APPENDIX K
Institutional Success Measures: Institutional Level
(Approved by Senior Managers meeting on 02/24/2005)

Updated: 01/05/2008

Web site: http://intranet.stjohns.edu/about/strategicplan

Measures in Blue: Targets have been reached.
Measures in Red: There are significant gaps between target and current status.

Goal #1: Develop our academic and institutional culture to be student-centered and committed to lifelong learning.

<table>
<thead>
<tr>
<th>ID</th>
<th>Measure</th>
<th>St. John’s Data</th>
<th>Comparative Data</th>
<th>Target/Standard 2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Baseline 2004</td>
<td>Update 2005 2006 2007</td>
<td>a) Not Available</td>
</tr>
<tr>
<td>1101</td>
<td>% achieving knowledge bases</td>
<td>a) TBD</td>
<td>a) 80%</td>
<td></td>
</tr>
<tr>
<td>1102</td>
<td>% achieving skill/competency level</td>
<td>b) TBD</td>
<td>b) 80%</td>
<td></td>
</tr>
<tr>
<td>1103</td>
<td>% of common core sections taught by full-time faculty (contract faculty included)</td>
<td>c) 80%</td>
<td>c) TBD</td>
<td></td>
</tr>
<tr>
<td>1104</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1115</td>
<td>Core curriculum assessment</td>
<td>fall 2004</td>
<td>a) 51%</td>
<td></td>
</tr>
<tr>
<td>1116</td>
<td>NSSE Benchmarks (Seniors) Mean</td>
<td>2002</td>
<td>Doctoral Intensive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Benchmarks are scores (on 100-point scale) derived from NSSE results. A high benchmark indicates a high level of student engagement.</td>
<td>2004 2006</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1117</td>
<td>Level of academic challenge</td>
<td>a) 56% a) 55%  a) 55%</td>
<td>a) 60%</td>
<td></td>
</tr>
<tr>
<td>1118</td>
<td>Active and collaborative learning</td>
<td>b) 47% b) 50%  b) 47%</td>
<td>b) 50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student interactions with faculty</td>
<td>c) 39% c) 42%  c) 39%</td>
<td>c) 50%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enriching educational experiences</td>
<td>d) 44% d) 41%  d) 44%</td>
<td>d) 43% (original: 50%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supportive campus environment</td>
<td>e) 57% e) 59%  e) 59%</td>
<td>e) 65%</td>
<td></td>
</tr>
<tr>
<td>1125</td>
<td>Student Instruction Report – SIR II (Scale 1-5)</td>
<td>Spring &amp; Fall 03</td>
<td>1995-2000 (average of 49,000 classes from 4-year institutions)</td>
<td></td>
</tr>
<tr>
<td>1126</td>
<td>Overall instructional quality</td>
<td>3.99 4.05 3.98 4.02 3.99 4.04</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undergraduate (mean)</td>
<td>a) 3.98</td>
<td>a) TBD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate (mean)</td>
<td>b) 4.12</td>
<td>b) TBD</td>
<td></td>
</tr>
<tr>
<td>1131</td>
<td>Employer Feedback Have you ever heard (exclude peers)</td>
<td>a) Process gathering consistent feedback on overall employer perception underway</td>
<td>a) Not Available</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of employers reporting satisfaction with graduates (includes all employer feedback)</td>
<td>a) Not Available</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
* Included in the weighting formula used in deriving third party rankings.
Prepared by: Office of Institutional Research (j)
<table>
<thead>
<tr>
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<th>Target/ Standard 2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>1141</td>
<td>a) Alumni giving (UG, average of 2 years)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Student Instruction Report – SIR II (Scale 1-5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Instructional vibrancy: Questions 1-21 aggregated</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>d) SAT Scores* (Targets might be revised in light of the new SAT format.)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>e) Student Profile: All undergraduates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>f) Class size*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Goal #1: Develop our academic and institutional culture to be student-centered and committed to lifelong learning.

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Retention rates</strong> <em>(Full-time baccalaureate):</em>* Fall ’01 Fall ’02 Fall ’03 Fall ’04 Fall ’05 Fall ’06</td>
<td></td>
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<tr>
<td>1171</td>
<td>a1) Standard Admit (1-year)</td>
<td>Cohort</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a1) Not Available</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1172</td>
<td>a2) Standard Admit (2-year)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>a2) Not Available</td>
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<tr>
<td>1173</td>
<td>a3) Standard Admit (3-year)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>a3) Not Available</td>
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<tr>
<td>1174</td>
<td>b1) Conditional-Admit (1-year)</td>
<td></td>
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<tr>
<td></td>
<td>b1) Not Available</td>
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<tr>
<td>1175</td>
<td>b2) Conditional-Admit (2-year)</td>
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<td></td>
<td>b2) Not Available</td>
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<tr>
<td>1176</td>
<td>b3) Conditional-Admit (3-year)</td>
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<tr>
<td></td>
<td>b3) Not Available</td>
<td></td>
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</tr>
<tr>
<td>1177</td>
<td>c1) Honors eligible (1-year)</td>
<td></td>
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<tr>
<td></td>
<td>c1) Not available</td>
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<tr>
<td>1180</td>
<td>d1) Composite (1-year)</td>
<td></td>
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<tr>
<td></td>
<td>d1) Not Available</td>
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<tr>
<td>1181</td>
<td>d2) Composite (2-year)</td>
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<td>d2) Not Available</td>
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<tr>
<td>1182</td>
<td>d3) Composite (3-year)</td>
<td></td>
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<tr>
<td></td>
<td>d3) Not Available</td>
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<tr>
<td>1183</td>
<td>Freshmen retention rate</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>83%</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1184</td>
<td>U.S. News &amp; World Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) 6-year Graduation Rate</td>
<td>68%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>a) Not Available</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1185</td>
<td>a) Ranking &amp; Overall Score in U.S. Universities</td>
<td>135th (Score=36)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Not Available</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1186</td>
<td>a) Academic Reputation</td>
<td>2.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation by accrediting bodies:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>a) Not Available</td>
<td></td>
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</tr>
<tr>
<td>1187</td>
<td>a) Institutional level: Middle States</td>
<td>Pass</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Not Available</td>
<td></td>
<td></td>
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<tr>
<td>1188</td>
<td>ACUHO-IEBI Resident Survey (scale 1-7)</td>
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</tr>
<tr>
<td></td>
<td>a) 3.38</td>
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<tr>
<td></td>
<td>(1=Very dissatisfied...5= Slightly satisfied...)</td>
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</tr>
<tr>
<td></td>
<td>a) Not Available</td>
<td></td>
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</tr>
</tbody>
</table>

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- Prepared by: Office of Institutional Research (yl)

K-3
### Goal # 2: Enhance resource development and prioritize resource allocation to achieve our vision.

<table>
<thead>
<tr>
<th>ID</th>
<th>Measure</th>
<th>Baseline</th>
<th>St. John's Data</th>
<th>Comparative Data</th>
<th>Target/ Standard 2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>1202</td>
<td>b) Reduce tuition dependency</td>
<td></td>
<td>82.9%</td>
<td>83.2%</td>
<td>82.4%</td>
</tr>
<tr>
<td>1203</td>
<td>c) Capital campaign</td>
<td></td>
<td>$217 million</td>
<td>$239 million</td>
<td>$271 million</td>
</tr>
<tr>
<td>1204</td>
<td>d) Net assets</td>
<td></td>
<td>$345 million</td>
<td>$364 million</td>
<td>$414 million</td>
</tr>
</tbody>
</table>

**Notes:**

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K-4
### Goal #3: Build an organization of strong leaders where faculty, administrators and staff are enabled, motivated and engaged.

<table>
<thead>
<tr>
<th>ID</th>
<th>Measure</th>
<th>St. John's Data</th>
<th>Comparative Data</th>
<th>Target/ Standard 2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Baseline</td>
<td>Update</td>
<td>All St. John's employees</td>
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<tr>
<td>1301</td>
<td>Administrators and Staff Retention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Voluntary turnover of high performers with a rating of 4.0 or better as defined by PFP:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a) Administrators</td>
<td>2002-03</td>
<td>3.4%</td>
<td>2002-03</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2003-04</td>
<td>3.7%</td>
<td>2003-04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2004-05</td>
<td>4.0%</td>
<td>2004-05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2005-06</td>
<td>4.9%</td>
<td>2005-06</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2006-07</td>
<td></td>
<td>2006-07</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Staff</td>
<td>2002-03</td>
<td>4.3%</td>
<td>2002-03</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2003-04</td>
<td>5.1%</td>
<td>2003-04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2004-05</td>
<td>3.8%</td>
<td>2004-05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2005-06</td>
<td>6.3%</td>
<td>2005-06</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2006-07</td>
<td></td>
<td>2006-07</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Faculty</td>
<td>2002-03</td>
<td>2.4%</td>
<td>2002-03</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2003-04</td>
<td>1.4%</td>
<td>2003-04</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2004-05</td>
<td>2.2%</td>
<td>2004-05</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2005-06</td>
<td>3.4%</td>
<td>2005-06</td>
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<td></td>
<td>2006-07</td>
<td></td>
<td>2006-07</td>
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<td></td>
</tr>
<tr>
<td>1311</td>
<td>Workplace Satisfaction</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>a) % of staff reporting overall satisfaction with St. John’s.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) % of administrators reporting overall satisfaction with St. John’s.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1315</td>
<td>HERI Faculty Survey (F/T)</td>
<td>2001</td>
<td>77%</td>
<td>2004</td>
</tr>
<tr>
<td></td>
<td>c) 77%</td>
<td>2004</td>
<td>79%</td>
<td>Private universities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2001</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2004</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>c) At or above private universities composite</td>
</tr>
<tr>
<td>1321</td>
<td>Ethnic Diversity of Faculty, Administrators &amp; Staff</td>
<td>Fall 2004</td>
<td>19%</td>
<td>Fall 2005</td>
</tr>
<tr>
<td></td>
<td>a) % of faculty of color</td>
<td>Fall 2005</td>
<td>19%</td>
<td>Fall 2006</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2006</td>
<td>19%</td>
<td>Fall 2007</td>
</tr>
<tr>
<td></td>
<td>b) % of administrators of color</td>
<td>Fall 2005</td>
<td>26%</td>
<td>Fall 2006</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2006</td>
<td>24%</td>
<td>Fall 2007</td>
</tr>
<tr>
<td></td>
<td>c) % of staff of color</td>
<td>Fall 2005</td>
<td>22%</td>
<td>Fall 2006</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2006</td>
<td>25%</td>
<td>Fall 2007</td>
</tr>
</tbody>
</table>

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K-5
<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Baseline Update</td>
<td>Doctoral intensive universities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Community Service or Volunteer Work</td>
<td>2002 2004 2006</td>
<td>2002 2004 2006</td>
<td>a) 65%</td>
</tr>
<tr>
<td>1401</td>
<td>a) % of students participating in community service or volunteer work (NSSE senior)</td>
<td>a) 55% 71% 73%</td>
<td>a) 57% 67% 69%</td>
<td></td>
</tr>
<tr>
<td>1402</td>
<td>b) # of faculty participating in service learning (Spring data)</td>
<td>2001 2002 2003 2004 2005 2006 2007</td>
<td>b) No benchmarks available</td>
<td>b) 10% increase over 5 years</td>
</tr>
<tr>
<td>1403</td>
<td>c) # of students participating in service learning (UG spring data)</td>
<td>c) 1,319 965 1239 1216 1366 1072 1310</td>
<td>c) No benchmarks available</td>
<td>c) 10% increase over 5 years</td>
</tr>
</tbody>
</table>

Goal # 4: Institutionalize our new vision and planning culture in the context of mission and external challenges.

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