OFFICE OF INSTITUTIONAL RESEARCH & ACADEMIC PLANNING

Analyzes and disseminates accurate and timely information to support institutional planning and decision-making, and to satisfy external reporting requirements:

- Institutional statistics
- Outcomes surveys
- Research studies and analytical models

Facilitates the development, monitoring and reporting of strategic planning and assessment at the institutional and college/unit levels.

Our website (www.stjohns.edu/ir) includes:

- Fact Book of Institutional Statistics
- Fast Facts
- Outcomes Assessment/Survey Results
- Course Evaluations
- Presentations
- Data Request Form
- Survey Request Form
- Related Links

If you have questions or information requests, please feel free to contact any member of our department:

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FINANCIAL AID (2012-2013)

- 97% of undergraduates received financial aid
- $470 million distributed in financial aid
- $209 million of university monies distributed to students
- 43% of the 2013 freshmen are Pell-eligible/Very High Need

ETHNIC DIVERSITY - FALL 2013

- Students: 47%
- Full-time Faculty: 26% Part-time: 23%
- Full-time Administrators: 32% Part-time: 21%
- Full-time Staff: 31% Part-time: 34%

ALUMNI AND ATHLETICS

- Alumni: 169,000 living alumni
- 81% in the greater New York Area—http://stjohns.edu/alumni
- 17 Division 1 NCAA teams; almost 300 student athletes
- Team Name: Red Storm Team Mascot: Johnny Thunderbird
  http://www.redstormsports.com

Graduate Assistants
Rachel Dolce • Annie Jiang • Pablo Sanchez
Susan Sun • Shantaur Williams

Student Workers
Muzna Hasan • Jolen Lum • Alison Schwartz
William Wong

For additional copies or copies specific to your school/college, please contact our office.

Last revised: December 2013
INSTITUTIONAL GOALS (adopted in 2001)

1. Develop our academic and institutional culture to be student-centered and committed to lifelong learning.
2. Enhance resource development and prioritize resource allocation to achieve our vision.
3. Build an organization of strong leaders where faculty, administrators and staff are enabled, motivated and engaged.
4. Institutionalize our new vision and planning culture in the context of mission and external challenges.

INSTITUTIONAL FOCUS AND PRIORITIES
The transformational elements of this change process rest on three critical elements:

I. MISSION – More visibly embed our Catholic and Vincentian Mission into all aspects of the student experience to prepare our students to be leaders who develop value-driven solutions that truly make a difference in the world.

II. ENGAGEMENT – Significantly enhance the level of student engagement, both in and outside the classroom to increase the likelihood of student success.

III. GLOBAL – Incorporate global perspectives and opportunities into our curriculum and the student experience to prepare our students for a rapidly changing environment.

Technology will be an integrated component enabling the three areas of focus.
Similarly, issues of sustainability and the environment will be studied and addressed.

REPOSITIONING THE STRATEGIC PLAN 2011-2014
• Implementation of Remaining Strategies in 2008-2013 Plan
• Plan Extended to 2014
• Focus on Articulating, Enhancing, Measuring and Marketing the Value of a St. John’s Education

The Strategic Plan, Repositioning Document, Progress Report, Staten Island Strategic Plan and Related Materials are available online at http://www.stjohns.edu/about/leadership/strategic-planning or in printed form from the Office of Institutional Research.

A new strategic planning cycle is underway. In the interim, institutional focus and priorities remain as indicated above.

Highlights of Survey Results
http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys

According to the 2010-11 HERI Faculty Survey:
+ Almost all identify the following goals as “very important” or “essential” for undergraduates: develop ability to think critically; help master knowledge in a discipline; help students evaluate the quality and reliability of information; and promote ability to write effectively.
+ Faculty believe that the University’s top three priorities are: facilitate student involvement in community service; create a diverse multi-cultural campus environment; and promote the intellectual development of students.
+ About one-half perceive that most of the students they teach lack basic skills for college level work compared to 18% of a national peer group.
+ The percent of faculty who indicated that they use the following instructional methods in most/all UG classes: Classroom discussions—67%; Cooperative Learning—56%; Group Project—32%; and Extensive Lecturing—45%.

The 2013 Graduating Student Survey (GSS) results indicate that:
+ Over 90% of students were satisfied/very satisfied with their experience at St. John’s.
+ About four-fifths rated the quality of instruction as good/excellent.
+ Three-quarters of undergraduates and three-fifths of graduate students perceived that the Catholic and Vincentian Mission had a positive/very positive impact on their experience.

The 10-year CIRP Freshmen Survey data reveal an upward trend in the percentage of St. John’s students who frequently/occasionally performed volunteer work, and studied with other students. There has also been an upward trend on the following reasons for attending college: get a better job; make more money; and be very well off financially.

The 2010 Student Satisfaction Inventory (SSI) data indicate that students perceive the following as St. John’s strengths:
+ St. John’s has a good reputation within the community.
+ Students are made to feel welcome on this campus.
+ Faculty are usually available after class and during office hours.
+ St. John’s Central is easy and convenient to use.
+ The campus is safe and secure for all students.

In the 2010 SSI, the following were identified as challenges:
+ Students get the “run-around” when seeking information.
+ Tuition paid is a worthwhile investment.
+ Channels for expressing student complaints.
+ Internship opportunities for students.

The 2012 National Survey of Student Engagement (NSSE) data identified the following areas in which St. John’s first-year and senior students are more engaged than their Carnegie peers:
+ Participating in a community-based project as a part of a regular course.
+ Participating in a learning community or some other formal programs where groups of students take two or more classes together.
+ Working with faculty members on activities other than coursework.
+ Community service or volunteer work.

The 2012 National Survey of Student Engagement (NSSE) data identified the following areas in which St. John’s first-year and senior students are less engaged than their Carnegie peers:
+ Asking questions in class or contributing to class discussions.
+ Working with other students on projects during class.
+ Having quality relationship with faculty and administrative personnel.

Assessment
St. John’s utilizes WEAVEonline®, a web-based assessment management system to support and document the planning, implementation, and results of assessment initiatives at the academic program level throughout the University.

The University began using the online Student Course Evaluation (SCE) in Fall 2007, replacing the former SIR II (paper) version. Questions cover: Course Organization and Planning; Communication; Faculty/Student Interaction; Assignments, Exams, and Grading; Instructional Methods; Course Outcomes; Student Effort and Involvement; and Course Difficulty, Work Load, and Pace. Past SCE results with comparative college-level data are available at:
http://www.stjohns.edu/about/administrative-offices/institutional-research/student-course-evaluation-faqs

For additional cards, please contact the Office of Institutional Research

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