin with children rather than with themselves or with a school mandated mathematics curriculum.

For eleven years this project has been situated in a public elementary school of a major metropolitan community. In 2013/14 we served twenty-four students in grades 3, 4, and 5 and their parents of low socio-economic status. For 2014/15 we are adding a Catholic elementary school in Queens as a second site.

Our definition of "parent" includes any prime caregiver such as a grandmother or uncle. The students are always selected by random lottery. The sole criterion for acceptance rests on a commitment for students to attend two hours a day, three days a week, from September to May and two weekend retreats, one in October and one in May. The project facilitates the teaching and learning of mathematics without regular classroom constraints such as high-stakes testing and grades. Math skills are developed by empowering children to depend on their own curiosity, to grow their ideas, to work cooperatively with others and productively alone. Students' investigations, based on their needs and impetus, are often linked to their neighborhood and homes. Everyone—children, teachers, parents, and community members—is involved in a variety of ways.

This multiethnic group of children and their parents are of African American, Latino, Chinese, Mid Eastern and European heritage. The first language of many parents is other than English. We provide translation services where needed. One purpose of our project is to help parents shape new or expanded understandings of mathematics at school and at home and to bridge two very different views of mathematics learning. We meet with parents once a month for math workshops at the children's school. Here parents are engaged in mathematical investigations and discussions about mathematics teaching and

learning. Supper is provided. Attendance at these monthly parent meetings averages close to 95%. Attendance of parents at two camping weekend retreats that are built around doing mathematics "in the woods" averages 91%.

Some of the ways we involve parents in the project are: helping them to create community walking tour books and to lead these walks; having children and parents interview each other about their lives growing up; involving parents in working with children to construct classroom furniture; engaging parents in composing music in the woods and sharing the compositions with their children; posing a challenge to build bridges and shelters in the woods with their children; teaching square dancing for a family hoe-down; and involving them in "improv drama" as problem solving. The on-going results of such activities have fashioned a joyful, warm, collaborative, educative experience for all which carries over within the community.

A prime example of the spirit of our shared mission with team and parents is seen in the following excerpts from a letter sent to the families which, in addition to the usual information of the annual start up, announced the expansion to a second site. Communications are respectful in tone as they blend specificity and clarity of information with a sense of family responsibility for the parent partnership.

As with every year, the team continually seeks out ways to meaningfully improve the program and this year is no different. We wanted to reach out to you this summer to discuss some of the changes that will take place as the program seeks to grow.

*Over the years, we are often asked about expansion. Is the program planning to expand to other schools? What are the plans to bring such a powerful program to more students? How can more benefit from **In Addition**? This has always been a delicate subject for our team because we don't see **In Addition** as a "package" that can simply be unpacked and rolled out. What has made the programs so successful has been the people - the families, the staff, and our alumni - and that close sense of family.*

Well, we are growing. The team has decided to expand to a second school this coming September. A Catholic school in Queens. Searching for a second school that is a "just right" fit was challenging, as many factors had to be considered. However, our most important criteria were interest and need. Partnering with a Catholic school aligns with the mission of the university. This residency will allow St. John's School of Education students to interact more closely with the innovative teaching and learning practices of the after school program, as well.

Funding is one of the greatest challenges to expansion. Our generous, but limited, budget caused us to think long and hard about how we could support two sites and do so at a level that maintains the same quality of learning and experience that has always been a hallmark of our program.

*The program will include **only fourth and fifth graders this year**. We will not be admitting third grade students via our traditional lottery in September. We will select, via lottery, girls and boys to fill vacant slots in grades four and five. By not including third grade this year, we are not phasing out, but instead, creating a group that is big enough to do meaningful work, but intimate enough at each site to maintain that important sense of community and family.*

*We will now operate **two days each week**, as opposed to three. The group will meet on **Wednesdays and Thursdays**, during the same hours as before - 3:30 - 5:30, with homework/snack time beginning at 2:20 each day. Parent meeting will continue at both schools.*

*We are excited about this new growth and the opportunity to expand our "In Addition" family. We believe that the program is special and connects people, over multiple years, in very meaningful ways. Now, we have the opportunity to do so between two schools. **(continued on next page)***

And, last, as you do each September, please let us know, at your convenience, of your intentions for re-enrollment. We have always enjoyed a very high retention rate among our families. Having students continue through the years is, what we believe, makes this program really special, for everyone involved. We sincerely hope to have you all back for another year together.

Our stress on family involvement, mixing fun with learning and encouraging all kinds of creativity contributes to long term benefits from their study. Parents are wonderful partners.



CAREER CORNER

Emerging Trends – What’s Next in Employment?

Judy Courtney (Senior Director, Employer Relation, University Career Services, courtnej@stjohns.edu)

As the fall semester continues to speed by, students are rapidly becoming more and more thoughtful about career opportunities, whether for internships or full time roles. One of the interesting challenges they face relates to becoming engaged in a whole new world of emerging occupations.

Recently, University Career Services hosted a presentation discussing the emerging trends in the New York market. The discussion was led by Dr. Michael Mandel, (president of South Mountain Economics LLC), one of the country’s leading experts in emerging occupations and emerging industries. As the chief economic strategist at the Progressive Policy Institute in Washington, Mandel supervises PPI’s research and policy work across a wide range of topics, including the data-driven economy, the impact of regulation on innovation, and policies to improve production, investment and job growth. He was formerly chief economist at *BusinessWeek*, where he directed the magazine’s coverage of the domestic and global economies. While at *BusinessWeek*, Mandel was named one of the top 100 business journalists of the 20th century for his writings on innovation and growth. He received multiple awards for his work, including the Gerald Loeb Award for Business and Financial Journalism. He is the author of four books including *Rational Exuberance: Silencing the Enemies of Growth and Why the Future Is Better Than You Think*.

Mandel shared information from his recent work for the 2013 Bloomberg Technology Summit. The report, “Building a Digital City,” documents how the growing tech/information sector (which includes traditional tech companies as well as media and information companies) has helped New York City outperform the national economy. Mandel is quite optimistic about the growth of the New York market, believing that our development of certain new industries, aligned with our existing base of traditional companies, presents a strong picture for the economy. Key findings from his work included:

- New York City’s share of the nation’s private sector employment has reached its highest level in 20 years because of the growth of the tech/information sector.
- There are 262,000 workers in the New York tech/information sector, contributing almost \$30 billion annually in wages to the local economy.
- While the financial sector, including real estate, is the single most important engine of the New York economy, the tech/information sector is now number two, surpassing the private health care sector.
- Between 2007 and 2012, the number of private sector jobs in NYC rose by about 4 percent, compared to a 3 percent decline nationally.
- Since 2007, when the Great Recession started, New York City’s tech/information sector has grown by 11 percent, or some 26,000 jobs, adding \$5.8 billion in additional wages to the economy. Indeed, these wage gains accounted for two-thirds of the growth in private sector wages over that stretch.
- Using a conservative estimate, the tech/information boom was responsible for roughly one-third of the private sector job creation in New York City since 2007.
- The growth of Brooklyn’s tech/information sector has outpaced every other large county in the

country, with the exception of San Francisco. This includes traditional tech hubs such as Austin; Seattle; Cambridge, MA; the Research Triangle; and Silicon Valley.

Mandel's key message to both students and faculty in the audience was clear – there will continue to be new roles and opportunities that have never existed before. Emerging markets are creating new opportunities for college graduates and New York City has outperformed the rest of the country in private sector employment since 2007. And, this growth is in a variety of sectors, from technology to arts/entertainment to film production. These emerging sectors will present new career paths, new titles and a bit less structure. But, the opportunities will continue to grow and provide exciting challenges in the years to come.



Student Outcomes: Findings from the Graduating Student Survey (GSS)

Yuxiang Liu (Director of Institutional Assessment, Institutional Research & Academic Planning, Liuy@stjohns.edu)

In an effort to obtain outcomes and contact information from as many of our graduating students as possible, in Spring 2009 the 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 has been implemented annually since 2009. This brief report consists of two sections: a) university-level trend data for the past five classes, and b) student overall perceptions from the 2014 survey at both the University and college levels.

1. University-Level Trend Data for the Past Five Classes

Student overall satisfaction with their experience at St. John's has remained high for the past five classes with the SATISFIED and VERY SATISFIED ratings ranging 92 – 94% for undergraduates and 92 – 97% for graduate students.

The proportion of students who had secured a job before graduation has revealed an upward trend for the past five classes. For undergraduates, it reached 36% (20% keeping current jobs and 16% accepted a job offer) in 2014 as compared to 24% (14% keeping current jobs and 10% accepted a job offer) in 2010. For graduate students, it was 55% (31% keeping current jobs and 24% accepted a job offer) in 2014 as compared to 44% (27% keeping current jobs and 17% accepted a job offer) in 2010.

The percentage of undergraduates who had internships (including student teaching and clinical rotation) also demonstrated an upward trend, from 53% in 2010 to 60% in 2014, while the percentages for graduate students fluctuated between 54% and 60%.

Graduate students' ratings on the quality of instruction have steadily increased: 87% rated it as GOOD or EXCELLENT in 2014 compared to 82% in 2010, while the percentages for undergraduates fluctuated around 80%.

The proportion of students with global experience did not change much for the past five classes: around 60% for undergraduates and a few points lower for graduate students. However, there has been an upward trend in student ratings on how well St. John's did at providing a global experience: 79% of undergraduates rated it as GOOD or EXCELLENT in 2014 compared to 75% in 2010; for graduate students, it was 77% in 2014 vs. 73% in 2010.

Student ratings on "tuition paid was a worthwhile investment" remained relatively low: the proportion of AGREE or STRONGLY AGREE ranged 65 – 69% for undergraduates and 75 - 77% for graduate students for the past five classes.

St. John's Catholic and Vincentian Mission had more impact on undergraduates than graduate students: 73% of undergraduates in 2014 felt POSITIVELY or VERY POSITIVELY impacted as compared to 66% of graduate students.

The ratings by students on Staten Island campus have been consistently higher than the ratings by students on Queens campus.

In general, ratings by graduate students have been higher than by undergraduates.

2. Student Overall Perceptions from GSS 2014 at both the University and college levels.

This section summarizes student overall perceptions from GSS 2014 at the University level, and the college-level results are also presented. Caution should be used when interpreting the college-level data, mainly for two reasons. First, both the population and the number of responses were low for some colleges. Therefore, the ratings for such colleges were more likely to fluctuate than for other colleges. The following table provides data on population and responses by college for GSS 2014:

GSS 2014	SJU	SJC	EDU	CPS	TCB	PHARM
Undergraduate Total	2,089	653	103	890	364	79
Responses	925	305	54	392	131	43
Response Rate	44%	47%	52%	44%	36%	54%
Graduate Total	1,725	363	609	88	385	275
Responses	526	100	163	22	103	135
Response Rate	30%	28%	27%	25%	27%	49%

The second reason for using caution in interpreting the college-level data is that the PharmD graduates were presented as graduate students. These students actually spent most of their time as undergraduates at St. John's, while in general, ratings by undergraduates were lower than by graduate students. Therefore, this might partly explain the relatively low ratings by Pharmacy graduate students. Following are student overall perceptions from GSS 2014.

Student satisfaction with their overall experience at St. John's remained high. As the table below indicates, at the university level 92% of undergraduates and 97% of graduate students were SATISFIED / VERY SATISFIED.

Question 20. Please rate your overall satisfaction with your experience at St. John's.						
% of SATISFIED / VERY SATISFIED	SJU	SJC	EDU	CPS	TCB	PHARM
Undergraduate	92%	89%	97%	93%	97%	75%
Graduate	97%	97%	97%	100%	97%	95%

Regarding the quality of instruction, 79% of undergraduates and 87% of graduate students rated it as GOOD / EXCELLENT. As seen on the table on the top of the next page.

Q11. How was the quality of instruction at St. John's?						
% of GOOD / EXCEL-	SJU	SJC	EDU	CPS	TCB	PHARM
Undergraduate	79%	77%	85%	80%	75%	75%
Graduate	87%	91%	90%	100%	92%	74%

When asked to what extent St. John's core courses added value to their undergraduate education, 86% of undergraduates and 88% of graduate students indicated TO A LARGE / SOME EXTENT. (The graduate students who responded to this question include students who received their undergraduate education from St. John's, and those in the combined programs (bachelor's and master's, PharmD, etc.).

Q12. To what extent did St. John's core courses add value to your undergraduate education?						
% of TO A LARGE /	SJU	SJC	EDU	CPS	TCB	PHARM
Undergraduate	86%	90%	85%	83%	89%	85%
Graduate	88%	95%	94%	100%	98%	76%

As the table below indicates, 65% of undergraduates and 76% of graduates AGREED / STRONGLY AGREED that tuition paid was a worthwhile investment.

Q14. Tuition paid was a worthwhile investment. Please indicate your level of agreement.						
% of AGREED / STRONGLY AGREED	SJU	SJC	EDU	CPS	TCB	PHARM
Undergraduate	65%	60%	70%	70%	66%	47%
Graduate	76%	80%	81%	92%	84%	60%

Regarding the impact of the Catholic and Vincentian Mission on their experience at St. John's, 73% of undergraduates and 66% of graduates perceived as POSITIVELY / VERY POSITIVELY.

Q17. How has the St. John's Catholic and Vincentian Mission impacted your experience at St. John's?						
% OF POSITIVELY / VERY POSITIVELY	SJU	SJC	EDU	CPS	TCB	PHARM
Undergraduate	73%	72%	89%	69%	75%	76%
Graduate	66%	62%	59%	84%	74%	69%

Remember:

The best places to look for faculty-related information are the [CTL Web-page](#) and the [CTL Teaching and Learning Forum](#).

Faculty News:

If you would like to send an entry to "Faculty News," the deadline for the November issue is **November 3**. We prefer that you email the information to CTL@stjohns.edu. Please have your entries follow the style presented in "Faculty News."

[www.stjohns.edu/](http://www.stjohns.edu/CTL)
CTL

This newsletter is published monthly during the academic year by the Center for Teaching and Learning.

Managing Editor:
Lisa Getman



When asked whether they were satisfied with the University's support of internship programs, 81% of undergraduates and 87% of graduates were SATISFIED or VERY SATISFIED.

Q8. Whether or not you completed any type of internship, please rate your satisfaction

% of SATISFIED / VERY SATISFIED	SJU	SJC	EDU	CPS	TCB	PHARM
Undergraduate	81%	72%	91%	83%	84%	80%
Graduate	87%	90%	95%	91%	78%	82%

For detailed survey results or other information, please visit the website of Institutional Research and Academic Planning: <http://www.stjohns.edu/about/administrative-offices/institutional-research>.

The results of the 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. 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.



Faculty Growth Grant Program

The upcoming deadlines to apply for a Faculty Growth Grant are:

December 1, 2014 and May 1, 2015

If you have any questions regarding the application procedures look at our website under [Growth Grant Program](#) or email us at CTL@stjohns.edu.