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The 2008-2013 Strategic Plan, Progress Report (October 2010), Repositioning the Strategic Plan 2011-2014, Outcomes Measures, and other related documents are available at: [www.stjohns.edu/about/strategicplan](http://www.stjohns.edu/about/strategicplan)
INTRODUCTION

In the 2008-2013 Strategic Plan and subsequent Progress Report, importance was placed on the continuing evolution of the plan through a proactive approach to learning about and responding to external priorities and challenges. The University’s President underscored this in his cover letters to both documents. At Town Hall meetings during the fall of 2010, the President and the University’s senior leaders celebrated the significant progress and accomplishments of the University community in implementing various aspects of the strategic plan, with our primary emphases on Mission, Engagement and Global and encouraged continued implementation of the remaining strategies.

The President also charged the university community with reviewing and making recommendations for repositioning the plan in the context of the volatile economic climate and other ongoing external challenges. Subsequent to that, the Cabinet, Executive Planning Committee, Provost’s Council, Academic Planning Committee, University Senate, Faculty Councils, Board of Governors, and Board of Trustees among others responded to this charge. In August 2011, a repositioning document reflecting the President’s vision supported by collaborative research, deliberations and recommendations from the various constituencies was finalized and shared with the University community. That document focused on articulating, enhancing, measuring and marketing the value of a St. John’s education.

This is a progress report on the 2011-2014 Strategic Repositioning Plan. It summarizes major accomplishments and identifies ongoing challenges and next steps. It is based on updates provided by the leaders of the respective areas. Also included in this report is the final report of progress relating to the original 2008-2013 Strategic Plan.

Trends in institutional outcomes measures, as well as the complete Strategic Plan and Repositioning documents are available online at www.stjohns.edu/strategicplan
MISSION STATEMENT

St. John’s University is Catholic, Vincentian and Metropolitan.

As a university, we commit ourselves to academic excellence and the pursuit of wisdom, which flows from free inquiry, religious values, and human experience. We strive to preserve and enhance an atmosphere in which scholarly research, imaginative methodology, and an enthusiastic quest for truth serve as the basis of a vital teaching-learning process and the development of lifelong learning. Our core curriculum in the liberal arts and sciences aims to enrich lives as well as professions and serves to unify the undergraduate experience. Graduate and professional schools express our commitment to research, rigorous standards, and innovative application of knowledge. We aim not only to be excellent professionals with an ability to analyze and articulate clearly what is, but also to develop the ethical and aesthetic values to imagine and help realize what might be.

St. John’s is a Catholic university, founded in 1870 in response to an invitation of the first Bishop of Brooklyn, John Loughlin, to provide the youth of the city with an intellectual and moral education. We embrace the Judeo-Christian ideals of respect for the rights and dignity of every person and each individual’s responsibility for the world in which we live. We commit ourselves to create a climate patterned on the life and teaching of Jesus Christ as embodied in the traditions and practices of the Roman Catholic Church. Our community, which comprises members of many faiths, strives for an openness which is “wholly directed to all that is true, all that deserves respect, all that is honest, pure, admirable, decent, virtuous, or worthy of praise”(Philippians 4:8). Thus, the university is a place where the Church reflects upon itself and the world as it engages in dialogue with other religious traditions.

St. John’s is a Vincentian university, inspired by St. Vincent de Paul’s compassion and zeal for service. We strive to provide excellent education for all people, especially those lacking economic, physical, or social advantages. Community service programs combine with reflective learning to enlarge the classroom experience. Wherever possible, we devote our intellectual and physical resources to search out the causes of poverty and social injustice and to encourage solutions which are adaptable, effective, and concrete. In the Vincentian tradition, we seek to foster a world view and to further efforts toward
global harmony and development, by creating an atmosphere in which all may imbibe and
embody the spirit of compassionate concern for others so characteristic of Vincent.

St. John’s is a metropolitan university. We benefit from New York City's cultural
diversity, its intellectual and artistic resources, and the unique professional educational
opportunities offered by New York, Rome and other cities throughout the world where
our students study and serve. With this richness comes responsibility. We seek and
welcome opportunities to partner and plan with our metropolitan communities. We
encourage them to use our intellectual resources and professional expertise in developing
solutions that address strategic issues of mutual concern. On the local, state, national and
international levels, our alumni serve as effective leaders and responsible citizens. We
pledge to foster those qualities required for anticipating and responding to the
educational, ethical, cultural, social, professional, and religious needs of dynamic cities in a
dynamic world.

Mission Statement of St. John’s University, New York
Approved by the Board of Trustees, December 1991
Revised: March 1999 and March 2008
VISION STATEMENT

“St. John’s University will empower diverse learners with quality education for life. Through innovative teaching, research and service, we will foster rational, spirited inquiry and intelligent reflection. Our student-centered approach will be shaped by a caring, energized, nimble culture. Enlivened by our distinctive mission, our graduates will excel in the competencies and values required for leadership and service in a rapidly evolving global community. As a Catholic and Vincentian university, we will be known worldwide for addressing issues of poverty and social justice.”

-Donald J. Harrington, C.M., President, November 2000

INSTITUTIONAL GOALS

GOAL I: Develop our academic and institutional culture to be student-centered and committed to lifelong learning.

GOAL II: Enhance resource development and prioritize resource allocation to achieve our vision.

GOAL III: Build an organization of strong leaders where faculty, administrators and staff are enabled, motivated and engaged.

GOAL IV: Institutionalize our vision and planning culture in the context of mission and external challenges.

INSTITUTIONAL THEMES

Strategic Plan
More visibly embed our Catholic and Vincentian Mission into all aspects of our students’ experience.
Significantly enhance our students’ level of Engagement, particularly with faculty.
Incorporate a Global perspective to prepare our students for a rapidly changing environment.

Repositioning the Strategic Plan
Articulate, Enhance, Measure and Market the Value of a St. John’s education.
OVERVIEW

In spring 2010, the President engaged his Cabinet in a series of planning sessions around the volatile economic climate and the mounting external pressures facing higher education in general and St. John’s in particular. These discussions were extended to include other constituencies including faculty members, Provost’s Council, Executive Planning Committee, Academic Planning Committee, Board of Trustees, and Board of Governors, through spring 2011. The common challenge that emerged related to the widening gap between the rising cost of higher education and its perceived value in terms of student learning and career success. Other related challenges that emerged included volatility of the economy; job scarcity; changing student demographics; global issues; technology; faculty development; and national policy shifts.

The culmination of these discussions was a consensus that we needed to effectively articulate, measure and market the value of a St. John’s education so that it was clear to all constituents. As a result we needed to move quickly to reposition the 2008 – 2013 strategic plan with new or enhanced strategies, and focus on generating new and enhanced sources of revenue to fund them. These themes and related strategies were developed into a Repositioning document supplementing the strategic plan and extending the planning cycle by a year to 2014. The document was shared with the St. John’s community in August 2011 and has received heightened focus since.

This Progress Report summarizes the major accomplishments of each of the areas noted above. It also identifies challenges that remain and discusses next steps. Also included at the end of this report is the final summary of progress relating to the 2008-2013 Strategic Plan.
DEFINING THE VALUE OF A ST. JOHN’S EDUCATION

The most important indicators of the value of a St. John’s education as seen through the lens of the external community were categorized into one of four groups shown below, with the realization that there is some degree of overlap. Many of these indicators are an integral part of the 2008-2013 Strategic Plan. They were included in the repositioning document because they are directly related to the value of a St. John’s education and represent areas that were identified as gaps in the 2010 progress report and in need of heightened focus.

1. Quality Education and Student Experience
   
   We recognize that students come first, and we will provide a first-rate education for them, both in and outside the classroom.

2. Career Placement and Furthering Education
   
   Students need the skills and readiness to compete and succeed in a highly collaborative, global marketplace enabled by technology.

3. Mission
   
   The Catholic and Vincentian Mission will be integrated into all aspects of the student’s experience.

4. Diversity and Global Awareness
   
   Our students will develop the knowledge, competencies and experiences to enhance their personal growth as world citizens, gain an understanding of other cultures and nations, and succeed in today’s global workforce.
A separate document – Combined Outcomes Measures – available at www.stjohns.edu/about/strategicplan provides tables and charts of value indicators, with historical trends, benchmark data and 2014 targets, for what were identified as the most critical measures for assessing the value of a St. John’s education. Regular reports of progress have been made to the Board of Trustees. Many initiatives have been implemented with varying levels of success. Although there are variations for individual indicators, the overall successes and areas of remaining challenges for categories of indicators are summarized in the tables below. It is worth noting that there are instances (e.g. course evaluations) where the targets have been met, but underlying issues remain.

A few indicators that were included in the strategic plan, and not in the repositioning document or vice versa, are also reflected in the summary. As warranted, specific indicators, strategies and progress are discussed.

- Target Met
- Monitor
- Target Not Met / Need Continuing Focus

1.) Quality Education and Student Experience

<table>
<thead>
<tr>
<th>Category of Indicators</th>
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<tr>
<td>Graduation rates</td>
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<tr>
<td>Student and alumni perceptions</td>
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<tr>
<td>Ratings on course evaluations</td>
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<tr>
<td>Student engagement benchmarks</td>
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<td>Licensure examination pass rates</td>
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<tr>
<td>Academic ranking</td>
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<td>Assessment in the core and major</td>
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<td>Third-party endorsements</td>
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2.) Internships, Career Placement and Furthering Education

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3.) Mission

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<tr>
<td>Participation in Academic Service-Learning</td>
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</tr>
<tr>
<td>Vibrancy of a faith community</td>
<td>✔️</td>
</tr>
<tr>
<td><strong>Assessment</strong> of impact of Theology / Philosophy core requirements on student learning</td>
<td>✔️</td>
</tr>
<tr>
<td>Student, alumni and faculty perceptions of the impact of faith/ethics/values/service</td>
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4.) Global Awareness / Diversity

<table>
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<tr>
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<tr>
<td>Number of international students</td>
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<tr>
<td>Ethnic diversity of students and employees</td>
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As is evident from the tables above, targets were generally met in the area of mission, accreditations, course evaluations, and student and alumni perceptions of their St. John’s experience. Some progress has been made and continues to be made in areas identified for monitoring, including licensure pass rates, job placement and furthering education. Challenges remain in the areas of retention and graduation rates, internships, and learning outcomes assessments. Initiatives implemented during the planning / repositioning cycle, which were expected to positively impact these indicators - particularly retention, are being re-evaluated.

**Academic Quality**

**Student Course Evaluations**

*Strategy: Examine and address low bands of faculty evaluations, provide reports of progress to the Board of Trustees, and strengthen use in the conferral of tenure.*

- Over the past year, the Deans implemented processes to identify and improve teaching effectiveness of faculty who score below certain cutoffs on course evaluations. These efforts are continuing and results are being monitored.

- Consistent with the Board’s direction to enhance academic quality, strategies were developed and implemented to increase participation rates and transparency in student course evaluations. These were put into place under the aegis of the Office
of Institutional Research (OIR). They included implementation of the University Senate’s recommendation for a “Course Evaluation Week” each semester with time set aside for in-class completion; heightened communication to the faculty both from the provost and OIR; promotional efforts to students by Student Government Incorporated; and increased communication/advertising to students via The Torch, St. John’s Central, social media and other sources. These initiatives no doubt contributed to the response rate increasing by 6 percentage points to 49% in fall 2011. In fall 2012 the rate was 47%, slightly lower than 2011 but still above the rate for 2010. Research has confirmed that this rate is in line with online participation rates nationally. Whether this rate is sufficiently valid for making detailed results transparent and publicly available is still being explored. A committee of faculty and administrators formed as part of a CBA requirement has almost completed its work and recommendations on a new course evaluation software and questions, pilot testing, and implementation schedule, and with an expectation of a significant increase in participation rate.

- During the faculty collective bargaining process, the Personnel Action Form (PAF) submissions were changed to strengthen the extent to which teaching and student engagement were used in the reappointment, promotion, and tenure process. Faculty members who wish to have their annual report considered for an award must now opt to have their review based primarily on research or outstanding teaching. A full report of progress on these faculty initiatives will be made to the Academic Affairs Committee of the Board of Trustees during the 2014 year.

Accreditations

Strategy: Establish regular reporting process to the Cabinet and to the Board of Trustees on deficiencies noted in key accreditations with action plans presented by Deans for status and improvement.

This has been completed. Action plans for improvement were submitted to the Provost and the Secretary of the University for accreditation, licensure and US News & World Report rankings as appropriate for each school or college. The University Secretary works with the Deans and others to monitor all accreditation reporting and requirements to ensure that any deficiencies are addressed. A report is provided to the Academic Affairs Committee of the Board on a regular basis, but no less than once a year. The status of all accreditations is included in the combined outcomes measures report mentioned earlier, and made available to the Cabinet, Board and University community.
Licensures

Strategy: Develop plans to increase licensure and other pass rates.

Plans and actions to either maintain current high pass rate levels or to remediate deficiencies are noted below:

- **St. John’s College** - Departments have included more focus in their curricula on the material covered in their respective licensing examinations while avoiding "teaching to the test." All three programs' pass rates are exceptionally high; clinical psychology PhD 97.2% pass rate is the second highest of 16 programs in New York State (Syracuse highest at 100% based on very few students who took the exam).

- **Law School** – 2012 Summer Bar Passage Rate of 84% was below the target of 90% and the 2011 rate of 88%. An Ad Hoc Committee on Bar Passage has created an Action Plan, which includes both the tightening of academic standards and the creation of a new course, Applied Legal Analysis, that is required for students in the lower rank of the class. Bar passage will remain a particular challenge as a declining applicant pool necessitates admitting students with lower LSAT scores.

- **Tobin College of Business** – Beginning in 2012 various Certified Public Accountant (CPA) exam review initiatives were established with a goal of improving the pass rates for first-time test takers. Initiatives include the Becker Reimbursement Program, which was rolled out in the second half of 2012; one-on-one advisement appointments; The Gleim Quiz Assessment Tool (spring 2013) made available to all accounting and taxation classes with content relevant to the CPA exam; and partnering with other CPA review providers. Positive results were achieved in 2012 with a 39% pass rate for all test takers vs. 35% in 2011.
Of more relevance in terms of evaluating the effectiveness of TCB’s initiatives, the pass rates for first-time CPA exam test takers within one year of graduation increased by almost 10 percentage points from 38% to 47%. This will continue to be an area of focus with the expectation that pass rates will keep increasing.

**Pharmacy** - The NAPLEX (North American Pharmacist Licensing Exam) pass rate met the target of 97% in 2012 compared to 92% in 2011. The PANCE (Physician Assistant National Certification Exam) pass rate of 96% exceeded the 92% target in 2012 up significantly from 77% in 2011. In both areas, robust improvement plans were submitted and implemented beginning in 2012. For NAPLEX, these included curricular review and revisions; faculty development programs; PharmD. progression monitoring; and access to Pre-NAPLEX tools. For PANCE, these included review of student performance in critical courses; and provision of access to Exam Master Online for PA studies and Exam Master Online Academic Manager for PA Training.

**U.S. News Rankings**

*Strategy: Develop and implement plans to address the issues that will enhance the external rankings of the Law School, TCB and The School of Education to better leverage these strengths for broader reputational value.*

Trends, actions and plans to try to impact the rankings are summarized below:
• **Law School** – The Law School rank declined from 79th in the *US News*’ 2013 Edition to 98th of 194 ranked schools in the 2014 Edition. The Law School’s goal is to reduce enrollment by 15% to keep credentials of entering students as high as possible. However, this is very challenging as a declining applicant pool necessitates a decrease in student credentials, even with the 15% enrollment decline. A Bar Examination review course improvement plan has been implemented.

• **Tobin College of Business** - TCB was ranked 128th of 140 ranked schools in the *US News* 2014 Edition, compared to 125th in the 2013 Edition. Having determined that the controllable factors are acceptance criteria and peer review, TCB has improved the average GMAT score for accepted students and continues to work to improve visibility among peers.

• **The School of Education**’s rank fell to 127th of schools in the *US News* 2014 Edition, from 84th in the 2013 Edition. Related initiatives underway include funding for and revival of a School of Education newsletter to be sent to every Education Dean in the nation; published research of faculty to all deans and professional organizations; and increased support for faculty presenting at national conferences. The Dean also sent a letter to all Deans of Schools of Education in the country detailing the most significant publications and research of faculty.

**Learning Outcomes**

*Strategy:* Assess the extent to which the defined learning outcomes are being achieved in the core curriculum and within each discipline. Specifically identify the extent to which the six Philosophy and Theology courses have strengthened competencies relating to core elements of the Mission.

**Assessment of the Core Curriculum**

Although some related activities have taken place under the aegis of the University Core Curriculum Committee (UCCC) as well as St. John’s College, there is more to be done on the critical issue of the assessment of learning outcomes in relation to the core curriculum. The adoption of the Academic Planning Committee’s recommendation regarding the use of selected data from the National Survey of Student Engagement (NSSE) is an interim solution.

• The **UCCC** conducted an assessment of all common course outlines in 2011-2012; held a series of conversations and studies in 2012-2013 aimed at exploring possible changes that might enhance the common and distributed core; and distributed reports and recommendations to various constituencies. Discussed, but not
implemented, was the examination of the impact of six theology & philosophy courses on the mission and learning outcomes in the common and distributed core.

- **St. John's College** - Chairs of the Philosophy and Theology Departments worked with full-time faculty to articulate related learning outcomes and to ensure that mission-specific learning goals and learning outcomes are added to the syllabi for all core philosophy and theology courses for fall 2013. A subcommittee will develop a plan for assessing levels of student achievement for the mission-specific learning objectives. The Dean also formed a committee with faculty in theology, philosophy, and psychology to design a survey to be sent to alumni who completed the core curriculum when they were enrolled. The survey was administered in spring 2013. Plans to improve courses will be developed based on what is learned from this survey and work being done by the UCCC.

- **Academic Planning Committee (APC)** - At the request of the provost, the APC conducted research, reviewed trend and comparative data (2004 – 2012) from the National Survey of Student Engagement (NSSE), and recommended that selected NSSE questions relating to critical thinking, information literacy, writing, oral presentation, and quantitative reasoning be used to assess the core in the short term until direct measures are established. The APC also recommended that the 2012 values be considered baselines. These recommendations have been accepted by the Provost Council, and plans to move forward with adoption are in progress.

**Assessment in the Discipline**

- Significant progress continues to be made with assessment of learning outcomes in the disciplines in all schools/colleges with examples noted below. Mission, goals, outcomes, measures and targets were defined and reported in WEAVE Online for almost 90% of all programs in 2011-2012 compared to 70% in 2008-2009. Going forward, more focus will be placed on findings and action plans currently at 39% as posted on WEAVE.

- The School of Education continues to comprehensively assess student learning to meet the ongoing requirements of the Teacher Education Accreditation Council (TEAC) through qualitative analysis of multiple measures of evidence. Scores on New York State Teacher Certification exams, GPA’s for designated courses and ratings provided by supervisors of student teachers provide evidence of successful student learning outcomes for Subject Knowledge, Pedagogical Knowledge and Caring Teaching Skill. Additional evidence is provided through exit survey analysis.
of student opinion, ratings provided by employers of our graduates and results of rubric evaluations of comprehensive evaluations and theses completed by our graduate level program completers.

- Similarly, the AACSB (The Association to Advance Collegiate Schools of Business) accreditation requires a regular assessment of the business core classes and of each program offered, which the Tobin College of Business has completed.

- The College of Pharmacy and Health Sciences uses a number of learning outcomes assessment tools. They include national student surveys benchmarked against comparable colleges, both national and in-house knowledge-based competency exams, high-stakes case studies, capstone courses and in-course outcomes related embedded questions. The College has also started using portfolios for the PharmD program and is planning to expand to include the Physician Assistant program in the near future. All assessment data is collected and analyzed by the College’s Office of Assessment which then reports to the College's Outcome and Assessment and Curriculum Committees for needed action as indicated by the data.

**Reporting**

*Strategy: Create a structure for monitoring and reporting academic quality measures to the Board of Trustees on a regular basis.*

- As noted above under Accreditations, the reporting structure is in place and was expanded beyond academic quality measures. All measures are updated by Institutional Research on a quarterly basis and a summary of progress is reported to each of the respective Board Committees at each December board meeting. Updated values are also placed on the Strategic Plan web page for access by the University community.

- In addition, starting with the 2011 performance management cycle, a consistent framework for academic objectives, outcome measures and targets was incorporated into the deans’ annual performance assessments.

**Retention/Graduation Rates**

**University Freshmen Center (UFC)**

*Strategy: The UFC has been restructured under the new leadership of an Associate Provost of Student Success to heighten focus on retention of first-year students through aggressive implementation of Early Alert and other intervention strategies.*

- Initiatives aimed at improving students’ first year grade point average- a key predictor of freshmen retention- were implemented by the UFC in collaboration
with the respective deans, faculty and colleges. Actions included better sequencing of core courses, implementing a robust faculty Early Alert System for at-risk students, and enhancing the level of tutoring and intervention provided through advisement and the University Learning Commons. Average first year student grade point averages increased from 2.95 to 3.08 between fall 2009 and fall 2012. Other retention initiatives that have been implemented or enhanced include the following: A Spring Appointment System to increase contact with students who attained low fall GPAs; Project SAFE (Student and Faculty Engagement) mentoring program; New Student Convocation Luncheon in collaboration with the Deans’ offices and Department Chairs; and a restructuring of the University Learning Commons (ULC).

**Retention Task Force**

*Strategy: A Retention Task Force led by the Associate Provost and Vice Provost will be established as a vehicle for ongoing assessment and improvement of existing policies and procedures, while addressing long-term strategic issues.*

- A Retention Task Force, facilitated by the SVP for HR & Strategic Planning, was established and meets regularly to address ongoing root causes of first year student attrition. Membership includes the Provost, Chief Operating Officer, Vice Provost, Associate Provost for Student Success, VP for Enrollment, VP for Institutional Research and Academic Planning and the Director of Institutional Assessment.

- The Task Force requested and reviewed retention-related studies spearheaded by the Office of Institutional Research, made recommendations, and provided oversight on various initiatives. These included the following:
  - Implementation of changes in the grade point average criteria from 3.0 to 2.0 for retaining scholarships – Academic Promise Awards - for freshmen admitted with less than an 85 high school grade point average.
  - Identification of St. John’s College “undecided” majors as a key area requiring improvement, resulting in a more aligned placement of incoming first year students into colleges and programs of potential interest.
  - Reevaluation of the amount of scholarship aid for continuing students with the strategic recommendation to significantly increase the amount of aid allotted to enhance students’ retention and graduation rates.
  - Initiation of a peer mentoring program for African-American and Hispanic students through the Office of Student Affairs-The RISE Network.
Reduction in the number of incoming Referred LST students from 355 in 2009 to 227 in 2012. To date, there are 146 new LST students registered for fall 2013.

Oversight of an intensive intervention program designed to provide academic remediation to the referred LST population, described below.

Piloting of Summer Bridge and other programs for at-risk students, described below.

Heightening focus on unique attributes of secondary market students who retain at a significantly lower rate has been identified as an area requiring additional attention. Focus groups were conducted with students from states with the highest first year turnover rates. This data will be examined with exit interview data for the development of intervention strategies by state.

College and Discipline Approach to Retention

Strategy: Recognizing the differences in first year retention rates by college and discipline, a segmented approach for improving outcomes is being implemented.

Many student - faculty engagement activities were implemented at school/college or departmental levels, though generally with little to no appreciable impact on outcomes. Collaborative programs were also implemented. Some are summarized below.

College of Professional Studies / University Freshman Center: LST Program

- A proposal for the reworking of the LST program for the 2011-12 and 2012-13 academic years was approved, and implemented under the direction of two CPS professors – one in Queens and one on Staten Island - at an annual budget of $312,000. The stated goal was to increase retention for these cohorts by at least 5% each year with continuation of the program beyond the two-year period contingent on the degree to which the program met its retention targets.

- The mission of the program was to ensure that LST students were taught primarily by full-time faculty, with faculty continuity from the fall to the spring semester. The redesigned program allowed for open communication between the UFC advisors and the LST faculty regarding the students’ academic performance, and utilization of the Freshman Center, University Learning Commons and the Writing Center.

- Students were intentionally programmed into a specific LST course for the fall and then enrolled in the same instructor’s core class for the spring. The rationale was
that having mostly full-time faculty working with this cohort, sharing a common curriculum, having conferences with students, and meeting regularly for faculty development would provide the learning culture necessary for these students to succeed. Although these activities were positively received by faculty and students, final retention results after the first year and preliminary results for the second year of this program did not show the improvements outlined in the proposal. Based on the results, the Dean and the Retention Task Force were in agreement in recommending that the programmatic investment not continue for fall 2013. The goal will be to continue to decrease the size of each incoming cohort such that the overall impact on attrition is minimal.

St. John’s College / University Freshman Center: Placement Test Strategy

- Since 2010, the UFC has worked in collaboration with St. John’s College of Liberal Arts and Sciences (SJC) Chemistry and Math departments to create a placement exam for newly admitted, paid-deposit science, math, and select undecided major students. The goal is to assess the students’ skill level in chemistry and/or math so students are appropriately placed in these classes during their first semester and thereby given maximum opportunities for academic success. Science majors are identified as new students accepted into chemistry, biology, physics or environmental science, and undecided degree students are selected because they have indicated an interest in pursuing a science degree. At the beginning and the end of each semester, representatives from the UFC and St. John’s College meet and discuss the validity of the exam, the process and future changes. Assessment is ongoing.

Summer Bridge Program

Strategy: A Summer Bridge program will be implemented in Queens (2012) for selected at-risk students, to enhance their academic skills and ease them into higher education.

- In 2012 a Summer Bridge Program was conducted for 30 students who voluntarily chose to participate from an invited pool of 1200. The goal was to bring in students whose transcripts indicated that they might be at risk for success in math. While feedback from students was overwhelmingly positive, future sessions were put on hold until it is determined whether a mandatory approach for specific cohorts of incoming students was appropriate.
Admissions

_strategy: Academic sector and Admissions will explore process of vetting at risk students in a different manner prior to acceptance._

- In an effort to increase the overall level of student academic preparedness, Enrollment Management reduced the number of incoming students with a high school grade point average less than 80 starting with the entering class of fall 2012 and reduced the size of the LST Cohort to approximately 250. Preliminary results regarding any impact on retention will be available in mid-October.

Faculty Service

_strategy: The strategy outlined in the 2008-2013 Strategic Plan, which established student engagement through teaching and service as an integral part of the criteria for tenure and promotion decisions, will be actively pursued. Through the Deans, we will reinforce a culture of engagement and publicly recognize faculty who excel._

The 2011 Collective Bargaining Agreement (CBA) included enhanced definitions of both Teaching and Service as part of a faculty member’s responsibilities. These translated directly onto both the PAF (Personnel Action Form) – the required yearly form for all faculty members with reappointment, tenure and promotion actions and the AFAR (Annual Faculty Activity Report), the required form for faculty members to complete if seeking a recognition Award that is merit based. Throughout the past two personnel action seasons, faculty have had to satisfy each of the three committees involved in the personnel process and the Board of Trustees that they pursue and achieve high levels of student engagement through excellence in teaching as evidenced by portfolios and classroom evaluations and through more meaningful service which can range from mentoring student theses (an overlap with teaching) to providing advisory service to student groups. Faculty in the College of Professional Studies have been offered a teaching load reduction beginning in fall 2013 in order to pursue student engagement activities.

Technology

_strategy: Hire an external consultant to help shape a Vision and Plan for the future. Develop technology expertise and support for existing and new media within the academic sector at the department level where feasible to encourage broader faculty utilization._

- An external consultant facilitated the development of an IT Strategic Plan with the participation of many representatives across the University. Many technology-focused faculty and curricular development efforts have been undertaken or are underway under the auspices of the deans, Center for Teaching and Learning and others. Other technology strategies and recommendations in the Repositioning and the Strategic
Plan were incorporated into the IT Strategic Plan. The plan was approved by the Board of Trustees and published in December 2012. The plan seeks to make technology a source of differentiation for St. John’s University through its innovative application to student success. It establishes four technology goals and related strategies for the next four fiscal years. Resources have been allocated and many initiatives are in progress with teaching and learning initiatives the highest priority. The four goals and progress towards the goals are summarized below:

<table>
<thead>
<tr>
<th>Goal</th>
<th>Goal Description</th>
<th>Progress</th>
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| 1.   | Enhance students’ educational achievement and career readiness | **Completed or near completion**: Classroom video conferencing and lecture capture. For example, CPS successfully piloted multi-campus courses in fall 2012 and spring 2013, connecting the Queens and Staten Island campuses via Interactive video technology.  
**In Progress**: Academic Technology Director; Media Center; Faculty Technology Seed Grant; Student Laptop Review; St. John’s Central and Blackboard Updates; and Office 365 Conversion |
| 2.   | Foster broad and deep constituent engagement and enable more varied and sustained collaborations | **Completed or near completion**: Residence Village wireless; web conference events; and video conferencing  
**In Progress**: STJ SJU? Mobile re-launch and website redesign |
| 3.   | Achieve operational effectiveness by improving the efficiency and availability of services and providing data and analytical tools to support decisions and assess results | **Completed or near completion**: Conference Services system and Student Housing reservations  
**In Progress**: CRMs – Enrollment Management and Institutional Advancement; IT skills review; and user services |
| 4.   | Provide and sustain a secure, reliable and sufficiently robust technology infrastructure | **Completed or near completion**: Telephone switch Phase I  
**In Progress**: Data network Phase 1; Data Center infrastructure; desktop and wireless upgrades; IBM video surveillance analytics pilot; and network security |

**Career Placement and Furthering Education**

Most of the strategies identified in the Repositioning document relating to enhancing career placements and internships have been implemented or are underway. Progress continues to be made in the percentage of our graduates who find jobs in their field or who are furthering their education, increasing the combined rate from 80% in 2010 to 88% in 2012.
Strategy: Hire an external consultant who is expert in the Career Placement field to benchmark best practices, shape a vision, define an organizational model and develop specific strategies to dramatically enhance career placement outcomes.

- A cross-functional committee, co-chaired by the EVP for Mission and Student Affairs and the SVP for HR and Strategic Planning, was convened throughout the 2012 academic year and met regularly. The advisory services of Grant Thornton were also secured in the fall of 2011 to conduct a comprehensive review of University career placement efforts. After intensive benchmarking of best practice universities; internal faculty and administrator interviews and focus groups; input from the Board of Governors and Board of Trustees, and a comprehensive employer and alumni survey, Grant Thornton in conjunction with the above committee, supplied Phase 1 institutional findings and recommendations. This report became the foundation for both a broad-based cultural shift and the development of an operational plan to truly embed career services across the institution. The President’s Cabinet approved a significant investment of resources –both personnel and facilities—to shape a best-in-class Career Services organization.

- Building upon these campus-wide recommendations from Grant Thornton, the consultancy services of two independent experts in the field were secured in the fall of 2012 and the spring of 2013 to assist with the implementation plan. Key recommendations for modification of Career Services programming content have been implemented, an employer relations outreach plan is under development and a new Career Center structure has been implemented. New personnel have been
hired to support a reengineered and renamed *University Career Services unit*, which is reorganized in a 'hybrid' structure, with a central office and co-located personnel in each college and on Staten Island. The new model was implemented in the spring of 2013.

**MARKETING THE VALUE OF A ST. JOHN’S EDUCATION**

Recognizing the importance of marketing the value of a St. John’s education, the primary strategy that was proposed was to hire an experienced marketing executive to develop and implement an aggressive marketing plan. Steps that were envisioned included a review of our brand positioning/vision statements; extraction of key elements for inclusion in marketing campaigns where appropriate and modifications where warranted.

*Strategy: Hire an experienced marketing executive to develop and implement an aggressive plan.*

- A Vice President of Marketing and Communications was hired in December of 2011. A unified marketing model of building partnerships across the University that focuses on collaboration of teams and sharing of resources was developed. The office was restructured to create a more strategic marketing and communications enterprise.

*Strategy: Review brand positioning/vision statements from the Strategic Plan to determine if statements are still valid or need to be modified.*

- SimpsonScarborough was engaged and conducted a brand perception study in summer 2012 across multiple audiences via online surveys, phone interviews, focus groups and 1:1 interviews, and analyzed results.

- A strategic marketing and creative services firm, CCA, conducted Brand Platform Discovery Research in fall 2012.

- The key University attributes around which St. John's is currently best known were identified as supportive environment, diversity, Vincentian tradition, basketball, and New York City.

- It was determined that the strongest marketing messages that will help underscore the value of a St. John’s degree are academic prestige; success + service; global city/world campus; New York City’s team; and alumni network.

- These findings are the pillars of a brand platform that captures the essence of the St. John’s experience which will now serve as the chapters of our brand story for our internal and external audiences.
**Strategy: Build on strengths outlined in the SWOT analysis and repeatedly incorporate into marketing messages**

- Based on the studies noted above, CCA and the Office of Marketing and Communications developed a brand messaging platform, new graphic identity and logo, and an integrated communications campaign.

- The institutional brand rollout is underway. The institutional brand and graphic identity were presented this spring; this summer there will be environmental graphics updates across campuses and work with the Athletics department to refine the University’s Athletics’ identity. The internal brand rollout, kick-off to alumni, and external rollout through a multi-media image campaign are slated for fall 2013.

**Strategy: Articulate the value of a liberal arts education, using learning outcome measures of the core and incorporate into messages.**

- This will be a sub-pillar of the brand platform under academic excellence.

**GENERATING NEW AND ENHANCED SOURCES OF REVENUES**

A great deal of progress has been made in implementing strategies identified in the Repositioning of the Plan to generate new and enhanced sources of revenue to help fund strategic priorities and mitigate tuition dependency. The most recent and most significant is the agreement to sell the Manhattan campus for $223 million.

**External Transfers**

**Strategy: Increase external transfers from community colleges:**

- Enrollment Management and the Office of Transfer Services have worked together to establish new and improved transfer credit evaluation processes, increase transfer articulation programs and enhance conversion of transfer admits.

- Additional outreach efforts and financial aid initiatives have been implemented. External transfer students with an associate’s degree from a community college prior to enrolling at St. John’s are now guaranteed a minimum 40% tuition discount. The Transfer Distinction Award for the 2013-14 academic year is valued at $15,000.

This is an area that requires increased attention in the coming year to achieve aggressive revenue targets.
Graduate Programs

*Strategy: Grow new and existing graduate programs*

Graduate enrollment has been declining slightly over the past three years. The Provost’s Office is working with the deans, Enrollment Management, Business Affairs, and Institutional Research to establish targets, project enrollment by program, and set accountability for increasing enrollment in graduate programs. The Provost will also be hiring a Vice Provost for Graduate Education. These strategies will receive heightened focus going forward to achieve enrollment and revenue targets while continuing to strengthen graduate education.

Distance / Online Learning

*Strategy: Develop and implement an integrated, strategic distance learning approach that includes a comprehensive plan for academic programs, enrollment, marketing, technology, revenue and global opportunities, with a particular focus on graduate program growth opportunities*

A multi-pronged online strategy has been developed incorporating market research, benchmarking, and partner proposals. This has been spearheaded by the Associate Provost for Online Learning, with the facilitated efforts of an external consultant, and a University-wide committee of academic deans and administrative leaders, and with input and support from faculty. The main recommendations listed below were shared with the Cabinet, Academic Affairs Committee of the Board of Trustees, the Executive Planning Committee, and faculty, in spring 2013:

- Incrementally expand enrollment in existing programs.
- Develop three clusters of programs with appeal to existing and new markets.
  - MBA, MS Accounting, MS Taxation, LLM Taxation
  - MSED and Advanced Certificate in Educational Administration
  - Ten most valuable bachelor’s programs for adult learners
- Selectively partner with online learning corporations to accelerate growth, share risk, and learn from their experience. The estimated cumulative net positive cash flow within six years of startup is between $7.6 million (MBA) and $11 million (cluster of business programs) Build an integrated, scalable organization to oversee and coordinate implementation of the online learning strategy.
- Align University services and establish a governance structure to support one-stop shopping for online program students (Enrollment Management; academic program and support services, IT, Career Center, Campus Ministry, Student Affairs)
• Leverage the technology (IT) strategic plan to enable online, blended and on-campus learning. This will include the Digital Learning Center; additional instructional designers; constituent relationship management; expanded academic technology support; improved student and business analytics; and expanded self-help and IT support hours.

• Position the University to monitor and benefit from further academic innovations, including MOOCs.

FY14 Investment has been approved for personnel, technology, operations and promotion. This lays the foundation for expansion, enables partnering to begin in FY14, and projects increased enrollment in non-partner programs by 10 for fall 2013, 20 for spring 2014, 30 for summer 2014, 50 for fall 2014 and 50 for spring 2015, contingent on requisite resources.

Summer Sessions

*Strategy: Identify a leader from the Provost’s Office to be accountable.*

• The Associate Provost for Academic Planning & Resource Management worked with the deans, Enrollment Management, Associate Provost for Online Learning and others to manage the summer sessions, increase Distance Learning offerings, optimize course management, and promote offerings. The target revenues were met in FY12 and FY13.

Conference Services

*Strategy: Increase utilization of University’s facilities, with minimal capital investment, with goal of increasing revenues by 100%*

• Conference Services retained existing clients, cultivated new global partnerships, and increased FY13 bed-night utilization by 40% over FY10 using additional staff of 3FTEs. Actual FY13 gross revenues increased by 89% over FY10.

• Challenges identified include the volatile national and global economies; increasing competition from other universities and changes in regulatory requirements for minors.

• Next steps include global outreach to identify new third-party partnerships to expand English as a Second Language (ESL) business and refocus on the adult market; and further cultivate other businesses to sustain and diversify the revenue base.
Campuses

**Strategy:** The plan approved by the Board for Manhattan and Oakdale is expected to generate new revenues with minimal new investment. A strategic plan and new approaches for generating additional revenues on Staten Island will be developed under the leadership of the Academic Vice President.

**Manhattan**

- The repositioning plan for the Manhattan campus was revised from a long-term lease of two floors to full monetization of asset, while securing a viable site for future operations.
- A significant sales price of $223 million has been achieved for the property, with a completion date of property sale of July 2013 and a lease back until June 2014.
- A team has been assembled to secure a new Manhattan site with an expected lease completion date of December 2013 and relocation to a new location by June 2014.

**Oakdale:**

- Completed new 3rd party leasing agreements to increase campus revenue by expanding catering operations and student housing.
- Obtained Town of Islip approval for developing 480 residential units on a portion of the campus.
- Short listed developers from 20 to 2 to pursue residential development with substantial long term revenue stream and upside potential.
- Expect final developer agreements by April 2014 with project phased completion by 2017.
• Currently pursuing additional revenue opportunities through restoration of the Boat House and Marina Operations.

Staten Island

A cross-functional Task Force, co-led by the Staten Island (SI) Academic Vice President and the SVP for HR and Strategic planning was convened in the fall of 2011 with the objective of developing a plan to significantly reverse enrollment declines of 53% over the last 14 years on the Staten Island campus. The Task Force engaged a market research firm, Eduventures, and a real estate/asset development firm, DBI, to conduct extensive studies on the feasibility of academic program development and/or asset monetization of the Staten Island campus. Following the Task Force report, the President’s Cabinet concluded that enrollment trends needed to be reversed before lease-back or development options for the campus were considered. The Task Force report became the foundation for the development of a SI Strategic Plan developed by a faculty committee that was convened under the leadership of the Academic Vice President of the Campus. The plan aims to:

• Focus on key undergraduate and graduate program areas that were identified by Eduventures as showing the most promise for traditional and/or non-traditional enrollment growth: accounting; finance; psychology; business communications; and health care services; as well as other areas identified by the faculty.

• Use effective messaging to raise awareness of St. John’s – Staten Island, among prospective students and the employer community.
- Enhance career connection and internship opportunities to a level of distinctiveness for the campus.
- Focus on the local, adult learner market as a more promising and untapped market than the traditional students.
- Implement a governance structure that will provide more autonomy and accountability to the Staten Island campus.

A draft of the plan has been presented to the Staten Island faculty, Cabinet, Executive Planning Committee, and the Board of Trustees. Several unresolved issues are being addressed through meetings with union leadership and other bodies. These include governance structure; tenure and accreditation issues; and administrative / operational and reporting relationships with Queens. The expectation is that a final plan will be shared with the Board at the October 2013 meeting to implement changes at the earliest possible date. Funding has been approved and personnel are in place for initiatives related to careers/internships and the adult learner market. It should be noted that programming and other initiatives in the plan when fully implemented should stop the decline in enrollment, but an assessment of whether adequate enrollment growth has occurred to stabilize the campus will need to be done on an annual basis. Determining the fully-loaded financials for the campus and establishing targets for what constitutes adequate enrollment growth will be developed prior to the October Board meeting.
Institutional Advancement / Athletics

Strategy: Assess resources needed to expand growth in annual donations. Develop plan and dedicate resources to the 2020 Capital Campaign. Assess additional opportunities in athletics and naming / corporate sponsorships.

2020 Capital Campaign

- A strategic, inclusive and comprehensive Vision 2020 Capital Campaign plan has been developed. It is built around the following “Campaign Pillars of Support” - Academic Excellence; Mission; Enhanced Funding for Financial Assistance; Enhanced Facilities and Technology. The capital campaign will provide the foundation for a bold new era of University achievement.

- Strengthening connections with the institution and securing support from a significantly larger donor base—while also developing the infrastructure and strategies necessary to keep these donors engaged for lifelong giving beyond the campaign is the objective.

Athletics

- A focus on athletic development efforts raised an all-time annual high of $2.2 million in 2012-13.

- The University reached an agreement with the Under Armour apparel company effective summer 2013. Including trade value and the reach of all incentives, the partnership has significant upside revenue potential. St. John’s is now a part of the new BIG EAST Conference along with Butler University, Creighton University, DePaul University, Georgetown University, Marquette University, Providence College, Seton Hall University, Villanova University and Xavier University, with competition beginning with the 2013-14 academic year. The new BIG EAST Conference has agreed to a TV partnership with Fox Sports worth upwards of $600 million to the Conference schools over 12 years.
OVERVIEW

Most of the objectives and strategies outlined in the Strategic Plan have been accomplished. Some accomplishments were summarized in the October 2010 Progress Report and the August 2011 Repositioning of the Plan documents. Major institutional accomplishments over the past two years, changes in progress toward targets, and remaining challenges around Mission, Engagement (if not addressed in the repositioning section) and Global are summarized in this section.

MISSION

During the planning cycle, the focus was on developing an integrated learning experience that continued to build on our Catholic and Vincentian values.

A. Vincentian Institute for Social Action (VISA)

The Vincentian Institute for Social Action (VISA) continued to highlight our distinctiveness as a Vincentian university, and to have a meaningful impact on students, faculty and the larger community.

*Strategy: Develop and implement a University-wide infrastructure and interdisciplinary approach that leads, supports, finances and promotes the activities of VISA.*

- Under the University’s Mission organization, an Executive Director for VISA was appointed with oversight for Academic Service-Learning, the Ozanam Scholars’ Program, Strategic Service Partners (including the Advantage Academy) and the Faculty Research Consortium. The Advantage Academy was established in 2009 in partnership with the New York City Department of Homeless Services (DHS). The program provides qualified individuals, from homeless, formerly homeless and at-risk households with the opportunity to obtain an Associate’s Degree through the College of Professional Studies at no cost. The goal of the program is to break the cycle of poverty through education. To date, 30 students have graduated.

*Strategy: Develop and implement an Ozanam Scholars Program through the annual recruitment of 30 dedicated incoming students with superior credentials.*

- As of fall 2012, six cohorts of freshmen totaling 157 students have participated in the Ozanam Scholars Program, which involves students, faculty, and community partners. Scholars represent all schools/colleges, and more recently Staten Island in addition to Queens. The program celebrated the graduation of its inaugural class in May 2011. Scholars complete community service, course work and research on poverty and related issues; they also participate in national and international travel to develop as academic scholars, Vincentian leaders and global citizens. Scholars
rate the Vincentian values and the program as positively impacting their growth and their attitude towards serving the poor.

**Strategy: Create an inter-disciplinary Faculty Research Consortium to guide the academic integrity of VISA and its major components.**

- The Faculty Research Consortium (FRC) was created in 2009 and consists of five governing members (including a Chairperson) from each academic unit. The FRC is responsible for preserving the academic integrity of the Institute. Responsibilities include reviewing new research and academic initiatives of all Institute areas and providing a framework for standard VISA evaluations.

**Strategy: Establish a group of strategic service partners that will embrace the VISA program.**

- VISA works with 12 service partners throughout New York City and over 100 additional sites through Academic Service-Learning in New York City and abroad (17 sites are global). Service partners serve as the locations for long-term sustainable projects with research.

**Strategy: Expand the Academic Service-Learning (AS-L) program to create, sustain and perpetuate the experiential aspect of a St. John’s education.**

- Academic Service-Learning (AS-L) programs continue to grow. In 2009, AS-L became a mandatory component of Discover New York (DNY). Every first-year student is now introduced to the University's Vincentian mission and commitment to service through this course. This includes a minimum of 6 hours of service and class reflections. In addition, the AS-L program has expanded student participation through various disciplines. In 2012, 4,600 unduplicated students participated in AS-L, an increase of 36% over the 3,377 who participated in 2009.

**Strategy: Resurrect and update the St. John’s University Press**

- In a redesigned model of a St. John’s University Press, an online journal will serve as an electronic vehicle for program and research presentations and intellectual discourse among students and faculty members. A proposal has been completed and is presently being reviewed for implementation.

**Strategy: Develop and implement a framework for outcome measures.**

- Surveys and other Assessments are administered to each area of VISA through various programs and initiatives throughout the academic year, under the leadership of an Associate Director for Community Partnerships and Outcomes Assessment (since 2011).
B. Formation and Development - Student/Faculty/Administrators/Staff

During the planning cycle, the University focused on making the connection between our Catholic and Vincentian character even more explicit, and carried this out across all constituencies. A few of those efforts are highlighted below.

1. Mission Plan: An Audit and the Next Five Years

   **Strategy:** Develop and implement a Five-Year Mission Plan to address formation, service, and spirituality through the lens of our Catholic and Vincentian identity.

   - The Mission Office has collaborated with Institutional Research and other offices to collect and summarize mission-related data from a variety of surveys in the first phase of a Mission Audit. While a Mission Audit and Plan have not yet been completed, a Mission Committee of the Board of Trustees has been established. Key institutional outcome measures have been developed and are reported to and monitored by this Board Committee.

   - Participants in the Vincentian Mission Certificate (VMC) program, the Vincentian Mission Institute (VMI) and University Service Day (USD) have provided valuable input on the Catholic and Vincentian identity of St. John’s. Written assessments from VMC participants and written case studies from senior administrators who participated in the VMI program have been gathered, detailing their perspectives on Catholic and Vincentian identity issues on campus. USD team leaders have also been invited to feedback sessions on how to better incorporate the St. John’s mission into the opening ceremonies, service and reflection components of the program. This information will be included in the Mission Audit which will guide the development and implementation of a Five-Year Mission Plan.

2. Formation

   **Strategy:** Continue to offer current Mission Orientation programs to faculty, administrators and staff

   - More than 900 employees have participated in a one-day Vincentian Mission Orientation (VMO) session and representatives from Student Affairs, Residence Life, Freshmen Center, Athletics, Academic Service-Learning and VISA have participated in the year-long Vincentian Service Reflection Team (VSRT) training cohorts.

   - Over seven years, almost 200 employees - six cohorts - have participated in the Vincentian Mission Certificate (VMC) program, during which they complete over 50 hours of service and participate in a series of workshops and reflections over a 16-month period. Following a first cohort of ten, the second cohort of the Vincentian
Mission Institute (VMI) completed the program that is offered in conjunction with DePaul and Niagara Universities. Nine administrators and faculty members engaged in a revised two-year curriculum, which now includes monthly videoconferencing and online coursework. Following an Opening Retreat at DePaul and Vincentian Heritage Tour to France, St. John's hosted a highly successful Case Studies Conference for all participants. St. John's VMI participants presented at the closing Capstone Conference at Niagara in April 2013.

- Participation in the annual University Service Day has remained at about 1,500 over the last four years. Current efforts are being made to deepen the impact of the program on the branch campuses and increase participation by various affinity groups (e.g. students who are Veterans and freshmen).

- The Mission Office has collaborated with the Discover New York, and New Student Orientation staff, Residence Life staff and others to create and present a consistent message of mission introduction, integration and engagement.

- Campus Ministry has made a concerted effort to maintain high visibility on the web in communicating St. John's Catholic and Vincentian Identity to both internal and external constituencies. This effort has been strengthened by the support and collaboration of Marketing & Communications and Media Relations. Areas that have been consistently highlighted include: Catholic Scholarship initiatives; Catholic Scholars; Be a Saint campaign; Eye of the Storm; Lent and Faith Engagement opportunities.

3. Outreach

Strategy: Continue to provide opportunities to engage students in direct service to the poor; and the University community with advancing the mission of Catholic Higher Education in the Vincentian tradition.

- Significant efforts have been made to engage students in meaningful mission programming. The number of students applying to participate in immersive “Plunge” service experiences and the number of Plunge sites (domestic and international) have increased significantly between 2008 and 2012. All service now includes some intentional theological reflection component; the Vincentian Service Reflection Team (VSRT) effort has become a strong model for developing a "Theology of Service" culture at St. John’s. Daily and weekly service opportunities for students have increased by 31%; long term service options now include
Guatemala, Lourdes, Panama and Africa. Domestic sites have been added in rural Pennsylvania and Colorado.

- The “Torch of Service” is entering its fourth year, with more than one-third of each graduating class committing to continued service in the Vincentian tradition. Significant efforts have been made to engage students in post graduate service through extended service programs with the Vincentian community, and other faith-based or community organizations.
- The Catholic faith community continues to grow in strength and vibrancy. Student attendance at weekday and Sunday masses has increased by about 10% and participation in faith-related programs has grown by 15% over the planning cycle.
- Modeled on the Ozanam Scholars’ program, a Catholic Scholars program was introduced in the fall of 2012, providing scholarships to an initial cohort of 23 students who as part of a multi-disciplinary community of Catholic leaders, join professors and campus ministers in monthly meetings, lectures, courses and prayer experiences that integrate faith, reason and service.
- A Catholic High School Scholarship was introduced in fall 2012 for accepted students who are graduates of U.S. Catholic high schools with the goal of sending a strong message on the value of a Catholic education from K-college. Almost 700 freshmen received this award. The percentage of incoming freshmen from Catholic high schools increased from 23% in 2011 to 26% in 2012. St. John’s has assumed a leadership role by establishing the Institute for Catholic Schools, working with the dioceses of New York, Rockville Centre, and Brooklyn to strengthen the quality of Catholic education at the elementary and high school levels.
ENGAGEMENT

Understanding the positive relationship between student engagement and student success, during the planning cycle the focus was on raising the level of engagement of our students, particularly with faculty - but also with administrators and staff – within and outside the classroom.

The National Survey of Student Engagement (NSSE) results indicate improvement over the planning cycle. We met our NSSE engagement targets in 2012 relating to enriching educational experiences for our first-year and senior students; and active and collaborative learning for our first-year students. Results have remained fairly constant and almost at the targets for student interactions with faculty and a supportive campus environment.

We also tested and implemented various early interventions, academic and other support services, and other strategies aimed at increasing retention rates, with seemingly limited success. Retention rates fluctuated over the planning period with a 79% retention for the fall of 2010, dropping to a 76% rate for the fall 2011 freshmen. Other related challenges include persistence and graduation rates; and level of academic challenge, areas that should receive continuing focus.

A. Enhancing the Academic Experience

1. Full-Time Faculty Utilization

In line with internal and external studies showing that increasing the percentage of full-time faculty teaching, particularly in the core curriculum, will lead to higher levels of student engagement, the following strategy was included in the plan:

*Strategy: Continue to strategically increase the ratio of full-time instruction in the Core Curriculum over the life of the strategic plan as financially feasible, particularly in English Composition, with an overall target of 50%.*

- The 50% target was met in 2008-2009 and in 2009-2010 reached 56%. However the percentage of core courses taught by full-time faculty has been below 50% since then and was 42% in academic year 2012-2013. Contributing factors include a loss of 11 full-time lines in the Institute for Core Studies (ICS) over the period, as well as a reduction in the proportion of full-time faculty in St. John’s College and College of Professional Studies teaching the core.

2. The Institute for Core Studies (ICS)

ICS continued to play an important role in student engagement by helping undergraduate students transition to academic life through active pedagogy in the three courses of English Composition, Scientific Inquiry and Discover New York (DNY); and a
successful Freshman Passport program of a two-week study abroad component of DNY. Some progress has been made in the areas of faculty and program development. Additional focus is required in strategies involving the University Core Curriculum committee (UCCC) and in the area of assessment of the core, areas that are outside the scope of the ICS.

**Faculty Development**

*Strategy: Develop and implement annual training and support programs; hire full-time programmatic tenured faculty to teach in the core curriculum.*

- Meetings, workshops, and collaborations focused on pedagogical strategies were implemented, and are ongoing.

**Program Development**

*Strategy: Implement changes to the content and sequencing of first-year core courses*

- In efforts to positively impact GPA and first-year retention, the University Freshman Center (UFC), based on research from the Office of Institutional Research, and with agreement from the appropriate chairs, implemented several recommended course sequencing (particularly Philosophy 1000C, Theology 1000C and Science 1000C) based on incoming verbal SAT score, high school transcript, specific majors (Computer Science, Communication Sciences and Disorders) or other characteristics. For example, LST students (Liberal Studies) are not programmed for Philosophy 1000C or Theology 1000C in their first semester.

*Strategy: Facilitate the enhancement of writing efforts in the common core.*

- The results of the 2011-12 UCCC assessment demonstrated that in many cases more than half of common core courses were not requiring students to do enough (or any) writing, even though writing remains a required competency for the majority of these courses. The UCCC discussed revision of the competencies and/or their implementation to ensure more effective writing instruction throughout the common core. Next steps are on hold pending a clarification of the statutory role of the UCCC.

*Strategy: Expand the implementation of e-portfolios in the Core Curriculum.*

- The roll-out of ePortfolios continues, with the goal of all students having ePortfolios by fall 2014. The Office of the Provost in conjunction with the Center for Teaching and Learning (CTL) has offered multiple workshops for faculty to demonstrate use of ePortfolios.
**Strategy:** Develop and implement an action plan that fosters partnership between the ICS and the first year Learning Communities Program.

- ICS faculty continued to actively support Learning Communities, with options for their classes both within the ICS itself and in collaboration with other courses offered in the common and the distributed core. Greater stability in the leadership of the program going forward is encouraged.

**Curriculum Development**

**Strategy:** Charge the University Core Curriculum Committee (UCCC) to benchmark and if feasible, propose a capstone synthesis course for the core curriculum.

- This is one of many topics discussed in UCCC in 2012-2013. However, a number of other issues (the size and philosophy of the common & distributed core) will need to be resolved before the possibility of adding a capstone course can be decided.

**Strategy:** Assemble an academic committee to hone the student transition module of Discover New York (DNY) and ensure that the course fulfills its goal of developing the core competencies.

- The DNY faculty held periodic meetings focused on pedagogical strategies to achieve the three main learning objectives—enhancing student ability to demonstrate knowledge of a selected aspect of New York City history; an appreciation for the diversity of the global city; and a working knowledge of the Vincentian commitment to social justice in the urban environment. Since 2011, outcome measures have indicated that DNY has exceeded the goals for meeting the three main objectives. As the faculty proceeds with the continual review and assessment of DNY, two challenges are present: a need to standardize the basic assessment, and the faculty's desire to augment expectations going forward to maximize learning. The focus will be on the core competencies, particularly "information literacy."

**Strategy:** Disseminate information about the core curriculum on the web and in print to faculty and students.

- Updated information has been placed on the web. The UCCC also came up with language that all core faculty are encouraged to place on their course outlines. However, before additional information on the core is circulated, the UCCC must first address whether or not the core requires modification.
**Strategy: Increase student / faculty interaction through expanded faculty participation in transition activities.**

- The ICS, working with other University offices, pursued a variety of transition activities including leadership workshops, movie series, speaker series, undecided majors’ events, newsletter, and freshmen engagement fairs. The greatest challenge still being faced is how to encourage student interest and participation in these activities.

**Strategy: Provide Writing Across the Curriculum workshops for core faculty.**

- Writing Across the Curriculum workshops continue, aimed not just at core faculty, but faculty throughout the University. As indicated earlier, recent assessment indicated that only half of the common core courses are utilizing writing across the core. In addition, NSSE data does not show any significant change in students’ perception of their writing ability over the course of the planning cycle. Both of these results suggest that this strategy needs to be reevaluated.

3. **Early Alert System**

- There were significant increases in first year student early intervention efforts known to contribute positively to student retention and success, including initiation and expansion of the SAFE program pairing first year students with faculty or administrator mentors; continued increase in faculty participation in, and in the number of Early Alert submissions; and an almost 100% faculty submission of midterm grades in fall 2012 compared to two-thirds in 2008. These efforts have no doubt contributed to the increase in the average first year student grade point average from 2.98 to 3.08 between fall 2009 and fall 2012.

B. **Student Events, Activities and Organizational Support**

- Various collaborative efforts were undertaken to enhance student experience and engagement outside the classroom. Existing programs such as the Academic Lecture Series were enhanced. Specific focus was placed on the secondary market students to assist in their transition to college life.

- During October 2012, the Residential Success Center was opened in Donovan Hall, to provide academic support services, including tutoring and advisement, as well as career services, to students within the Residential Village.

- New programs were established to enhance students' "soft skills" to assist them in securing internships and career preparation, and the number of internship contacts has
increased. There were collaborations with deans to change requirements for academic internships to increase the number of students eligible for internship placement. The percentage of senior students with academic internships increased from 25% in spring 2011 to 31% in spring 2012.

Facilities

Facilities enhancements and construction continued across the campuses in areas that directly improve the quality of the physical environment for students and other members of the campus community. Many of the strategies in the 2008-2013 plan or necessitated by a repositioning strategy, were completed or are in progress. Some specific strategies are summarized below:

- Projects completed included construction of the 127,000 square foot University and Academic (D’Angelo) Center; construction of new townhouses designed to support Living Learning Communities: creation of outdoor gathering places for student activities; major site improvements to St. Augustine Hall; incorporation of appropriate Leadership in Energy and Environmental (LEED) design elements in all new construction, such as St. Vincent conversion and the D’Angelo Center; relocation of the Career Center to CCK; and relocation of Human Resources to the University Center.
- Projects in progress include the consolidation of the College of Professional Studies in St. Augustine Hall, which is in the design phase; and the re-stack of TCB in Bent Hall, currently in the programming phase.
- Implementation of measures to achieve carbon footprint reduction targets will be ongoing through 2017. In 2010 the Board approved up to $30 million in energy projects. To date, $15 million has been expended. A campus-wide electrical service consolidation, co-generation and central chiller plant upgrade have resulted in energy savings of $3.5 million and 15,000 metric tons carbon reduction.
- A re-stack of St. John’s College and creation of a graduate commons in St. John Hall have been postponed.
GLOBAL

Progress continues to be made around Global initiatives of study abroad, international recruitment, integrating global competencies and perspectives into the curriculum, and intensive language programs, although the study abroad enrollment target for undergraduate students was not met.

A. Study Abroad

- During the past five years, over 1,100 students have received additional grants totaling $1.5M, which not only helped a greater number of students participate in semester study abroad programs, but also dramatically changed the face of study abroad. About 40% of 2011-2012 study abroad students were Very High Need (VHN) and 57% were students of color, compared with 20% and 35% respectively in 2005-2006, before the initiative started. These percentages are significantly higher than the national averages.

- In 2011-2012, the graduate study abroad target of 150 was exceeded by 33%. However, the undergraduate numbers were at 44% of the target of 1,350, and combined, enrollment is at 53% of the original target of 1,500. While the rate of growth in study abroad has declined, St. John’s is sustaining a level of participation that is significantly higher than before this strategic initiative was started.

- The University’s new Rome Campus was inaugurated in October 2008. It now has nine classrooms, 213 student residence beds, student kitchens, lounges, a computer lab and a library. Since its opening, the campus has hosted 4,600 students including 3,163 SJU students, 443 visiting students and 994 "bed rental" students from universities throughout the United States, including partners such as Catholic University of America, Princeton, and the University of California. In addition, the campus has hosted graduation ceremonies and numerous academic meetings, including a co-sponsored Law School conference on law and religion in Italy.

- Over the past five years, the Office of Global Studies (OGS) has developed relationships with over 15 service partners for the semester programs while expanding the NYC-based "midnight run" concept to Rome, Paris, and Seville. OGS has also worked closely with partners in Academic Service-Learning (AS-L) to better integrate opportunities within academic programming and they have hosted in-person and online training sessions for local faculty who teach semester programs. In recent years, students have devoted over 5,000 hours annually to service abroad.
and 14 courses on our semester programs incorporate AS-L, with the effect that nearly all students take at least one AS-L course while abroad.

- Over the past five years, the OGS has worked with the Provost's and deans' offices to encourage the creation of short-term study abroad programs for graduate students. The most successful collaboration has been with the College of Pharmacy and Health Sciences, which now sends over 60 students annually to Rome as part of students’ 6th year modular curriculum. In addition, the Law School's Office of Transnational Programs has begun expanding its practicum/exchange program to include opportunities in Europe, including at NATO, all while also expanding its short-term programs to locations of faculty interest and connection (e.g., Romania, Glasgow, and Monrovia). Seven programs (excluding Rome MA/MBA programs) have engaged 126 grad students in 2012-2013, compared with one program and 12 students respectively, at the start of the plan.

B. International Recruitment

- Recruitment efforts have been launched in new markets in the Middle East and South America, and increased in Southeast Asia, India and the Caribbean. New publications, media and other opportunities have also been implemented to reach more international students. However, due to a decline in new graduate international students, the overall enrollment target of 1500 may not be achieved.

- **The Language Connection, TLC,** was launched in fall 2010 with a new name, a new curriculum incorporating technology, a new seven-week schedule, and new pricing. TLC continues to grow in enrollment and programs, both in Manhattan and Queens. TLC has used a variety of approaches to attract students: a new website; print, online and search engine ads; educational recruitment agents; partnering with other groups on campus and internationally; grant-funded customized programs through the Institute for International Education (IIE-which sponsors the Fulbright program); and customized programs for other groups. IIE grants to date total $538K. The most recently awarded IIE grants supported three customized programs: (1) An English-for-graduate-studies program for 38 Fulbright grantees; (2) Brazil Scientific Mobility Program, a pre-academic English Program for ten university students; (3) BETUSA: an intensive ESL and Best Practices-in-TESOL program for 24 Brazilian English Teachers. The overall number of student weeks has increased from 1,975 in 2006-2007 to 5,221 in 2011-2012. TLC expects to continue to increase enrollment in its year-round pre-academic programs. It will also continue
to run Fulbright and Brazil Scientific Mobility programs in the summers and will aggressively apply for more grants from IIE and other government sources. TLC has become a source of matriculated students. Ten students entered as Visiting Students and 36 converted to matriculated status in fall 2012. The 36 students represented $587K in revenue to the University for this one semester. (At least 80% would be expected to re-enroll in the spring, bringing the total revenue to $880K for the year.) Ten Brazil Scientific Mobility students enrolled as Visiting Students for a year starting in fall, 2012 with another three becoming Visiting Students in spring 2013. These enrollments, resulting from TLC contacts with IIE and its successful grant applications, will generate $634K in revenue. Room and board for the three grant-funded programs brought an additional $173K to SJU. In Fall 2008, only eight IEP students converted to matriculated status (pre-TLC).

The Center for Teaching and Learning, in partnership with OGS, has implemented some of the strategies in the Global Education Plan, developed by the University’s faculty-led Academic Planning Committee (APC), particularly around enhancing global competencies of faculty. The APC has recently updated the Global Education Plan.

Challenges

- Despite much progress, the original target of 1,500 study abroad students by 2014 will not be achieved. The study abroad market appears to be softening. Students continue to identify money as the primary inhibitor to study abroad. To significantly increase enrollment requires substantial investment in additional student study abroad aid by the University, which is challenging under current budget constraints.

- Service partnerships are limited by our students’ lack of local language skills and by the short-stay nature of the DTW program in particular.

- The cost and investments needed to establish additional DTW models are daunting in light of slowing study abroad enrollment and the need to maximize existing capacity in Rome and Paris. This strategy needs to be reevaluated.

- OGS needs to reassess the total enrollment target as well as the distribution of the target between graduate (250) and undergraduate (1250). The University’s general focus has been on undergraduate study abroad because of undergraduates’ ability to spend full semesters abroad. Despite having exceeded the target, graduate enrollment has been declining and is the subject of a recent review of the strategies needed to reverse that trend.
NEXT STEPS FOR THE STRATEGIC PLANNING PROCESS

As we begin the process for the next strategic planning cycle, we will continue to be proactive in learning about, and responding to external priorities and challenges, as well as looking at targets that were not met in the 2008-2014 planning / repositioning period. As in the past, successful development and implementation of a new strategic plan will depend on the collaborative efforts of the entire St. John’s community.

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AT A GLANCE – FALL 2012

BACKGROUND
- Founded by the Vincentian Community in 1870
- Mission: Catholic, Vincentian, and Metropolitan
- Core Values: truth, love, respect, opportunity, excellence, and service

ADMINISTRATION, FACULTY, AND STAFF
- President: Rev. Donald J. Harrington, C.M., 15th President
- A budget of $447 million; and an endowment with a market value of $350.5 million
- $10,776,489 in awarded grants funds; 108 proposals submitted
- Over 3,100 employees:
  - Faculty: Full-time – 663; Part-time – 829; Full-time Equivalent (FTE): 994
  - Administrators: Full-time – 817; Part-time – 111
  - Staff: Full-time – 512; Part-time – 215

COMPOSITION
- Full degree programs offered on four campuses – Queens, Staten Island, Manhattan, and Rome, Italy; selected degree programs are offered through distance learning.
- Coursework, but not full degrees, are offered at Oakdale, Eastern Long Island, and at a study abroad site in Paris, France.
- Six schools and colleges:
  - St. John’s College of Liberal Arts and Sciences
  - The School of Education
  - The Peter J. Tobin College of Business
  - College of Pharmacy and Health Sciences
  - College of Professional Studies
  - School of Law
- Over one hundred undergraduate and graduate majors
- Approximate acreage: Queens – 96.5 acres; Staten Island – 16.5 acres; Oakdale - 175 acres

STUDENTS
- Fall 2012 Total Enrollment: – 21,087
  - Undergraduate – 15,840; Graduate – 5,247; Freshmen – 2,792
- Resident students living on: Queens – 3,238; Staten Island – 196; Manhattan – 169
- Students come from 48 states, the District of Columbia, Guam, Puerto Rico, US Virgin Islands and 114 countries
- 1,291 Non-Resident (International) students from 100 countries
- Average ages: undergraduate – 19; graduate – 28; new freshmen – 18
- 56% female, 44% male
- 45% Roman Catholic
- 46% are Black, Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian, Alaska Native or Two or More Races
- Composite full-time baccalaureate 1st year retention rate: 2004-2011 entering classes-78%; 2011 entering class - 76%
- Composite full-time baccalaureate 6-year graduation rate: 2004-2006 entering classes-58%; 2006 entering class - 59%
- 4,553 degrees conferred in the 2011-2012 academic year

ANNUAL EXPENSES (2012-2013)
- Undergraduate Tuition – $34,750 (varies by program and class year)
  - Fees: $770
  - Room (triple)/board: $14,870
  - Four-year fixed tuition rate available
- Graduate Tuition - $1,050 per credit (varies by program)

FINANCIAL AID INFORMATION (2011-2012)
- 94% of undergraduates received financial aid
- $477 million distributed in financial aid
- $206 million of university monies distributed to students
- 43% of the 2012 freshmen are considered Pell-eligible/Very High Need

ATHLETICS
- 17 Division 1 NCAA teams
- Almost 300 student athletes
- Team name – Red Storm
- Team Mascot – Johnny Thunderbird

ALUMNI
- Over 167,400 living alumni
- 81% in the New York metropolitan area