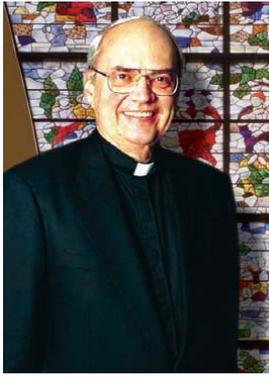




# STRATEGIC PLAN *2008-2013*

March 2009



Dear Colleagues,

As the cycle for the University's 2004-2008 Strategic Plan began to wind down, we initiated development of a new strategic plan to guide the University through the next five years and beyond. I am grateful for the time and attention that many faculty members, administrators, staff, and students – especially those participating on the various Planning Committees and focus groups – have dedicated to this process. I am equally grateful for the support and input provided by the University's Board of Governors and Board of Trustees. At the March 2009 meeting, the Trustees unanimously approved the University's 2008-2013 Strategic Plan, which I am pleased to share with you.

The focus and critical priority of this strategic planning cycle is to truly transform the manner in which we serve our students while providing them with a distinctive educational experience. This cultural shift will require that we operate in a highly collaborative manner and eliminate any institutional barriers that might get in the way of providing exceptional service to all of our students. The strategic plan provides a framework for accomplishing this through initiatives that more visibly embed our Catholic and Vincentian **Mission** into all aspects of our University experience; significantly enhance levels of **Engagement** for our students; and incorporate **Global** perspectives and experiences to prepare our students for a rapidly changing environment.

While the external challenges resulting from this economy may seem daunting, they also present a unique opportunity for us to come together as one community to make the transformative elements contained within our new Strategic Plan a reality. The plan will be subject to continuing review and enhancements, informed by your comments and suggestions, and responsive to the economic volatility and other external challenges and opportunities. I know I can count on your continued support, commitment, and participation.

Sincerely,

A handwritten signature in black ink that reads "Donald J. Harrington, C.M." The signature is written in a cursive, flowing style.

Donald J. Harrington, C.M.  
President

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## INTRODUCTION

In the 2004-05 academic year, the University adopted *The Strategic Plan 2004-2008*, a reflection of the ongoing collaborative effort of a broad cross-section of faculty, deans, senior managers, students, Board members, administrators, staff, alumni and other constituents. This plan was set within a framework of four institutional goals, 14 institutional priorities, related strategies and institutional success measures. In his cover letter that accompanied a *Progress Report – Strategic Plan 2004-2008* published in December 2007, the President indicated that the report summarized the significant progress that had been achieved toward implementing most aspects of the *Plan*, and meeting or exceeding targets for most of the success measures, an accomplishment of which all members of St. John's should be proud. While we celebrate our progress and accomplishments, we are mindful that much remains to be done and that there were a few priorities identified in the report requiring renewed focus if we are to realize our vision of being a distinctive, student-centered learning community with our students prepared for leadership and service in a rapidly evolving global environment. In discussions at meetings of the Cabinet, Executive Planning Committee (EPC) and the Planning Working Group (PWG), there has been general agreement that the main areas where gaps remain relate to student engagement, satisfaction, retention, and graduation.

Within the context of strategic planning as a dynamic process, responsive to internal challenges and changes in the external environment, this document builds on some of the work from the 2004-2008 planning process, with new themes for the 2008-2013 planning cycle. We have an inclusive structure in place, including a newly created Academic Planning Committee (APC) of faculty, playing an integral part in this process. We have also reached out to students through focus groups on the Queens and Staten Island campuses to obtain direct input into the plan to supplement indirect feedback from surveys. This supplements the existing planning structures of the Cabinet, Executive Planning Committee (EPC), Provost's Council, Administrative Council, and the Planning Working Group (PWG).

At meetings of these and other groups, the President has stressed that the focus and critical priority of the new strategic planning cycle should be to *transform the institutional culture to one in which the quality of how we serve our students both in and*

*out of the classroom is exceptional.* The President's Cabinet has articulated that the transformational elements of this change process will hinge on three critical elements to be embedded in all aspects of the student experience: **Mission, Engagement and Global Education**. Technology will be integrated into these three priorities. In addition, the University will begin to study and address the very critical issues relating to sustainability and the environment. The new priorities have been shared and validated with the groups named above. They have also been shared with the University Senate, Board of Governors, some faculty councils, students, and the Administrative sector through forums, presentations, and discussions and made available to the University community on the Intranet, with provisions for comments and input.

This strategic plan document attempts to address the new priorities. It reflects the ongoing collaborative efforts of the planning groups named above, faculty, deans, senior managers, students, Board members, administrators, staff, and other constituents. This has been complemented by significant research and analysis of student and faculty surveys, retention, market demand and other data. A draft document was shared with the Board of Trustees at its May 2008 retreat and became the basis for much of the retreat agenda. Recommendations and suggestions from the Board were incorporated into the document. The University's 2008-2013 Strategic Plan was unanimously approved by the Board of Trustees at the March 2009 meeting.

## **ASSUMPTIONS**

After careful review and analysis of the foundational elements and strategic direction outlined in the 2004-2008 Strategic Plan, it was determined that the Vision, Institutional Goals and Academic Profile outlined in that plan will remain unchanged as we enter this new planning cycle. Institutional Success Measures will also remain. Selected measures have been added to ensure that appropriate outcomes will be tracked for the major strategies. Our Mission statement was originally approved by the Board of Trustees in 1991 and updated in 1999. In March of 2008, the Board revised the **Metropolitan** section of the Mission Statement to reflect a stronger commitment to seeking opportunities to assist the communities in which we operate.

## INSTITUTIONAL PROFILE

This institutional profile is based on fall 2008 data unless explicitly specified. St. John's University is a 139-year old independent private Catholic university, offering associate, baccalaureate, masters and doctoral degrees. It serves 20,109 students, with almost 15,000 undergraduates (*Appendix A*). More than 40% of undergraduates are first-generation college students and 73% commute daily to campus.

**Accreditation:** The University is accredited by the Middle States Association of Colleges and Schools. All undergraduate and graduate academic programs are registered with the New York State Education Department, as required by New York State education law. The last decennial accreditation visit by the Middle States Association occurred during the 2005-2006 academic year. A periodic review will occur during 2010-2011 with the Periodic Review Report due June 1, 2011. Many of the University's academic programs are individually accredited by accrediting bodies that include AACSB, ABA, ACPE, ALA, APA, CACREP, CORE, JRCERT, NAACLS, NASAD and TEAC.

**Current Academic Program Offerings:** The University offers a range of academic programs for credit, at the associate and baccalaureate levels (over 100 majors) and post-baccalaureate level, (more than 50 masters programs and 12 doctoral and first-professional programs). The University's six colleges are St John's College of Liberal Arts and Sciences; The School of Education; College of Pharmacy and Allied Health Professions; Peter J. Tobin College of Business; School of Law; and College of Professional Studies. The University offers degree programs on three campuses within the City of New York (Queens, Staten Island and Manhattan) and at an international site in Rome, Italy. In addition, course work is offered at an extension center in Oakdale, New York.

**Student Demographic Characteristics:** Since embarking in 1998 on the aggressive strategy to transition from a commuter school to a national and international university, St. John's has changed the profile of its student body significantly in terms of geographic, academic and ethnic makeup, while its economic and religious profile has remained relatively stable.

The geographic distribution of freshman and other students has become much less New York City centric. Today, 67% of students come from the primary market of the five

boroughs of New York City and Nassau County compared to 85% ten years earlier, while students originating from outside of New York State have tripled and foreign students have nearly doubled. (Table 1 below). In fall 2008, 79% of students came from New York State while the remaining 21% originate from 44 other states, The District of Columbia, Guam, Puerto Rico, The Virgin Islands and 102 foreign countries. When permanent residents are included, 122 foreign countries are represented.

Table 1: Geographical Distribution of Students – Fall 1998, 2008

Geographical Distribution of Students				
Location	1998		2008	
	Number of Students	%	Number of Students	%
<b>Primary Market</b>	<b>15,486</b>	<b>84.5%</b>	<b>13,378</b>	<b>66.5%</b>
Queens	7,395	40.3%	5,420	27.0%
Rest of New York City	5,236	28.6%	4,911	24.4%
Nassau County	2,855	15.6%	3,047	15.2%
Other New York State	1,309	7.1%	2,598	12.9%
<b>New York State</b>	<b>16,795</b>	<b>91.6%</b>	<b>15,976</b>	<b>79.4%</b>
Other States	795	4.3%	2,795	13.9%
Foreign Countries	668	3.6%	1,236	6.1%
Unknown	78	0.4%	102	0.5%
<b>Other than NY State</b>	<b>1,541</b>	<b>8.4%</b>	<b>4,133</b>	<b>20.6%</b>
<b>TOTAL</b>	<b>18,336</b>	<b>100.0%</b>	<b>20,109</b>	<b>100.0%</b>

The academic profile of new freshmen is considerably stronger than 10 years ago. The average SAT's for all students increased from 993 in fall of 1998 to 1087 in fall 2008 in sharp contrast to the fairly static and more recently declining mean national and New York state scores. This improvement in the mean SAT score was accomplished by increasing admissions standards and targeting financial aid. The result is an increase in the number of academically stronger students and a decrease in the number of conditionally admitted students. The number of St. Johns students with SAT's greater than 1250 increased from 102, or 4% of the 1998 class, to 487, or 15% of the freshman class in fall 2008. During the same 10 years, the number of conditionally admitted students fell from 464 or 18% of the 1998 class to 410 or 13% of the 2008 class. Since its founding, St. John's has enjoyed the benefits of drawing students from a diverse urban setting and its student profile historically reflects the changing demographics of New York City. Today, St. John's boasts

a highly and increasingly diverse student body as detailed in Appendix B. The ethnic profile of the incoming freshman class has shifted significantly over the past 10 years. Undergraduate students of color represent 44% of the student body compared to 35% in 1998, while international students represent an additional 4%, compared to 2% ten years ago. Some fall 2008 demographic data broken down by undergraduate and graduate student levels are shown in Table 2.

Table 2: Summary of Student Demographics – Fall 2008

SUMMARY OF STUDENT DEMOGRAPHICS FALL 2008									
	White	African-American	Hispanic	Asian/ Pacific Islander	Un- known	Non- Resident	Male	Female	Catholic
Under- Graduate	42%	14%	14%	16%	10%	4%	45%	55%	53%
Graduate	45%	8%	8%	12%	14%	13%	36%	64%	37%
Total	43%	13%	12%	15%	11%	6%	43%	57%	48%

The economic profile of the freshman class has remained relatively stable over the past 10 years although the population of Pell-eligible students today has a much stronger average SAT score. This was a specific goal in the 2004-2008 Strategic Plan - to increase the academic profile while staying true to mission by ensuring at least 35% of new freshmen were in the very high need category. Pell-eligible students in 1998 totaled 1223, or 50% of the class with an average SAT score of 958, while the 2008 class includes 1350 Pell-eligible students, or 42% of the class with an average SAT score of 1054. Overall, more than 90% of undergraduates receive financial aid.

The religious profile of the freshman class, a self-reported statistic, has remained relatively stable over the transition period. In 1998, the percentage of Catholics in the new freshman class was 54% while the total undergraduate population was 56% Catholic. In 2008, Catholics represent 47% of the new freshman class while total undergraduate Catholics numbered 53%. The resident population has hovered around 50% Catholic over the 10 year period.

The average age of students remained at 18 years for freshmen, 20 years for undergraduates and 29 years for graduate students. The percent of female students remained fairly stable at 57%. More than 75% of undergraduate students work to defray

college expenses and 43% of freshmen surveyed in 2007 reported that neither parent had completed college.

**Admission Trends:** Since fall 1998, (the year prior to opening our first residence halls), Enrollment Management has experienced significant changes in the recruitment of students. By investing in a resident program and expanding recruitment to a national marketplace, the University has been successful with its enrollment goals of increasing student demand, academic profile and geographic diversity. Over the past 10 years, new freshman applications increased over five-fold from about 7,000 in 1998 to almost 41,000 in fall 2008. The almost 50% increase in applications between 2007 and 2008 resulted in the largest applicant pool in the history of the University (*Appendix C*). We believe that total applications have now surpassed NYU. The majority of this growth comes from the secondary or national market, which increased eighth-fold from fall 1998 to fall 2008 compared to the primary or local market, which doubled in that same period (*Appendix D*). This demand has allowed St. John's to increase selectivity from 85% in 1998 to 45% in 2008, further enhancing the university's image in the marketplace and its ability to meet the future challenges of uncertain economic times and a highly competitive landscape.

Success, however, brings challenges. National recruitment is highly competitive and unpredictable. Retention of students from our secondary market continues to trail those from our primary market by an average of five percentage points. Our conversion and yield statistics are changing and our effort to enroll need-based students will become more challenging. Technology pervades the marketplace, increasing opportunities, challenges and competition. More schools are reaching out to many more students, and students are beginning to apply and pay deposits more frequently to greater numbers of schools. Recent updated projections of high school graduates signal additional challenges and opportunities for us. The Western Interstate Commission for Higher Education (WICHE), which publishes *Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity, 1992 to 2022*, indicates that after 14 straight years of rapid growth in high school graduate numbers, beginning in 2008-09, "projections point to a gradual, downward trajectory for the nation, with graduate numbers falling to their lowest point around 2013-14 and then slowly rising. The Northeast's high school graduate numbers will shrink by 13 percent, while the Midwest's will drop by 7 percent. But the West will see growth of 5 percent, and the South will see double that." The report also

indicates that we will see increasing student diversity, driven by increases in numbers of Hispanic and Asian Pacific/Islanders.

**Faculty Characteristics:** In fall 2008, St. John's had 696 full-time instructional faculty members, a growth of 19% from fall 2003. Discover New York and Writing faculty accounted for 4 of the 19 percentage point increase. Forty-two percent of full-time faculty members are female and 20% are faculty of color (*Appendix E*). Eighty-seven percent of full-time faculty members hold a Ph.D. or other appropriate terminal degree. The median length of employment is approximately 13 years and the median age is approximately 54. Sixty-six percent of all full-time faculty members are tenured. This represents approximately three-quarters of the male faculty members and one-half of the females. An additional group of adjunct faculty (824) provides instruction annually, the number varying according to enrollments, bringing the total faculty student full time equivalent ratio to 17:1. Many of these adjuncts hold terminal or graduate degrees, have previous college teaching experience, and often bring practical experience from business, law, education, and the health professions.

**Locations:** In 1955 the University moved to its current location in Queens, with the Brooklyn campus remaining open until 1971. The Staten Island campus was incorporated in 1972; the Rome center was opened in 1995 and moved to the Collegio Leoniano in 2008; the Oakdale site was purchased in 1999, and the former College of Insurance was incorporated as our Manhattan campus in 2001. The University signed a 15-year lease with the C.M. Motherhouse in Paris, France for a facility for Study Abroad programs in 2008. All locations, including new international sites, encompass 76 buildings and 3.3 million square feet of space on more than 300 acres.

**Financial Information:** St. John's University's financial strength as evidenced by the accompanying highlights (*Appendix F*) reflects the successful implementation of the previous Strategic Plan. The five fiscal years from 2004 through 2008 show consistent increases in total net assets and total revenues. Total net assets increased \$115.7 million, or 33.5%, to \$461.0 million while total revenues increased \$91.0 million, or 28.9 %, to \$405.8 million. Given the volatility in the economy beginning in fall 2008, future projections will be monitored and modified during the planning cycle as warranted.

The University's continuing commitment to providing sufficient financial aid based on academic ability and economic need has allowed us to continue to enhance the

academic profile of our students and fulfill our mission of providing access to the materially poor. Over the last 5 years the University scholarships and grants increased 49.8% from \$101.2 million in 2004 to a \$151.6 million in 2008. The University continues its commitment to mission by ensuring that at least 35% of each entering class represents Pell-eligible students with an operating goal of 40% each year.

Between 1995 and the fall of 2009, the university will have invested nearly \$700 million in capital projects to improve and expand facilities in order to implement its strategic repositioning. Beginning with its first three residence halls, opened in fall 1999, and concluding with the completion of the 130,000 square foot University Center/ Academic Center, the capstone project of the residence hall strategy, scheduled to open in fall 2009, the University has erected 15 new buildings and renovated most other facilities over that period. This capital investment has been financed primarily through the issuance of long-term debt, while debt service has been funded primarily from increased room and board revenues and enrollment growth. The successful implementation of the strategic plan has been positively received by the bond rating agencies, Moody's and Standard & Poor's, which have assigned credit ratings of A3 and A-, respectively, despite the University's higher leverage when compared to peer-institutions.

As in the 2004-2008 planning cycle, the Vision, Mission and Institutional Goals that follow continue to serve as the underpinning of our priorities, objectives and strategies in this new cycle.

## 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

## 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

## **INSTITUTIONAL GOALS**

The institutional goals outlined below were established and refined through the Executive Planning Committee as a result of the May 2000 Board of Trustees Retreat during which the external challenges facing higher education were examined in light of St. John's internal strengths and weaknesses. They have been an integral part of our planning and budgeting efforts since then and were the guiding principles for the University's 2004-2008 strategic plan. Given the timeless nature of these goals, they are foundational to how we operate at St. John's. As indicated earlier, they will remain unchanged for this new planning cycle.

### **INSTITUTIONAL GOAL I:**

*Develop our academic and institutional culture to be student-centered and committed to lifelong learning.*

### **INSTITUTIONAL GOAL II:**

*Enhance resource development and prioritize resource allocation to achieve our vision.*

### **INSTITUTIONAL GOAL III:**

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

### **INSTITUTIONAL GOAL IV:**

*Institutionalize our vision and planning culture in the context of mission and external challenges.*

## RESULTS OF STRATEGIC PLANNING EFFORTS 2004 - 2008

In the context of our mission, vision, values, institutional goals, academic and admission standards, institutional reputation, and fiscal strength, the University established a framework of 14 strategic priorities in the 2004-2008 Plan. Ongoing reviews and refinements of the plan were made in light of progress against institutional success measures as well as from feedback from the Middle States self-study and re-accreditation process. A progress report published in December 2007 gave the University the opportunity to reflect on the accomplishments and challenges of the 2004-2008 Plan and to begin to shape the priorities for the next planning cycle. The complete strategic plan and the December 2007 Progress Report are available online at <http://www.stjohns.edu/about/strategicplan/0408.stj>. A brief summary of the progress report follows.

### Priority 1: Continue to Develop and Assess the Core Curriculum

Various strategies were implemented to increase integration and collaboration across the core; assess the core; improve students' writing skills; and strengthen the Scientific Inquiry course.

- a) A common text was implemented for entering freshmen.
- b) Class size was limited to 35 students in Theology 1000 and Philosophy 1000 (2005-2006) and Metaphysics 3000C and Global History 1000C (2006-2007), in order for these courses to be writing intensive.
- c) A Presidential Summit, entitled "How do you know if your students are learning?" was held in 2005, and led by Dr. Barbara Walvoord, a nationally known expert on assessment.
- d) Assessment resources for faculty were developed and made available online.
- e) The Institute for Writing Studies was created in 2006-2007 in Queens and Staten Island with an investment of more than \$2 million, primarily for infrastructure and 20 full-time faculty / Writing Specialists.
- f) 'First-Year Writing' and 'Writing across the Curriculum' programs were launched, with an accompanying Summer Writing Institute for faculty to support the initiative.

- g) A Title III grant for \$1.5 million over five years focused on active learning strategies supported the development of a faculty learning lab; three 'Smart' classrooms; and upgrades in content and pedagogy for the Scientific Inquiry and Discover New York courses.

### **Priority 2: Support the Shift in the Academic Profile**

Between fall 2002 and fall 2008, there was an increase of 87 points in SAT scores to a mean of 1087 for incoming undergraduate students. For Standard Admit students there was an increase of 51 points in SAT scores to a mean of 1108, exceeding the 1100 target in the plan. This raising of the academic profile was achieved through modifications to the admission criteria.

- Honors eligible students increased to 16% in 2005 (above the 10% target), resulting in a tightening of the eligibility criteria in 2006 from a 1200 SAT/90 HS GPA average to a 1250 SAT/92 HS GPA average.
- As mandated by the Board of Trustees, the University maintained the tradition of service to the very high need (VHN) population, defined by Pell-eligibility, at 40% (above the minimum target of 35%).
- Beginning in fall 2007, the College of Professional Studies utilized the Bachelor of Arts in Liberal Studies (LST) for Conditionally Admitted students to address student success and retention issues.
- In order to enhance academic reputation, sustain market demand and secure financial viability over time, we established strategies and indicators to track our progress toward US News and World Report's "Top 125." Although we achieved success in improving SATs, this was not enough to outweigh no changes or declines in other heavily weighted factors including peer assessment, retention and graduation rates, and we did not achieve a "Top 125" ranking by 2007-2008 (138 versus 135 in 2002).

### **Priority 3: Provide for the Sciences and Leverage Graduate Programs of Distinction**

- A \$20 million Science Master plan was completed, resulting in 8 new instructional laboratories; 10 new faculty research laboratories; 3 new faculty offices; and a new scientific imaging laboratory complex.

- The pharmacist licensure examination pass rate increased from 93% in 2004 to 96% in 2006 exceeding the target of 90% and peer institutions (94%).
- ACPE accreditation was maintained.
- St. John's acquired Saint Vincent's Catholic Medical Center's allied health educational programs and building (now the Bartilucci Center) in 2007, expanding the University's allied health educational resources.

#### **Priority 4: Leverage Investment in Technology**

- IT training and support for faculty continued with the successful roll out of the Faculty Institute/Portable Professor Program which included workshops and E-studio support for faculty; implementation of Technology Days in Queens and Staten Island; and equipping of more than 80% of classrooms with multimedia equipment.
- Over 20,000 laptops have been purchased in support of the Academic Computing Initiative (ACI) launched in 2003 to enable all students and faculty to have laptop computers and thereby level the IT playing field for our future graduates. Freshmen through senior cohorts now have laptops and the program has been expanded to include select graduate programs.
- Wireless access was made available in all academic and public areas on all campuses while internet capacity has more than doubled.
- Workflow processes have been automated in several key administrative areas (Enrollment Management, Student Financial Services, Academic Folder project, PAF using Microsoft *Sharepoint*, QSI and Card Swipe) helping to strengthen administrative functions and improve service to students.
- Technology accomplishments continue to be recognized by the external community with the most recent honors including the 2008 CIO 100 Award Winner for Innovation, the 2008 Leadership and Value Award, and the 2008 Computerworld Premier 100 IT Leaders.

### Priority 5: Other Campuses

- At **Staten Island**, a Vice Provost position was created and a Task Force for Student Success formed to address issues of market perception; recruitment and retention; graduate rates; academic profile; and student life. First-year retention among full-time baccalaureate students, increased significantly from 80% for the fall 2005 freshmen to 87% for the fall 2006 cohort. While there was a decline to 84% for the fall 2007 cohort, this rate was 9 percentage points higher than for the Queens campus.
- At **Manhattan**, the decision to expand the capacity of the residential facilities to meet housing demand is referenced under Priority 7.
- At **Oakdale**, the overall graduate program enrollment increased from 173 students in fall 2003 to 272 students in fall 2008. A decision was made (2006) by the Board of Trustees to assess the Oakdale site and a subsequent decision was made to seek a buyer. Regardless of the outcome, the University remains committed to maintaining a presence in Suffolk County and to supporting and expanding its existing program offerings.
- In **Rome**, St. John's entered a long-term lease of 24 years in a 75,000 square foot facility at the Collegio Leoniano in support of the aspiration of becoming the "Premier **Catholic** Study Abroad site in Rome".
- In **Paris**, St. John's entered into a 15-year lease at the 20,000 square foot C.M. Motherhouse in support of its strategic goals to expand global programs and support world-wide collaboration with the Vincentian community.
- **Distance Learning**, course and program enrollments continued to increase. The Office of Distance Learning has certified 215 faculty (122 full-time, 93 part-time) in Distance Learning pedagogy. On average each semester, 60 professors teach 80 to 90 courses with approximately 1,200 students. This includes about 1,100 students enrolled in programs offered in the traditional classroom-based format and about 100 students enrolled in programs offered exclusively through distance learning.

## **Priority 6: Academic Areas of Focus**

The following three academic areas were identified for particular attention in the 2004-2008 planning cycle.

- **Strengthen The Peter J. Tobin College of Business (TCB)**
  - The MBA and MBA Accounting curricula were redesigned to address quality and enrollment issues.
  - A Financial Information Laboratory (FIL) was constructed to support undergraduate and graduate students participating in the Student Managed Investment Fund and other business disciplines, and to foster research opportunities for students and faculty.
  - The Student Managed Investment Fund Program was expanded to include Staten Island.
  - An Executive-in-Residence Program (EIRP) was expanded to the Rome Campus. Consulting opportunities now include both for-/not-for-profit companies/industries.
- **Maintain The School of Law as a Flagship**
  - The School's Bar Exam passage rate increased from 87% in 2004 to 90% in 2007, equaling the plan target, and ranking the School fourth overall in New York State Bar Exam passage rates.
  - State-of-the-art clinical suites housing the School's Elder Law, Child Advocacy and Securities Arbitration clinics were opened in 2006.
  - The New York State Bar Association awarded the School's Hurricane Network chapter with the 2007 President's Pro Bono Service Law School Group Award (an award given to attorneys and law students who provide civil legal services without compensation to the disadvantaged).
  - A Summer Abroad Program was successfully launched in Rome in 2007.
  - The L.L.M. in American Legal Studies for Foreign Law School Graduates was launched in fall 2008.
- **Enhance Selected Programs in the College of Professional Studies (CPS)**
  - With an enrollment of 575 in 2008, Communication Arts (CAS) continued to generate high demand and high margin.

- Enhancements were made (2006) to the digitized animation lab and TV Center/Edit Lab in support of CAS programs.
- New programs in Computer Science, specifically, Computer Security Systems and Cyber Forensics, have been developed to meet market demand.

### **Priority 7: Enhance Residence Capacity**

To meet the increasing demand for student housing, the University implemented the following programs to increase capacity.

- In 2005, two apartment complexes (Seton and DePaul houses) were purchased near the Queens campus, adding 187 beds. The purchase was funded by the endowment.
- In 2006, the Board of Trustees approved a plan to build townhouses on the Queens campus and to renovate St. Vincent Hall for student housing. This construction was completed in fall 2008 and has provided 509 additional student beds. It was funded in part by the \$150 million bond issue covering the University and Academic Center.
- In 2007, renovations to the Manhattan campus added 90 beds, increasing the capacity to 199 student beds by fall 2008.
- In 2009, through a long-term lease agreement for an off-campus apartment building, 478 beds will become available for upperclassmen. The site is located within walking distance to the Queens campus and the lease will be funded by operating funds.
- The University's housing office has secured agreements and relationships with local housing complexes, resulting in an additional 75 beds for upperclassmen secured via short-term leases, as required.
- Modifications were made to the University's housing policies, thus guaranteeing housing for freshmen and sophomores. In order to manage future swings in capacity, beds will be made available for transfers and upperclassmen (currently not guaranteed) when possible.

### **Priority 8: Enhance Student Activities**

- A number of student-oriented facilities were constructed or revamped including Taffner Field House, Little Theatre; Fitness Center, St. Vincent

Stairway, Montgoris Hall, and the Newman Hall reflection pool; sitting walls and Adirondack chairs and benches were also placed throughout campus as part of efforts to beautify the campus and provide outdoor seating for students.

- An Academic Lecture Series was launched in the fall of 2006 to encourage students to participate in forums with prominent speakers such as Pete Hamill, Michael Eric Dyson, Nicholas Kristof, Edwidge Danticat, Katharine Weber, Craig Steven Wilder, and Frank Wu.
- The New Student Orientation was revamped in 2006 to include more faculty participation and better reflect the University's Mission. Ninety percent of all new students and almost 1,800 parents attended in 2007.
- Learning Communities were expanded in fall 2007 to reach over 2,200 residential and commuter students.
- 'Campus Concierge' was launched in 2006. The service provided over 7,000 students with subsidized tickets (to Broadway shows, movies, sporting events) and promoted on-campus activities.
- Signature events for all campuses were established or enhanced (i.e., Winter Carnival, Concert Series).
- The shuttle bus system was launched in 2005 (3,000 riders weekly across 5 different routes) and 225 student parking spaces were added in 2007.
- The Student Affairs organization was restructured and key personnel were hired to support new initiatives in student programming, multicultural affairs, wellness, and assessment.
- As of the 2006-2007 academic year 80% of all students have attended and/or participated in two or more engagement programs.

### **Priority 9: Quality of Life**

- Public Safety's Strategic Plan was implemented. Key components included the incorporation of phones, cameras, card readers, automated parking systems, and emergency call stations.
- The University's Emergency Response plan was re-evaluated and modified to include a Pandemic Response Plan and response to the Virginia Tech

incident, resulting in an enhanced campus-wide communications system. The latter now includes text and voice message alerts and a campus-wide PA system. Mandatory Emergency Response Training for all faculty, administrators and staff, is in the process of being rolled out.

- Over \$30 million was approved for deferred maintenance and high priority infrastructure needs thus improving comfort, functionality and appearance of the buildings and campuses.
- Infrastructure improvement was ongoing with an emphasis on the HVAC systems in the academic buildings.
- Custodial and maintenance was outsourced to a single vendor to improve service and accountability.

#### **Priority 10: Commitment to the Value of Diversity**

- Multicultural messages and images were integrated throughout University communications, both print and online.
- Diversity Awareness Training was formally launched in 2006:
  - \_ Three hundred seventy administrators and staff have voluntarily participated in the one-day Diversity Awareness Training.
  - \_ Fifty-three vice presidents and their direct reports in the Operations sector; 33 academic leaders, and 21 leaders in Mission and Branch Campuses have participated in a one-day Diversity Leadership program.
  - \_ A new program – *Managing a Diverse Workforce* – was rolled out in 2007.
- Efforts are ongoing to increase ethnic/racial representation among faculty, administrators and staff. The Recruitment function in the Office of Human Resources was upgraded to support the initiative and targets have been met for administrators and staff (*Appendix G*).
- Faculty ethnic/racial diversity is also increasing and has met the 2008 target of 20% faculty of color (*Appendix E*).
- St. John's became a founding member (along with 42 other institutions) of the Metro New York Southern Connecticut Higher Education Recruiting

Consortium (MNYSC HERC) to promote diversity in higher education and broaden the applicant pool for faculty, administrators and staff.

### **Priority 11: Development**

- The Capital Campaign, *Fulfilling the Dream* raised \$272 million (almost tripling the original goal, and surpassing revised goals of \$200 million and \$250 million).
- Mini-campaigns were developed, in partnership with the deans or appropriate leaders, for each of the academic units and key administrative areas.
- Annual giving donor and dollar targets were met or surpassed during the planning cycle (over 20,000 alumni donating over \$7 million, 2006-2007).
- Over \$10 million in government, foundation and corporate grants were awarded during the 2006-2007 academic cycle.

### **Priority 12: Leadership, Training, and Development**

- Human Resources' Training Department designed/ran/hosted a series of leadership experiences:
  - \_ In collaboration with the Center for Creative Leadership, hosted a 3-day intensive program for Deans and Vice Presidents.
  - \_ Partnering with the Office of Mission, designed a two-day Vincentian Leadership Program and a two-day session on Catholic Leadership in Higher Education for the Executive Planning Committee.
- A comprehensive training and development curriculum has had over 14,000 registrations since inception. Courses include Coaching for Exceptional Performance; Business Writing; Presentation Skills; People Management Series; and Quality Service for Leaders. Over 180 Certificate Program awards have been issued.
- The Center for Teaching and Learning (CTL) supported faculty development through a variety of programs and activities including a Teacher Exemplar Program for junior faculty with workshops on strategies for improving teaching and learning and assessment; expansion of the 'Conversation on

Teaching' series; expansion of the Summer Journal Club luncheons and Interdisciplinary Roundtable Lunches; and revision of the CTL Fellows Program.

### **Priority 13: Marketing and Brand Image**

- The Brand Identity Platform was implemented across all print and online materials, and strategic messaging was incorporated into all recruitment and informational publications.
- A full-service, in-house agency was created producing more than 2000 publications; over 20 interior/environmental design projects; and receiving over a dozen industry awards in 2005-2006 alone.
- The Intranet, Web Digest, Red Storm Sports and EDU home page were redesigned/re-launched; and over 15,000 pages of content were developed.
- Customer Service Center (CSC) was re-engineered in '04, integrating customer service and marketing. Comprehensive training and new technology enhanced both the 'inbound' and 'outbound' units' overall efficiency and functionality.
- Faculty perception that enhancing the Institution's national image is of high/highest priority, as reported in the Higher Education Research Institute's (HERI) triennial faculty survey increased from 66% in 2001 to 81% in 2007.

### **Priority 14: Mission**

- The concept of a Vincentian Institute for Social Action (VISA) was proposed and is outlined under future strategic initiatives.
- St. John's University acquired control of the Bread & Life Program from the Diocese of Brooklyn on September 14, 2006, and as indicated under future strategies, we will operate as key partners in service initiatives.
- The Ozanam Scholars program – a four-year academic formation program designed to foster students' skills in scholarship and research, Vincentian leadership competencies and global citizenship, was launched in fall 2007. Students live in St. Vincent's Hall, are mentored by faculty and become active

scholars focused on issues related to fighting poverty and enhancing social justice with the goal of developing or leveraging solutions to poverty. Forty-three students were recruited for the first program in fall 2007, and 25 enrolled in fall 2008. Students pursue their academic major and a minor in social justice as they develop competencies through experienced-based learning, many times with other members of the Vincentian community throughout the world.

- The Vincentian Mission Council broadened its membership and scope.
- Participation in the University Service Day and Founders' Week programs continued to increase.
- The 16-month Vincentian Mission Certificate program for employees and faculty was launched in 2007 with 58 participants; a new program was launched in 2008 with a cohort of 33.
- There have been 27 Vincentian Mission orientation sessions with 632 administrators and staff participating to date, and additional sessions tailored to faculty with more than 120 faculty participants.

### **Institutional Success Measures**

Approximately 100 institutional success measures – 88 with targets – were developed and monitored to identify annual and cumulative progress toward academic and institutional priorities. Baseline, trends, comparative data, targets and sources for all measures have been updated for the 2008-2013 cycle and can be found in Appendix H. In summary,

- For one-quarter of the institutional measures, targets were reached or exceeded.
- One-quarter had gaps between targets and current values.
- Approximately one-half are on track to meet targets.

The opportunities and gaps identified during the 2004-2008 plan provided the initial input and helped structure the framework for the S.W.O.T. analysis summarized below.

## **ST. JOHN'S UNIVERSITY S.W.O.T.**

### **Strength, Weaknesses, Opportunities and Threats**

In preparation for the 2008-2013 strategic planning process, a small group of EPC members compiled information from a wide variety of research and internal and external studies conducted over the last several years. An analysis of this research yielded a composite of the University's internal strengths and weaknesses as well as the external threats and opportunities facing higher education in general and St. John's specifically. A draft version of this SWOT was reviewed, discussed and updated by the EPC, APC and PWG and has served as the basis for identifying gaps in the next planning cycle. A summary of this analysis is shown in Appendix I. Strengths and weaknesses are summarized under image and reputation; selected academic programs and services; infrastructure capability; and accreditation and third party endorsements. Opportunities are identified under global education; technology; ethics and science; environment; collaborative efforts and partnerships; faculty; and leveraging resources. Threats are noted under changing student profile and demographics; external perception; competition; academic experience and expectations of students; mission; global market; funding and accountability; and academic/administrative units.

It is clear that the University has significant, even unique, strengths that will enhance our ability to continue to make strategic leaps. At the same time we need to rapidly embrace opportunities and be vigilant in addressing potential external threats and realistically resolving weaknesses. The results from the SWOT help to inform the strategic direction that follows.

## STRATEGIC DIRECTION

*"Whom Do We Wish To Serve?"* and the answers to that question, drove the goals and strategies of the University's 2004-2008 Strategic Plan. The predictive modeling and analysis, input from students surveys, discussions with faculty and administrators, and endorsement from our Board of Trustees helped us shape and establish both short and long-term objectives for the institution.

Armed with the results from the prior cycle and new industry data, we revisited the former findings in order to determine their continued validity and to frame future approaches and strategic priorities for the 2008 – 2013 Strategic Plan. The following is a summary of this review:

**Mission:** Providing access, as measured by the percentage of economically disadvantaged served, will remain a critical priority within the context of achieving our academic and fiscal targets. Forty-two percent of our incoming fall 2008 freshmen are Pell-eligible. We will continue to implement programs that provide access to students from the highest economic need category and monitor the population to ensure that we remain well above the Vincentian community's minimum service target of 25% and above the target of our institutional success measure of 35%.

**Undergraduate Education:** In the prior plan, we agreed to shift the academic profile of incoming students. While it remains important for the institution to maintain access to the economically disadvantaged as noted in the previous Mission section, by narrowing the range of academic abilities, the overall learning environment in the classroom was enhanced. As noted earlier, we have achieved our target of raising the academic profile. Going forward, our goal is to ensure that the average SAT score for the incoming class is at least 1100, with the intent of incrementally increasing the average without adversely impacting other important elements. We will also explore different thresholds by College/School/Major or Campus. The ratio defined for 'honors-eligible' students was surpassed and we will continue to evaluate the academic threshold of this population in order to maintain an honors-eligible ratio of 10%. We attained our target of reducing the 'at risk' population (conditionally admit) using the original 2002 criteria from 21% to 13%. Based on elevated criteria, the conditionally admit population is currently at 16%. Our goal through 2013 is to limit this population to 15% of incoming freshmen.

**Graduate Programs:** We will continue to offer graduate programs that enhance our undergraduate programs, are clearly aligned with our distinctive mission, and are primarily professional in nature. Growth will be targeted in select programs thus maintaining our doctoral intensive Carnegie classification status. There will be heightened focus on meeting the needs of our graduate student population through enhanced services and facilities, and increased opportunities for research and service.

**Student Demographics:** St. John's ethnic, religious and geographic diversity is considered an institutional strength. It is deemed critical to maintain the diversity, while continuing to monitor profiles to ensure that we reflect national trends for gender, our commuter profile mirrors the New York City college bound population, and we retain a critical mass of Catholics. By expanding residence capacity by approximately 500 beds through fall 2009, the University will strengthen its ability to attract a broader national and international population, thus aiding us in achieving our desired academic profile and in managing the shifts in growth predicted in future student populations, particularly the declines forecast for the Northeast.

**Financial Resources:** We remain committed to a balanced budget and to fiscal stability and to providing the programs, facilities and support for special strategies needed to serve our students and attract and retain talented faculty, administrators and staff. We are also committed to generating new revenue and strategically allocating resources in a manner consistent with our planning process.

**Institutional Positioning:** In the prior plan, we attempted to answer the strategic questions – “How do we want to be perceived?” and “What is the St. John's University Image we want to project? – by creating a framework for how we operate and communicate. The following brand positioning statement resonates even more clearly as we articulate our themes for the 2008-2013 cycle and future aspirations.

*“At St. John's our passion for education is guided by a simple truth --- that higher education is not just about career preparation, it's about learning to make a difference in the world.*

*As part of our Vincentian heritage, we believe that education should include both academic study and direct, shared experience helping those less fortunate than ourselves. Our curriculum is grounded by a comprehensive core of courses emphasizing*

*critical thinking and skill building enhanced by technology and linked to contemporary social challenges. Our programs involve students directly in volunteering, mentoring and academic service-learning, with such opportunities extending across the U.S. and internationally. Our community, one of the most comfortably diverse in the nation, reflects this commitment to shared experience where people from all walks of life can come together in an atmosphere of respect and common purpose.*

*We believe that the world is, indeed, getting smaller and that society needs leaders with a broad, informed view. With our community stretching from New York to Rome, and with an exceptionally diverse student population, we are committed to higher education which will provide access, expand horizons, foster understanding, inspire leadership and service, and demonstrate how to truly make a difference in the world.”*

**Institutional Assessment:** During the 2004 – 2008 planning cycle the University underwent re-accreditation by the Middle States Commission on Higher Education. The institution-wide planning process served as a strong foundation for the self-study process and report. The University was awarded full accreditation status and complimented for its clarity and commitment to mission, emphasis on planning, resource allocation and institutional assessment.

There is, however, as identified in the University’s self study, a need for progress in student learning assessment and the use of this information to improve programs. As a result, the Commission requested submission of a progress letter, due by October 1, 2008, indicating the following: development and implementation of a documented process for the assessment of student learning; progress in the articulation of expected student learning goals and objectives at institutional, program and course levels; and evidence that the student learning assessment information is integrated into academic planning and is used to improve teaching and learning. A plan was developed and we met this deadline. At its session on November 20, 2008, the Commission acted to accept the progress letter. Assessment efforts and initiatives will continue. During the 2008 – 2013 cycle the University will undergo the customary five-year Middle States Periodic Review.

**Institutional Success Measures:** A comprehensive list of indicators, measures and benchmarks was developed with input from the academic, operations and mission sectors and became the basis for assessing the University’s progress during the prior planning

cycle. Based on feedback from the assessment process and results, some measures were deemed more critical than others and more reflective of the institutional goals. These have been retained. Others have been revised or deleted. Additional measures and targets have been included to track the success of our Mission, Global, and Student Engagement priorities, where appropriate and can be found in Appendix H.

**Institutional Priorities 2008 – 2013:** Since 2001, annual strategies, aligned with the four institutional goals and the strategic priorities were defined and resources allocated accordingly. These strategies were instrumental in largely achieving the mission, vision, and image aspirations outlined in the prior plan which focused heavily on the question of *Whom Do We Wish to Serve*. As a result, we excelled in reshaping the academic profile for incoming freshmen, which has had a significant impact on enhancing the overall academic culture. This shift in culture and the increased proportion of students coming from the secondary market has presented a new set of expectations and challenges that we must address.

We recognize that there are a number of areas requiring continued attention particularly relating to student satisfaction, engagement, retention and graduation. Retention, persistence and graduation rates remain challenges with overall first-year retention rates for full-time baccalaureate students declining from the baseline of 82% for the fall 2001 cohort to 76% for the fall 2007 cohort compared to the 2007-08 target of 83% (*Appendix H*). Similarly, 6-year graduation rates have declined from 66% for the 1998 cohort to 61% for the 2001 cohort, far short of the target of 69%. The tables in Appendix J show 10-year historical trends and highlights differences in retention by gender, ethnicity, primary (five boroughs of New York City, plus Nassau County) vs. secondary market, first-year GPA, financial status (Very High Need), admission status (conditional vs. standard admitted students), school/college and other characteristics. In an attempt to further analyze the major drivers of attrition, The Office of Institutional Research studied freshmen cohorts 2002 to 2007 and conducted regression analyses that identified three significant and consistent predictors of freshmen retention: first year college GPA, secondary market and financial aid. Higher GPAs are associated with higher retention. Students from the secondary market are retained at a lower rate than from the primary market. Students with lower high school GPA and lower SAT scores received less institutional aid and less total aid, and their one-year retention was lower. Moreover,

freshmen who are “undecided” in their majors have a higher rate of attrition, while students affiliated with the University, for example, student workers and those participating in Academic Service Learning have a higher rate of retention. The report and corresponding tables can be found in Appendix L. Similarly, a phone survey is being fielded for non-returning freshmen. The implications of these studies will be reviewed and, in addition to the strategies identified in this plan, we will continue to develop and implement initiatives that address factors impacting freshmen retention. We anticipate that these strategies will explore the admissions process as well as interventions occurring with the Freshmen Center, Deans’ Offices, Residence Life, and through Financial Aid.

Similarly, we continue to monitor a range of surveys that measure our students’ level of engagement and satisfaction with their overall experience at St. John’s. These data suggest progress in many areas during the last planning cycle including the benchmarks of supportive campus environment, student-faculty interactions, enriching educational experiences, and active and collaborative learning with most of the improvement for seniors occurring between 2004 and 2008, and for first-year students, between 2006 and 2008. The perception of the level of academic challenge remained unchanged. In regard to individual items, our students highlighted technology, safety and security, diverse student interactions, and academic advisors as strengths. Differences remain between campuses and among our peers, and gaps remain between our targets and actual rates in overall satisfaction and levels of engagement. Challenges include continuing to increase faculty/student interaction; improving resident satisfaction, which is trending upward; raising the level of academic challenge; enhancing the perception that tuition paid is a worthwhile investment; and limiting the run around. Summaries of these surveys are available in a separate document.

Given these challenges, we now need to address the issue of *How We Serve our Students* to ensure an exceptional experience at St. John’s. The President’s Cabinet reviewed all of the above data points as well as the SWOT analysis and concluded that in order to truly transform the manner in which we serve our students and provide a distinctive educational experience, we needed to more visibly embed our Catholic and Vincentian Mission into all aspects of their experience, significantly enhance their level of Engagement, particularly with faculty, and incorporate a Global perspective to prepare them for a rapidly changing environment. Therefore, these three areas of critical focus

will be highlighted as strategic priorities as we examine the ways in which we can achieve success.

We recognize that technology will be an integrated component of the Plan, enabling the three areas of focus. As we move into the next planning cycle, we will build on our technological foundation, by adding software and systems that facilitate greater information sharing, collaboration, social networks and virtual communities. Building on the technology investments made to automate and enhance workflow in various areas, we will continue to identify and implement opportunities for re-engineering processes throughout the University's operations. These functions will foster greater inquiry and exploration, and when integrated directly into the classroom or academic service-learning, will enhance our commitment to the Vincentian spirit: identifying the causes of chronic poverty, disseminating solutions to poverty locally, regionally and worldwide.

## I. MISSION



*“Our mission – amplified by a legacy of service and access to the disenfranchised is the linchpin to further distinguish St. John’s University. Our hope is to graduate people who have learned the habits of action, reflection and spirituality as part of their lives. By promoting an appreciation and respect for all faith systems with a particular emphasis on the Catholic Vincentian tradition, our goal is to provide a foundation for a life-long desire for a spirituality that includes outreach as a foundational characteristic. During this next planning cycle, we will develop an integrated learning experience that continues to build upon our Catholic and Vincentian values. The culmination of this experience is one that prepares our students to be leaders who develop value-driven solutions that truly make a difference in the world. The introduction of the Vincentian Institute for Social Action (V.I.S.A.) along with other initiatives offered at St. John’s puts the University’s mission in the spotlight.”*

Rev. Patrick Griffin, C.M.  
EVP of Mission and Branch Campuses

As an institution of higher education created, sustained and energized by its Catholic and Vincentian heritage, St. John’s University seeks to ensure that the values of Catholic Social Teaching and the spirit of St. Vincent continue to permeate and animate all aspects of the educational experience of its students. Active concern and care for the materially poor are central to the distinctiveness of the St. John’s academic experience. The overarching goal is to provide our students with the skills to become leaders in the quest to foster global harmony and peace and to mitigate poverty and social injustice in the world community. During this next planning cycle, we will focus on two primary developmental programs aimed at further enhancing our core mission to provide high quality academics in a Catholic and Vincentian framework. First, we will develop a new unit designed to highlight our distinctiveness as a Vincentian university. Second, we will invest further in Vincentian formation programs for students, faculty, administrators and staff.

## A. Vincentian Institute for Social Action (V.I.S.A.)

### Objective

- The newly established **Vincentian Institute for Social Action (V.I.S.A.)** will bring together inter-disciplinary faculty, student scholars and strategic service partners with the goal of leveraging the intellectual capital of the university to implement solutions to poverty and social justice. It will focus on specific issues affecting the poor, including hunger, homelessness, health and education. VISA is designed to build on a long tradition at St. John's of engaging with the church and local community to serve those in need. VISA will build on this rich tradition by introducing a four-year formation program designed to unite faculty, students and service partners in field-based research and longer term projects with measurable results to both those serving and those being served. The objective is to unite our unique resources in a manner that produces "action with impact" for those less fortunate.

### Strategies

1. Develop and implement a **University-wide infrastructure** and interdisciplinary approach that leads, supports, finances and promotes the activities of V.I.S.A. The Executive Director of V.I.S.A. will work closely with the Mission organization, the Academic Sector, Student Affairs, and other University departments to collaborate and coordinate the design and delivery of initiatives.
2. Develop and implement an **Ozanam Scholars Program** through the annual recruitment of 30 dedicated incoming students with superior academic and qualitative credentials, who have a record of rich community service or civic engagement, and who will commit to a four-year academic formation program to become academic scholars, Vincentian leaders and global citizens. Ozanam Scholars, who will pursue a variety of academic majors, will complete their major as well as a minor in Social Justice: Theory and Practice in the Vincentian Tradition, and a series of service projects designed to build the skills and competencies enabling them to exercise Vincentian

leadership regardless of their future career paths. Scholars will serve the poor on local, national and international levels, work with the Vincentian community throughout the world and learn how to develop and implement solutions to issues of poverty and social justice. Ozanam scholars will each receive an annual \$10,000 scholarship, and will be housed within the Vincentian Residential College where they will engage with faculty in research, learning, seminars and events relating to addressing the many faceted dilemma of worldwide poverty and develop skills in research and scholarship, Vincentian leadership and global citizenship .

3. Create an inter-disciplinary **Faculty Research Consortium** supported by the establishment of endowed Chairs to attract professionally qualified people that embrace academic service-learning, promote civic engagement and field-based research, collaboratively work with the University's strategic partners on service projects, mentor Ozanam Scholars, and disseminate findings through *The St. John's University Press*. (#6 below).
4. Establish a group of **strategic service partners** that will embrace the VISA program. Refine and enhance the current population of community service partners to establish a centralized network of local, national and international partners. Strategic partners will be capable of and committed to supporting a wide range of service activities including long term initiatives. In seeking out strategic partners, we will leverage Vincentian and Catholic networks around the globe thereby providing our faculty and students with the opportunity to work with and learn from the rich network of Vincentian organizations, including the Daughters of Charity, the Ladies of Charity, MISEVI, the St. Vincent DePaul Society, and others. This will expand and enhance the impact of Vincentian sponsorship of St. John's University.
5. Expand the **Academic Service-Learning (ASL)** program to create, sustain and perpetuate the experiential aspect of a St. John's education, allowing all students to be involved with and reflect upon the disadvantaged in our local communities, in the nation and around the world through service and community-based research. Plans are underway to incorporate an Academic

Service-Learning component into the English 1000 core course, beginning in fall 2009 so that all freshmen will experience reflection and service. We expect that by the fall of 2013, academic-service learning and service opportunities will be so embedded at the University that no student will graduate without an experience of direct service to the poor. In the interim, interdepartmental ASL activities will include the following:

- Developing the ASL component of the Discover the World Program and all other national and international initiatives;
  - Developing a sustained and continuous ASL commitment to the St. John's Bread and Life Program and other external partnerships, particularly within the Vincentian network;
  - Providing academic support and development for faculty;
  - Networking and collaborating with service related programs within the University to promote the Vincentian mission and vision of service.
6. Resurrect and update the **St. John's University Press**. Led by the Vice Provost, the STJ Press will provide an on-line, open source, peer reviewed journal to publish findings (i.e. "Action with impact") and field-based research to advance the body of knowledge that is focused on solutions to poverty and social justice issues. The STJ Press will identify scope and areas of focus, identify key technological issues required for implementation, and a mechanism for promoting the Press.
7. Develop and implement a framework for outcome measures by creating a V.I.S.A. focused outcomes and assessment unit. Key to the success of V.I.S.A., this unit will measure outcomes and the degree to which this effort has had an impact on our students and, more broadly, on the Vincentian character which defines the university. Specific elements will include the following:
- Development of assessment rubrics for service Impact;
  - Identification of key measurable outcomes of service initiatives;
  - Identification of best-in-class assessment strategies to gauge ASL programs;
  - Setting of targets and criteria for assessing service effectiveness.

## B. Student/Faculty/Employee Formation and Development

### Objective

- In recent years, the University has been especially attentive to promoting and embracing its Vincentian character and has been successful in this regard. During this planning cycle, we will seek to make the connection between our Catholic and Vincentian character even more explicit, and build on the ways in which our Judeo-Christian heritage nourishes and encourages Vincentian learning and service in a university environment. We will carry this out across all of our constituencies---student, faculty, staff, administration and alumni -- and will develop a comprehensive Mission Plan that is also attentive to our strategic focus on student engagement and global education. We intend to build a culture where service and learning are seen as lifelong privileges and responsibilities for graduates of St. John's University.

### Strategies

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

- a) Develop and implement a Five Year Mission Plan to address formation, service, and spirituality through the lens of our Catholic and Vincentian identity. In addition to incorporating input derived through the Mission Audit and focus groups outlined below, this plan will include and expand upon many successful programs currently in place, and will have several other features:
  - A specific consideration of the way in which our Vincentian Catholic identity is presented and preserved at our branch campuses and sites— notably Manhattan, Oakdale, Rome, and Paris;
  - An emphasis on the way in which Graduate Students are included in the Mission efforts;
  - The presentation of a specific figure during each year of the Plan who will capture the Catholic, Vincentian and Metropolitan character of the University (Year One: Paul the Apostle).
  -

- b) Develop (with the help of Institutional Research) a comprehensive Mission Audit to assess the ways in which we promulgate the Catholic and Vincentian components of our identity to prospective students and their families, new students, current students, alumni, faculty, administrators and staff.
- The audit will also assess the University's effectiveness with regard to articulating and embedding Vincentian and Catholic culture and values into the fabric of the St. John's experience.
  - The audit will also enable comparison of the retention of students who are engaged in University (mission) activities with that of those who are not engaged.
  - Results will be thematically focused and strategies will be developed and incorporated into the above referenced Mission Plan and will include measurable goals and assessment outcomes to minimize our identified weaknesses and build on our strengths, in response to a changing university context.
- c) Conduct a series of focus groups with representatives from all facets of the University community and alumni to understand different perspectives on our Catholic and Vincentian identity and how it impacts their learning experience at St. John's. These sessions will also provide the Mission Office the opportunity to clarify and strategically convey to these constituencies the foundational impact of our mission on the University's future and will be incorporated into the Mission Plan.

## **2. Formation**

- a) Continue to offer current Mission Orientation programs to faculty, administrators and staff while identifying new programming efforts that respond to gaps identified through the Mission Audit.
- b) Enhance the material provided in the recruitment process for prospective employees concerning the Catholic and Vincentian identity of the University to ensure that knowledge of the opportunities regarding continued education and formation by means of ongoing academic, cultural, and liturgical programs is provided in a timely manner.

- c) Design and implement a cohesive and developmental mission orientation, integration and assessment process for students focusing on the Catholic and Vincentian nature of the institution. Define a curriculum, essential competencies, desired learning outcomes, and activities that identify key moments of distinct formation for undergraduate and graduate students. This will include broad based experiences for the general student population and a complementary track targeting groups of student leaders and other selected constituencies. Special focus will be placed on the mission component of the Discover New York Course.
- d) Collaborate with Marketing and other key internal constituents to insure consistency in the presentation of our Catholic and Vincentian identity through alignment in our internal and external messaging.
- e) Expand the Vincentian Research Fellows Program and the Faculty Expert Program at the Holy See Mission to the UN so that more faculty members will be conversant with Catholic Social Thought and skilled in the integration of Catholic and Vincentian values into their teaching, research and service. This would also make them more available for mentoring and service across the University.

### **3. Outreach**

- a) To complement the initiatives outlined under V.I.S.A. and in place in multiple venues throughout the organization, including student life, human resources, athletics and campus ministry, continue to provide opportunities to engage students in direct service to the poor, including service formation activities and meaningful reflection both for students studying locally and abroad.
- b) Develop an experiential and resource-based training process for those who are involved with facilitating service with students in various sectors of the University.
- c) Continue to focus the "Living Vincentian Today" as a tool to connect our Catholic and Vincentian Mission for students, staff, administration, alumni and faculty.
- d) Explore developing a program for graduating seniors who pledge to continue to serve the materially poor for a specified number of hours each year.

- e) Develop strategies that allow for trained employees within various areas of the university to weave service into the fabric of their relationships with students.
- f) Assist in the development of programs on Catholic identity for the local community.
- g) Encourage local and global outreach by all University constituencies through participation in our annual University Service Day and through our Vincentian Mission Certificate (VMC) Alumni Chapter so as to promote creative collaboration in service projects.
- h) Continue participation in the Vincentian Mission Initiative with Niagara and DePaul Universities and contribute to the development of inter and intra-university projects that advance the mission of Catholic Higher Education in the Vincentian tradition in the United States.
- i) Continue the Vincentian commitment to clerical formation by providing a range of programs for priests, seminarians and religious as well as other Church personnel.
- j) In the spirit of *Ex Corde*, strengthen ties between the University and the greater church through joint study and collaborative programming on issues of religion, service, science, stewardship, poverty, and social justice. This can continue to be facilitated through the activities of the Vincentian Chair of Social Justice and Vincentian Center for Church and Society.

#### **4. Catholic Identity in a Diverse Community**

- a) Develop a suite of programs to advance the understanding of the distinct nature of St. John's as a Catholic University. This will complement the core course of Theology 1000, *Catholic Christianity* and will be developed as formational for our Catholic students and informational for our non-Catholic students. This will include programming for student leaders, resident assistants, orientation advisors, student athletes and Ozanam Scholars.
- b) Implement a program for Staten Island Campus students of all faiths, beginning in fall 2009, entitled *Scholars for Social Justice*. The three-year program, beginning in sophomore year will specifically educate students in the role that Catholic social teaching plays in transforming the person and society. In essence, students will

complete a minor in Theology with a specific focus on Social Justice Courses and an internship experience with fieldwork and reflection. Students will form a Learning Community that will participate in on and off-campus colloquia on topics related to Social Justice; do applied research in a chosen area; and publish their findings in an online journal to be maintained on a program website.

c.) Identify additional opportunities for spiritual and interior growth for our faculty, administrators and staff who are not involved in any existing programs offered by the Office of Mission.

## II. STUDENT ENGAGEMENT



*“Without our students, the University would cease to exist. We need to teach and nurture our students while they are at St. John’s, and to prepare them for the world in which they will live and work. It’s not enough to send them out into the world with job skills – we aspire to build a network of graduates who lead with compassion. To that end, we must continue our commitment to academic excellence, experience-based learning and service, and foster the interaction between and among faculty and students and administrators – in and outside the classroom – that builds lasting relationships and our overall sense of community.”*

Julia A. Upton, R.S.M., Ph.D.  
Provost

To increase the likelihood of student success, in-class programs aim at improving a student’s academic performance. Non-academic factors impact college outcomes and are often the principal components of retention programs. There is, however, extensive research from ACT (formerly, The American College Testing Program, Inc.), National Survey of Student Engagement (NSSE), and many other studies that have established that the most successful programs use strategies that improve academic and non-academic areas in an integrative way. Therefore, the extent to which we are able to engage our students, particularly with faculty, both within and outside the classroom, will be a critical area of focus for us during the planning cycle.

This was reinforced during a series of recent focus groups with a representative sample of students who indicated that their overall experience was enhanced when they had high quality faculty members who demonstrated high levels of engagement. Conversely, students consistently noted that lack of faculty engagement in the classroom, teaching styles that do not stimulate, lack of content expertise, lack of advisement, inconsistencies in the level of responsiveness, and limited faculty availability, particularly in the case of adjuncts, constituted areas that needed improvement. In terms of limited availability, adjuncts do not have offices, laptops or contract expectations that they will be

available to students outside of the classroom. The Provost will look for and create opportunities to publicly honor and celebrate the accomplishments of our exemplary faculty members.

While we recognize the integrative nature of the student experience, for ease of presentation the student engagement initiatives are summarized under two categories: those directly enhancing the academic experience; and student events, activities, and organizational efforts that support the student experience.

## **A. Enhancing the Academic Experience**

### **1. Full-time Faculty Utilization**

Various research studies including analyses done by the National Survey of Student Engagement have shown that schools that have a lower student-faculty ratio, higher percentage of full-time faculty, and classes of fewer than 20 students, generally demonstrate higher levels of student engagement. (*Appendix K: benchmark faculty ratio/retention statistics*). The number of full time faculty alone does not guarantee high levels of success, but rather the extent to which these faculty members are engaged with students.

The Provost has completed a quantitative study that summarizes the percent of full-time faculty workload dedicated to instruction at the undergraduate and graduate level at St. John's, with a special emphasis on the percent of full-time instruction dedicated to the Core Curriculum and the percent of full-time/part-time faculty teaching the Common Core. The study sought to analyze the link between full-time faculty instruction and student engagement. The results of full-time faculty in the College of Liberal Arts and Sciences and the College of Professional Studies, the two Colleges with faculty who teach CORE courses, were linked to results from the most recent National Survey of Student Engagement (NSSE), Faculty Survey for Student Engagement (FSSE); and the STJ Student Course Evaluation. The data from all sources, when considered together shows that an increase in the number of full-time faculty teaching the Core Curriculum is one step to increasing student engagement at St. John's University. The following summary demonstrates the link between the use of full-time faculty and increased student engagement.

The quantitative study found that in the aggregate 81% of the full-time faculty workload was dedicated to instruction (undergraduate and graduate); 9% for

administrative service; 8% for research reductions and sabbaticals beyond that which is the normal expectation; 2% for special leaves; and 1% for grant related activities. Further, the distribution to undergraduate and graduate instruction is 86% and 14% respectively. Currently St. John's is utilizing 24% of the full-time faculty workload to deliver 48% of the core curriculum courses. Significant reallocation of existing full-time faculty to the common core is not feasible because of existing instructional needs in the distributed core, undergraduate majors and/or graduate education.

Qualitative studies found that variables that enhance student engagement include level of academic challenge, student interaction with faculty, enriching educational experience, and technology. Regarding the **level of academic challenge**, NSSE data shows that STJ students perceive that full-time faculty place a greater emphasis on academic challenge and enriching educational experiences, promote educationally enriching activities, and require more hours of out of classroom study. Regarding the **level of student interaction** with faculty, FSSE data shows that STJ full-time faculty report that they provide more out of classroom encounters with students and spend more time advising students than part time faculty reported. In the fall 2007 student course evaluation results regarding the **level of academic challenge**, students found that full-time faculty courses are more difficult, faster paced, and require more out of classroom hours. Similarly, regarding **level of student interaction** with faculty, students indicated that full-time faculty members are more **accessible** and more knowledgeable about the use of **technology**.

### Objective

- Optimize full-time / part-time faculty ratios to provide undergraduate students with a higher level of academic challenge, increased student engagement and interaction with faculty, and more enriching educational experiences, including more knowledgeable use of technology in and out of the classroom.

### Strategies

1. Continue to strategically increase the ratio of full-time instruction in the Core Curriculum over the next five years as financially feasible, particularly in English Composition, with an overall target of 50%.
2. Study the feasibility of implementing an enhanced role for adjuncts providing greater availability to students outside of the classroom.

## **2. The Institute for Core Studies**

In order to better serve our students during their crucial first two years of undergraduate study, we have established the Institute for Core Studies (ICS). The Institute is comprised of faculty who primarily teach in three core specialties: Discover New York, Composition, and Scientific Inquiry. These faculty members will be able to earn programmatic tenure. We expect a deep commitment to the University and its students, a compelling interest in high quality teaching, an extraordinary devotion to student learning both inside and outside of the classroom, and caring service to students during their difficult transition into academic life.

ICS will explore options for further enhancing student engagement that goes beyond freshman year and foster faculty development. In addition, the Institute will investigate several academic engagement possibilities including the creation of capstone courses, faculty mentoring, learning communities and student electronic portfolios. Three major areas will be addressed: faculty development, program development, and curriculum development.

### **Objectives**

1. **Faculty Development** - Implement critical thinking into the core curriculum; assure consistent, high quality teaching, learning and engagement in all academic areas; enhance the use of information technology and literacy particularly in the core curriculum; and increase the number of full-time faculty teaching freshmen in the core curriculum.
2. **Program Development** - Improve writing skills, information technology and literacy and academic success among the undergraduate student population; and increase student engagement, particularly freshmen in undergraduate education.
3. **Curriculum Development** - Strengthen the Scientific Inquiry course; focus the Discover New York course in the core modules of students' academic and social transition, institutional mission, and New York history and culture; and provide opportunities for faculty to learn about the common core and develop a plan for providing opportunities for integration and interdisciplinary scholarship among faculty and students.

## Strategies

### Faculty Development

1. Develop and implement annual training and support programs related to student engagement, teaching pedagogy, academic technology and global issues for core curriculum faculty.
2. Collaborate with *Writing Across the Curriculum* in hosting a series of workshops designed particularly for enhancing new full-time and adjunct faculty's ability to enhance student writing and critical thinking.
3. Initiate core curriculum faculty recognition and support programs.
4. Hire full-time programmatic tenure faculty to teach in the core curriculum.

### Program Development

1. Implement changes to the content and sequencing of first year core courses (Philosophy 1000 and Scientific Inquiry) that have a significant negative impact on first year GPA and retention.
2. Facilitate the enhancement of writing efforts in the Common Core courses.
3. Expand the implementation of e-portfolios, English Composition Hybrid courses, use of Wikis and Blogs and academic service learning in the Core Curriculum.
4. Pilot the use of the Learning Styles Inventory with first year students on the Staten Island campus in collaboration with the University Freshman Center and faculty of Discover New York
5. Develop and implement an action plan that fosters partnership between the Institute for Core Studies and the first year Learning Communities Program.

### Curriculum Development

1. Convene an academic committee composed of the Chairpersons of Chemistry, Physics, Biology, Environmental Studies, and Psychology as well as representatives of the Core Curriculum and the Institute for Core Studies with the charge of devising and implementing an action plan to develop the Scientific Inquiry course and ensure that the course fulfills its goal of developing the core competencies, specifically quantitative literacy, by fall 2009.

2. Charge the University Core Curriculum Committee to benchmark and if feasible, propose a capstone synthesis course for the Core Curriculum by fall 2010.
3. Assemble an academic committee comprised of the Director of the Institute for Core Studies, Coordinator of Discover New York and faculty of the Core Curriculum to hone the student transition module of Discover New York and ensure that the course fulfills its goal of developing the core competencies by fall 2009.
4. Disseminate information about the core curriculum on the web and in print to faculty and students
5. Increase student / faculty interaction through expanded faculty participation in learning communities, experiential learning, student trips / activities, and Web 2.0 tools.
6. Provide *Writing Across the Curriculum* workshops for core faculty and include as core courses in the Learning Community Program.
7. Continue assessment of the core curriculum.

### **Success Measures**

- Increased retention rates.
- HERI faculty survey indicators
- NSSE student engagement benchmarks
- Percent of full-time faculty teaching freshmen (target: 60%)
- Student achievement on quantitative literacy rubric.

### **3. Early Alert System**

Our research and data analysis on retention patterns indicates that one of the most significant predictors of freshmen year attrition is their first year grade point average. To quickly identify and address the academic, social, and/or personal concerns of first-year students that can negatively impact retention and to assist in increasing the retention of first-year students, an Early Alert System which has been in existence for the past few years is being enhanced. This system, which is managed through the University Freshman Center (UFC), focuses on engaging the UFC, faculty and others in academic and other intervention.

## Objective

- Increase freshmen retention rates by improving student academic performance and engagement; promoting faculty/student/advisor interaction and communication; identifying potential causes of attrition and providing timely and targeted academic interventions, establishing patterns of academic responsibility by helping students recognize and eliminate behaviors that impede academic success; and assisting students in setting attainable academic goals.

## Strategies

1. Implement aggressive outreach and intervention solutions to every at risk freshman (students with low mid-term/first semester GPAs, financially struggling, secondary market students, dissatisfied, etc.) before the end of the first semester of each year. Information will be collected and analyzed based on academic and financial indicators as well as the results of an *Early Alert* freshman survey.
2. Solicit faculty participation in improving retention and success of students through faculty forums geared toward faculty who teach first-year students; an easy to access Early Alert electronic form for notifying the UFC in a timely manner about any attendance or other at-risk student behavior; designation of an Early Alert liaison for upper-class students within each college; and other initiatives.

## Success Measures

- Increase in retention rates consistent with institutional targets

### **4. College Level Retention Initiatives - Enrollment Task Forces**

At the end of the spring 2007 semester, the Provost mandated the establishment of an Enrollment Task Force (ETF) within each of the schools/colleges responsible for retention, recruitment and program development. These Task Forces will continue during the 2008-2013 planning cycle.

## Objective

- Conduct extensive analyses of retention, enrollment, graduation, survey and other data, for school/college; set retention targets; and recommend and implement strategies for meeting the targets.

## Strategies

1. Review and enhance academic advisement to provide greater connections between first-year students and faculty in their discipline. As an example, in December 2008, the College of Professional Studies (CPS) will begin piloting a Faculty mentoring initiative proposed by its ETF in which major area faculty will begin to engage their declared majors in the freshman year in collaboration with the UFC and will continue to mentor those majors in years 2-4.
2. Heighten focus on students who have not yet decided their major field of study.
3. Develop and implement solutions for improving retention at a departmental level.

## 5. Engagement Initiative for Undecided Students

In fall 2008, after an assessment of an earlier version of this program, the Provost revamped a faculty engagement initiative with a focus on first-year students who have not decided on a major. As presented earlier, our data indicate that students who are undecided about their major are at a greater risk of leaving the University. Whereas 77% of freshmen with a major from the 2007 entering class returned for their sophomore year, only 71% of those who were undecided did.

## Objective

- To increase freshmen year retention of undecided majors in St. John's College and CPS by helping to foster their integration into the academic and social life of the university and reducing the likelihood of student attrition.

## Strategies

1. Target students who have not yet decided on a major and enroll them in a weekly or bi-weekly hour-long seminar with a faculty member who will help

the group (approximately 10 students) in becoming more connected to the University and its programs, focusing on selecting a major, and developing the faculty-student relationship.

2. Provide faculty with some ideas on how to handle the seminar, but give them freedom to develop it and to time it at their convenience.
3. Offer major-specific academic symposia that foster faculty-student engagement through research, planning, and discussion on shared subjects of interest, with particular focus on undecided students.

### **6. Enhanced Definition of Service in Faculty Responsibility**

At the beginning of September 2007, the President announced the formation of an Academic Planning Committee (APC) of 15 faculty members, with representatives from each academic unit, along with the support of select administrators from the academic sector. This advisory committee works in concert with the University's Executive Planning Committee and the Office of Institutional Planning to engage the academic community fully and directly in the University's Strategic Planning cycle. The committee reviewed and endorsed the three strategic themes and developed a set of related recommendations which were submitted to and endorsed by the Provost's Council and the EPC. Recommendations relating to scholarship and faculty research, and global education are addressed elsewhere in the plan. At the request of the President, the committee developed an enhanced definition of "service" in faculty responsibility. The related objectives and proposed strategies are summarized below.

#### **Objectives**

1. Develop an expanded definition of "service" in faculty's responsibilities within the context of the President's call for a renewed focus on improving the quality of the student experience.
2. The University should explore including the expanded definition in the various criteria for appointment, promotion, and tenure for the various colleges for all ranks with increased expectations appropriate to each rank and ensure that data pertinent to each are collected explicitly in the PAF and AFAR.

## Strategies

Service is divided into the following three categories: Service to Students, Service to the University, and Service to the Community and Professional Societies.

### Service to Students

1. In developing criteria for faculty service opportunities to students, emphasis should be placed on the availability of faculty to counsel and mentor students about research, academic matters, career choices, and professional interests. Representative examples of research mentoring would include independent studies, directed readings, theses, and dissertations.
2. The University should recognize graduate and undergraduate research mentoring activities by providing travel funds to selected students to present findings at regional and national conferences.
3. Special emphasis should be placed on opportunities for faculty to engage with students inside and outside of their courses. Representative examples of such engagement would include providing advisory services to student organizations, attending university academic and cultural events where there are opportunities to interact with students, being eligible for course reductions when they propose a worthwhile and large scale service activity equivalent to a course in time and scope, and engaging in service consistent with the scale of their student teaching load.

### Service to the University

1. Faculty members recognize their obligation to develop, support and enhance the life of the University by participating in the governance and leadership of their departments, the College, and of the University itself. To this end, emphasis should be placed on individual faculty service opportunities to ensure proportionate share in such leadership. Representative examples include serving actively on faculty committees, participating in faculty governance bodies, participating in professional development and pedagogical programs offered by the University, and pursuing continuous improvement of the courses, certificate, and degree programs offered by their unit.

## **Service to the Community & Professional Societies**

1. Faculty members should be encouraged to seek out opportunities to engage in service to the community and professional societies that offer no compensation beyond expenses. Representative examples include significant participation in national, state or local professional or disciplinary associations and their committees; service on government advisory committees or the board of directors of community service organizations; and advising and presenting to community groups, etc.

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

Although the classroom is the central hub of learning and student/faculty engagement, what happens outside the classroom is another critical component in student engagement, satisfaction and student success. Various collaborative efforts are underway or planned across the University to significantly enhance the overall student experience. The new University and Academic Center will be a hub for student-faculty engagement, integrating programs, events and services.

### **Objective**

- Build on initiatives created and implemented in the 2004-08 planning cycle, and address issues raised by students and other constituencies as being fundamental to student success and retention, but that remain challenges for us.

### **Strategies**

1. Improve programs supporting Learning Communities by linking course work and enhancing the level of faculty and student interaction.
2. Develop a specific focus on the secondary market resident students through targeted programming and outreach efforts to assist in their transition to college life.
3. Continue to enhance and promote the Academic Lecture Series as a collaborative venture among the Office of the Provost, Division of Student Affairs, Multicultural Advisory Committee and other groups, ensuring that students are exposed to diverse perspectives and renowned speakers.
4. Identify institutional policies and practices that have a negative impact on retention and student success, through a cross-institutional Student

Engagement and Retention Task Force (SER), and implement strategies that emerge through this process.

5. Increase participation of faculty moderators for all student organizations.
6. Increase student participation in service and academic service programs, an experience that recent data has shown has impacted freshmen retention by 3%.
7. Develop opportunities for academic integration and student engagement in the “Greening of St. John’s” and environmental sustainability.
8. Enhance internships and career preparation:
  - Restructure Career Center – Enhance workflow efficiencies through implementation and utilization of technology and reallocate resources to balance the focus on job preparation with emphasis on internship opportunities.
  - Create a University-level committee involving all academic units, Alumni Relations, and the Career Center to develop a systematic approach for enhancing and effectively tracking the number of paid and for-credit internships offered to students.
  - Engage the Alumni population in assisting with internships and career opportunities.
9. Provide financial services to students in a **One-Stop-Shop** to address students’ perception of getting the runaround. The following are underway or proposed:
  - Renovate space in the lower level of Bent Hall, with a renovation budget of \$1.5 million to dramatically improve the physical space for the provision of excellent “One-Stop” financial services to our students by the Office of Financial Services, comprising Financial Aid and Bursar functions, with an eye to expanding later to include other student service functions.
  - Undertake a complete assessment of policies, procedures and workflows to create a more efficient service model aimed at improving student satisfaction and retention rates.

- Continually explore different ways to leverage current and emerging technology and implement as approved. Current proposals include adding kiosks where students may make payment, print invoices, add funds to their storm card, apply for student loans; implementing a webcam, so that students and parents can view the traffic pattern, and be encouraged to use our web base products; developing a One-Stop-Shop Virtual Web Page with web access to all relevant student services such as registration, financial aid, and bursar; streamlining web page in order to reduce the number of clicks and be more direct; providing access to parents through UIS, to view students' records and make payments, with student permission; and imaging all student bills and financial aid award letters to develop a history.
  - Improve the level of service by refining automated email response to students, upon receipt of documentation; working with the Call Center to enhance the current telephone system, in order to better respond to parents and students by properly answering their calls; implementing an appointment system where students will be able to make appointments ahead of time, in order to meet with their individual counselor; and expanding business hours.
10. Enhance and expand the approaches to existing peer mentoring systems (Alpha- Peer) with a focus on the diverse needs of our student population as well as proactively connecting Alumni through the existing Career Center COACH or alternative program.
  11. Host large employee/faculty engagement forums such as Town Halls, Department Showcases, online seminars, Leadership Offsites and Presidential Summits to enhance knowledge, awareness and action, and increase inter-departmental appreciation and integration to effectively serve students.
  12. Strengthen the link between performance management/employee rewards and delivering exceptional service to students.
  13. Implement a University-wide on-line Master Calendar and an updated, automated Event Tracking System to better coordinate events for students.

## **Facilities**

Facilities enhancements and construction will continue in areas that directly improve the quality of the physical campus environment for our students and employees. In the 2004-2008 Strategic Plan, the emphasis was on improving comfort and infrastructure and enhancing Public Safety. Considerable investment was made in the respective areas – \$15 million spent and \$30 million planned in deferred maintenance projects and over \$4 million invested in safety enhancements and initiatives in support of our Emergency Response Plan. Housing, a major issue in the last plan, was addressed and highlighted in the Results section of the plan.

In the current cycle, our attention shifts to implementation of the Facilities' Master Space Plan. The Master Space Plan was created via collaborative interplay among leaders from the academic, student and operational sectors, and supported by external space consultants and architects. Myriad data and findings from assessment instruments regarding student and employee satisfaction and competitive benchmarking were fed directly into the planning process. The comprehensive five-year plan consists of several new and enhancement projects aimed at improving the teaching/learning environment within and outside of the classroom.

In 2007, the University President, along with other New York City university presidents, signed the "Mayoral Challenge for Climate Change for 30 in 10" to reduce the institutions' overall carbon footprint by 30 percent by 2017. The University is committed to reducing its carbon footprint and will boost existing programs while introducing new initiatives for a "sustainable future." The strategies summarized below also address our goals concerning sustainability and reduction in the carbon footprint.

## **Strategies**

1. Construction of a 127,000 square foot University and Academic Center. The Center will house state-of-the-art classrooms, various student services, and areas for student organizations and group activities. The design was deliberately constructed to encourage engagement among students and faculty.
2. Consolidation of academics facilities (St. John's College, College of Professional Studies, Tobin College of Business) in buildings surrounding the Great Lawn (Newman Hall and St. John's Hall) to create an academic quad.

In addition to infrastructure upgrades in these respective buildings, the design will support greater opportunity for faculty-student interaction.

3. Construction of new townhouses designed to support Living Learning Communities.
4. Creation of outdoor gathering places for student activities. Plans are underway to develop such places behind St. Vincent Hall, between Belson and Kaiser Stadiums, and between St. Augustine Hall and the new University Center.
5. Major site improvements to St. Augustine Hall. In addition to upgrading the library materials, study and collaboration spaces, the co-location of faculty from St. John's College and College of Professional Studies will create a Humanities Center in the heart of campus.
6. Creation of a graduate commons in the St. John Hall courtyard providing exclusive space to our graduate student population.
7. Relocation and expansion of Fine Arts within a portion of the old University Center.
8. Continued enhancements to infrastructure: HVAC, technology support and access, safety-related, food service venues, and campus landscaping.
9. Driven by the recently created Office of Sustainability, implement efficient infrastructure upgrades, install a campus-wide building management system, give consideration to a cogeneration plant, and implement other measures to achieve carbon footprint reduction targets.
10. Continue to incorporate appropriate Leadership in Energy and Environmental (LEED) design elements in all new construction, such as St. Vincent conversion and the new University and Academic Center.
11. Establish a working committee consisting of students and faculty to establish priorities for carbon footprint reduction and establish sustainability goals; institute an awareness program for all students, faculty, administrators and staff; and explore additional steps such as upgrading to hybrid vehicles and electric carts and partnering with our suppliers and vendors to purchase products that are compatible with our ecological responsibility and commitment.

## **Technology**

With upgrades and enhancements ongoing, we turn now to solutions that enhance student/faculty engagement both within and outside the classroom, building on the technology plan implemented during the 2004-2008 cycle.

## **Objectives**

1. Improve the learning environment by leveraging present and future technologies and implementing the most effective technologies to foster greater faculty/student engagement; faculty/student and student/student communication; scholarly research; and collaboration among students, faculty, administrators, and alumni.
2. Improve student service by implementing technology that improves 'administrative and back-office' processes to support more efficient service to students and other users.

## **Strategies**

1. Build an environment that provides a unified approach to using Web 2.0 and other emerging technology tools to provide collaboration and social networks. Short-term plans include the following:
  - Continue the use of St. John's Central as the "anchor" for our architecture and *Blackboard* as the course management suite for both Distance Learning and traditional classroom instruction.
  - Install Microsoft *Sharepoint* to support collaboration and *Live@edu* to support students.
  - Create social networks – implement virtual communities to minimize communication obstacles between and among the entire University Community. The networks will be designed to foster teamwork, enhanced communications and timely transactions. Technologies under consideration include Collaborative networks; Blogs; Email alternatives; and E-portfolios.
  - Improve traditional classrooms – Given the importance to the learning environment of the University, classrooms will receive ongoing attention. Interactive whiteboards and response systems are two of the technologies being explored for this planning cycle.

- Explore extended classrooms – Evaluate collaborative interfaces and video conferencing options to support classroom instruction with students outside the classroom and around the globe. Another opportunity being explored is immersive simulation, virtual worlds that foster life-like learning environments.
2. Develop and implement faculty development and support programs to help faculty embrace these technologies and provide a more active learning environment for our students.
  3. Continue to evaluate and make recommendations on the latest computing devices available, to ensure that we remain a leader in providing state of the art technology to students and faculty. Devices under consideration in 2008 for students include the lightweight laptop ultra-portables and the new “idea pad” that emphasizes mobility, and Tablet PCs for faculty.
  4. Build on the technology investments made to enhance workflow in the Deans’ Offices, Enrollment Management, Business Affairs, Institutional Advancement and other areas by continuing to identify and implement opportunities for re-engineering processes throughout the University’s operations. Implement tools, such as QSI to monitor student volume and satisfaction levels with various service areas and implement technology solutions to reduce volume where warranted.

### Summary

We expect that the initiatives described in this section, coupled with Mission and Global initiatives, will contribute to increased student engagement, enhancement of the student experience, and improvement in retention and student success.

### **III. GLOBAL**



*“To lead in the world, one has to experience the world. To better prepare our students for life after St. John’s, we recognize the importance of a global education and its many dimensions. A quality education in the 21<sup>st</sup> Century requires us to integrate global perspectives and opportunities into our curriculum and the student experience. In so doing, we provide the foundation for our students to succeed in an ever-evolving, boundary-less global community.”*

James P. Pellow, Ed.D.  
Executive Vice President and Chief Operating Officer

Consistent with the President’s Vision Statement, St. John’s is committed to providing our students with an international perspective and service orientation required to live and succeed in an increasingly global society. This initiative aims to internationalize the University through developing a distinctively Vincentian study abroad program, expanding international student recruitment, enhancing ESL and other language programs, implementing global awareness programs; and globalizing the curriculum.

#### **A. Study Abroad**

- More and more, university presidents believe that a quality education in the 21<sup>st</sup> century requires a global experience. In response to this national and global trend, St. John’s is enhancing current offerings and developing targets for increasing the number of study abroad opportunities. For the previous 5 years, our enrollment in study abroad has been modest with figures hovering around 150 students per year (about 1.3% of our 12,000 undergraduates) with no annual growth despite a nationwide increase in students studying abroad of 43% over the same time period. The barriers to study abroad are well documented and include cost, course availability, and culture. To overcome these barriers, the University began developing an innovative modular study abroad program that would be affordable, flexible, and attractive to all students. Most importantly, it would

include a significant service component and seek to network our students with Vincentian communities throughout the world.

- In the spring of 2007 the pilot program of *Discover the World: Europe* was launched and had an immediate effect on enrollment. Participation in study abroad rose 110% from the previous year (317 vs. 151) due in large part to the high number of students attracted to the Discover the World (DTW) program. This distinctively Vincentian study abroad experience seeks to “change the face of study abroad” by including a robust service component and by providing access to all students, especially non-traditional study abroad and very high need students. In its first year, the ethnic profile was highly diverse, the percentage of VHN students enrolled was over 40% and the spring 2008 cohort completed over 900 hours of community service in four European cities. The recent signing of a 24-year lease at the 75,000 sq. ft. Collegio Leoniano in Rome Italy and a 15-year lease at the 20,000 sq. ft. C.M. Motherhouse in Paris France will greatly enhance this area.

### Objective

- Provide programs and support that enable all St. John’s students to study and serve abroad, have a broad cultural, service and academic experience, and prepare them to be successful leaders in a global society.

### Strategies

Strategies under development or in progress include

1. Establishing the premier Catholic Study Abroad site in Rome, Italy.
2. Providing access to a diverse group of students, including those in financial need, and increasing the participation in study abroad each year to 1,500 students by 2013.
3. Incorporating a distinctively Vincentian framework through partnerships with the Congregation of the Mission, Daughters of Charity and St. Vincent DePaul Society and other Vincentian organizations; and providing a robust international service component to all international programs.
4. Expanding Discover the World—a flexible global network of educational opportunities—with additional modular and full-semester opportunities throughout the world to enable more students to overcome the barriers to study abroad.

5. Increasing faculty engagement and sponsorship in study abroad by encouraging additional faculty-led programs over the summer and winter intersession, with a focus on initiatives in Rome and Paris.
6. Developing and supporting additional opportunities for graduate students. Some proposals are included in the school/college specific sections.
7. Expanding study abroad programs beyond Western Europe, particularly Asia, Africa and Latin America.
8. Seeking external funding as an avenue to address the barrier of cost to make study abroad affordable for all.
9. Designing flexible approaches in course offerings to meet program and accreditation requirements for different colleges, particularly for the College of Pharmacy and the Tobin College of Business.
10. Expanding the use of distance learning in study abroad programs to increase efficiency, expand course offerings, provide program flexibility and increase access to study abroad for more students.

## **B. International Recruitment**

New York City is the most popular city in the world for students leaving their home country to study abroad. Over 50,000 international students presently study at New York City colleges and universities. St. John's enrolls about 1,000 international students each year. The source of international students at St. John's is consistent with national trends, with the majority of students coming from Asia. The top five feeder countries are India, China, South Korea, Trinidad & Tobago, and Taiwan which sent 276, 267, 78, 78 and 66 students, respectively, to St. John's in 2008. It should also be noted that recent trends suggest that Asia will continue to be the world's leading exporter of students and competition for enrolling students from Asian countries will continue to intensify.

### **Objective**

- Enhance the geographic and international diversity of St. John's by increasing the number of international students from the current 1,000 to 1,500 within the next five years.

## Strategies

1. Expand our international recruitment team with specific focus on increasing international student recruitment in Southeast Asia, India, the Middle East, Europe and the Caribbean.
2. Leverage our expanding physical international presence in Rome, Paris and other cities to increase study abroad opportunities in New York City for international students. Develop academic and language programs at the Manhattan campus to attract international students.
3. Enhance our network of relationships and contacts worldwide, particularly our ESL contacts and international schools with whom we have letters of articulation and strengthen our international recruiting efforts.

## C. Intensive Language Programs

The current Intensive English Program (IEP) is an academically oriented, full-time non-credit program of English as a second language. Intensive English and other language programs complement international programs by providing language support for both the students arriving from other countries as well as students preparing to travel abroad. IEP continues to enroll students from every corner of the world.

As in past semesters, about half the students enrolled in IEP for 2007 came from four Asian countries: China, Taiwan, Korea and Japan. About 24% came from Latin America and the Caribbean. The remaining 26% were from Eastern Europe, Africa and the Middle East. The overwhelming majority of students (79%) enter IEP as non-matriculated students. Most students (65%) are on student visas. The remaining 35% represent refugees, residents, and religious workers. One benefit of having a successful IEP lies in its ability to successfully matriculate IEP students upon graduation. In 2007, twenty-five IEP graduates were converted to matriculated undergraduate and graduate students. Of those 60% entered a graduate program which was an increase of 50% in conversion compared to the previous year.

An IEP counterpart in the form of a non-credit intensive foreign language program (IFLP) does not currently exist at St. John's. This initiative proposes a model for integrating both units, IEP and IFLP, and focusing both at the Manhattan campus. It

assumes a long term goal of enrolling both residential students and commuter students, supported by the necessary instructional, administrative, and operations components. By co-locating IEP with an intensive foreign language program, the University may be able to achieve efficiencies in the use of classrooms, distance learning technologies, marketing, admissions, and billing.

In addition to New York, this initiative proposes to expand the delivery of IEP services to our Paris, and Rome campuses. Creating a common residential environment, at all three locations, shared by students of English and foreign languages, could also provide unique immersion opportunities for students in strategic languages related to both academic programs and international career development. This joint living arrangement could create efficiencies in the delivery of intercultural co-curricular activities. This model responds to certain features of the current economic downturn to position the University for future success. This initiative directly supports the development of Global Education.

### **Objectives**

1. Establish St. John's University as a major provider of Intensive Language Programs, both English and foreign languages, with primary centers at the Manhattan, Rome, and Paris campuses.
2. Increase the conversion of international students participating in these programs into full-time matriculated students at St. John's University.
3. Enhance revenues from intensive language programs through increased enrollment and expansion of strategic global partnerships.

### **Strategies**

Strategies under development or in progress include the following:

1. Expand IEP program offerings in NYC in response to the growing international student presence in NYC overall, and the growing enrollment of international students specifically at STJ.
2. Create and enhance initiatives that encourage and support the increased conversion of international IEP students into matriculated STJ students.
3. Create a non-credit foreign language equivalent to IEP, an Intensive Foreign Language Program, that would focus on three primary segments: Chinese, Japanese, and Arabic in response to the global emergence of those markets;

and, Spanish, French, and Italian in response to Spain, France, and Italy being the top three destinations for American students going abroad (behind England).

4. Establish the Manhattan Campus as the center for both Intensive English Programs and Intensive Foreign Language Programs. The unit would be branded to reflect its multi-faceted multi-cultural programs and named along the lines of “the St. John’s University Center for World Language” or some similar moniker.
5. Utilize the Rome and Paris Campuses as centers for intensive English Programs, exporting to Europe and leveraging our global presence and academic brand, targeting both European students planning to study in the US as well as corporate clients with international workforces.
6. Review, coordinate, and expand our pool of global strategic partners and systematically involve them in STJ international initiatives.

#### **D. Global Education**

Providing a global education to our students has been raised as a critical strategic priority by the Board of Trustees, the Board of Governors, The Academic Planning Committee, Provost’s Council, Executive Planning Committee and student focus groups. It was agreed that providing a global education encompasses both sending students out into the world and bringing the world into the classroom, and that meeting this challenge is the responsibility of faculty within the core curriculum as well as within each of the academic programs. The degree to which a global education, particularly study abroad, will focus on enhancing students’ experiences while providing a distinctly Vincentian service experience, can be a competitive advantage for St. John’s and will be an important component of V.I.S.A. In that light, the following objectives will be addressed during this planning cycle.

#### **Objectives**

1. Embed a global perspective in the curriculum as a part of every student’s experience to ensure that we are providing a contemporary academic experience to prepare our students for the workplace and the world.
2. Integrate global education as part of students’ total educational experience within the context of internships and/or conduct of research abroad.

3. Promote cross-cultural understanding and appreciation between University students, faculty, staff and administration, and the less fortunate throughout the world.
4. Consistent with the Multi-Cultural Committee's recommendation, increase student involvement with United Nations, international missions and non-governmental agencies in support of the Millennium Development Goals(8 goals adopted by all UN member nations in 2000 designed to eradicate extreme poverty all over the world by 2015), global programs and initiatives through this strategic planning cycle.
5. Increase access to study abroad opportunities to the economically disadvantaged as well as to commuter students.

### Strategies

1. Through the Center for Teaching and Learning (CTL), launch a series of programs that support faculty in the goal of enhancing global education efforts including faculty discussions and planning sessions in Queens and Staten Island; review, study and implementation of other institutions' best practices relating to internationalizing the curriculum and achieving a shift in faculty global perspectives; creation of a learning community of faculty who spend a semester or a year working together to globalize their courses; and support for faculty involved in teaching and research abroad to assist them in bringing global perspectives to their classes in New York.
2. Charge the Academic Planning Committee with the task of reviewing the existing curriculum to identify the extent to which it reflects a global perspective and to identify any gaps that faculty need to address.
3. Accelerate efforts to attract and hire faculty with global experience and expertise, including visiting professors, and look for opportunities to send our faculty abroad for immersion experiences. .
4. Articulate a more comprehensive vision for global education at St. John's for 2013 and develop strategies to achieve this vision.

## E. Multi-Cultural Diversity

As a Catholic, Vincentian and metropolitan institution of higher education, we recognize the importance of a diverse population, not only with respect to students, but also with respect to the faculty, administrators and staff who serve these students. Our location in the most diverse county and one of the most diverse cities in the country has enabled us to naturally attract a very increasingly diverse student body based on gender, race/ethnicity and religion. (*Appendix B*).

Our St. John's community recognizes and consistently identifies student diversity (in surveys and focus groups) as one of the top strengths of the University. The 2009 Edition of *The Princeton Review Annual College Guide to the Best 368 Colleges* ranked us #17 in the category of most diverse student populations. A higher percentage of our seniors in comparison with peer institutions in the 2008 National Survey of Student Engagement (NSSE) indicated that the campus environment encouraged contact among students from different economic, social and racial or ethnic backgrounds.

As documented under accomplishments in the earlier part of this document, we have made some progress in diversity recruiting, awareness and other areas over the last planning cycle. While we celebrate the progress that has been made, we recognize that continued focus should be placed on ensuring that students of all ethnic, racial and religious backgrounds feel welcome and are prepared to succeed in an increasingly interconnected global environment. The President's Multicultural Advisory Committee (PMAC) has developed recommendations on various aspects of diversity in context of the strategic direction and priorities and several elements of the Committee's recommendations have been incorporated into this Strategic Plan.

### Strategies

1. Continue to provide training in multicultural awareness and skill building with an emphasis on faculty development through the Center for Teaching and Learning.
2. Continue targeted efforts to increase representation of faculty, administrators and staff to achieve institutional targets.
3. Implement student and academic initiatives that continue to foster cross cultural appreciation such as those outlined in this plan under the UN Millennium project and enhancing the global curriculum, and introduce a

voluntary Language Bank to identify students and employees who are proficient in different languages, and can help students/parents with translation and communication services.

4. Continue to monitor demographic trends and implement outreach strategies to address our most at-risk students, many of whom are students of color.
5. Continue to update and encourage broader application for students of the Committee's *Course Offerings in Multicultural/Ethnic Studies* publication, which was developed with assistance and support from the Deans to include courses that have an explicitly global perspective.

## **IV. MAJOR INITIATIVES OF OUR SCHOOLS / COLLEGES**

### **A. The Sciences - St. John's College of Liberal Arts and Sciences & College of Pharmacy and Allied Health Professions**

Society continues to be dramatically impacted by advances in science. The pace of innovation exceeds that which was experienced at any other time in history as tomorrow's dreams become today's realities. St. John's University is committed to building upon its strong foundation in the biological and biomedical sciences to continue to contribute to resolving current and future scientific challenges.

Science continues to be a major focus of academic excellence at St. John's University. In particular the pharmacy and biology programs attract the University's highest academic achievers. The chemistry, physics and toxicology programs continue to excel and greatly enhance science at the University. Undergraduate and graduate students work closely with faculty in the pursuit of scientific discovery while maintaining the highest ethical standards. The realization that ethical science must prevail, and that science must serve society, anchors and motivates the scientific community in St. Albert Hall and distinguishes St. John's University.

Scientific teaching, learning and research at St. John's benefited greatly from the \$20 million Science Master Plan. While this capital investment resulted in dynamic improvements to St. Albert Hall, this plan was instituted with the understanding that it did not permit for growth in the sciences. There are many potential areas that need to be evaluated to determine if there is a benefit to pursuing growth at St. John's. The science community at St. John's University continues to commit to collaborative research endeavors. Research in such exciting areas as nanotechnology, pharmacogenomics and toxicology, as well as the establishment of revenue generating industrial pharmacy auxiliary enterprises and Public Health are but a few of the potential areas of growth that we can explore to assess costs and benefits.

### **B. St. John's College of Liberal Arts and Sciences**

As a learning community, St. John's College of Liberal Arts and Sciences is dedicated to student-centered teaching, social diversity, and a modern educational environment. Our faculty members are committed to the creation, preservation, and dissemination of knowledge. In our teaching and research, we seek the highest standards of scholarly

inquiry and creative expression. We aim to develop in our students a critical consciousness and ethical perspective that will prepare them for service and leadership. With the understanding that the core values of this university are essentially moral ideals of justice, human dignity, and community, we embrace that it is in the liberal arts where the meanings, challenges, and forms of these ideals are studied and debated.

During 2008-2013, St. John's College will continue to serve the University with graduate and undergraduate offerings in the traditional areas of the liberal arts and sciences while exploring new programs here and abroad in areas such as global development and social justice, poverty studies, museum studies, public history, pastoral theology, Catholic studies, creative writing, and digital media. In addition, the College has developed a proposal for development of a Writing Track to take advantage of Marketing & Communications' identification of English as a potentially high demand program. This proposal is currently being reviewed for financial viability.

### **C. The School of Education**

The School of Education is constantly at work developing timely programs at the forefront of education practice, locally, nationally, and abroad. Always consonant with the Mission of the University, the School Mission has welcomed the addition of a "global" focus which can provide a welcome opportunity for faculty to create study abroad programs that inform teachers and school leaders about classroom strategies for immigrant populations, while increasing our influence world-wide. As we enter our 100th year, and over the next two years of celebrations and academic activities, we will be presenting seminars, forums, lectures, debates, and dialogues with schools and school officials as an outgrowth of the responses we received from 500 alumni who were surveyed as to what form our Centennial should take.

The major goal of the School will continue to be that of serving public and parochial schools, especially in areas of high need, introducing curricula identified by practicing school leaders and the faculty, themselves, as researchers who foresee new academic or social needs. The translation of faculty research into relevant practice is a hallmark of the School.

Examples of these possibilities, delivered through an expanding network of school partnerships, include major foundation support aimed at creating imaginative and expert

leaders in Catholic schools; a full-time master's program recruiting students nationally and from places like Puerto Rico, to live and study on our Manhattan campus; co-sponsoring with Long Island's Bureau of Cooperative Educational Services to recruit teachers of shortage area disciplines to our programs on the Oakdale campus; modifying programs in all certification areas to meet the possible New York State certification regulations; enhancing graduate programs abroad in Italy (currently supported by a generous endowment of over \$300,000), and the Dominican Republic (supported in 2007 by a Fulbright grant); and exploring other opportunities in Taiwan, China and India where educational programs exist that are either exemplary, present new insights for teachers, or provide them with more background on the nations from which their students come. These will continue to be supplemented by an elaborate system of professional development approaches offered for teachers and school leaders through contracts with school districts in the metropolitan region.

It is well known that The School of Education is "market oriented," but it does not sacrifice its traditional values that ultimately produce qualified, competent and caring educators. And it will continue to meet its obligation to redefining itself in the second century conscious of its continuing obligation to the Mission and Vision statements of the University.

#### **D. Tobin College of Business (TCB)**

Strengthening The Tobin College of Business was one of the institutional priorities identified during the 2004-2008 Strategic Planning cycle. Continuing enrollment declines and competitive deficiencies underscore the need for this to remain an academic priority for the 2008-2013 Plan.

The new Dean has outlined and presented a framework which is grounded in data-intensive analysis and developed with significant input from faculty. It proffers a distinctive value proposition for the College while further aligning the mission of the College with that of the University. The derivative strategies, fusing theory and practice, are designed to prepare students to succeed in the global business arena while operating with civic-mindedness and high ethical principles. These strategies are highlighted here.

## **Structural Changes**

- Develop and implement a new TCB mission statement, returning to basic principles of quality instruction, applied research, and service to others, all in a global context.
- Strengthen the focus on the quality of instruction in the classroom including meaningful evaluation and development of faculty; establishment of developmental programs of assistance and oversight to ensure that state-of-the-art content is being professionally delivered without redundancy; and ensuring that graduate classes are taught by the most academically qualified faculty.
- Restructure the organization and administrative functions to better support students and faculty, and strengthen the sense of community among students, faculty, and administrators.

## **Programmatic/Curricular Changes**

- Secure AACSB re-accreditation.
- Improve the College's cost structure and financial contribution.
- Revise the MBA curriculum to increase competitiveness in terms of cost and time to complete degree. Additional considerations include allowing double-majors, offering credit internships and introducing an independent study program.
- Develop a Graduate Center in Manhattan
- Retool the Graduate program in Rome, enhancing the quality of instructors/instruction.
- Expand the Executive-in-Residence Program which enables students to serve as consultants to businesses or non-profit organizations, reporting to the senior management of the organizations.
- Create a Global Honors MBA cohort-style program utilizing Manhattan and Rome (and other global campus locations).
- Wind down the MBA program in Staten Island. Renew focus and support of the MS and five-year BS/MBA options.
- Expand and create Academic-Service Learning opportunities for each major to further institutionalize a civic and service mindset in students and faculty.

In partnership with the global Vincentian network, establish a student-managed Global Micro-loan Program (GMLP).

- Explore opportunities for growing and leveraging the School of Risk Management (SRM) including the possibility of endowing part or all of SRM.

## **E. College of Pharmacy and Allied Health Professions**

The College of Pharmacy and Allied Health Professions commits to being a nationally recognized model of distinctiveness for the preparation of exemplary healthcare providers dedicated to meeting the needs of all patients particularly the medically underserved in urban areas, distinguished scholars, and leading researchers in the pharmaceutical and biomedical sciences.

The next strategic planning period will be an exciting time to study in the College's professional programs. The entry-level Pharm.D. Program will continue to be the College's largest. However our current 0-6 program may be changed to a 2-4 curriculum. Other noteworthy changes will include the transition of the current B.S. with a major in Physician Assistant to an M.S. program (with a 5-year B.S./M.S. option) and the strengthening of the B.S. in Radiologic Technology program.

The College also commits to enhancing its graduate programs and focus on scientific research. The establishment of a Program in Public Health (MPH) that will be offered by the College of Pharmacy and Allied Health Professions is being investigated with the goal of enrolling the first students in the program in fall 2009. It is also projected that the College's three toxicology programs, M.S. in Regulatory Affairs/Quality Assurance, and Ph.D. specializations in industrial pharmacy and pharmacology will be strengthened.

An overall goal during the next strategic planning cycle is to increase the number of students and faculty members who participate in academic service-learning and to further develop the global education opportunities that are available for our students.

The College has initiated a focused campaign to raise funds to renovate the Industrial Pharmacy Laboratory in St. Albert Hall, Room B-2. Objectives of this initiative include the renovation of the 1,100 square foot physical facility and for the purchase of new equipment for milling, mixing, granulating, drying, tableting and tablet coating. The targeted newly renovated and equipped laboratory will be a state-of-the art facility that will help St. John's University College of Pharmacy and Allied Health Professions become

the number one University in the Northeast region in Industrial Pharmacy research and education.

## **F. College of Professional Studies (CPS)**

Reflecting and advancing the major goals of the University's strategic plan – mission, student engagement, global education - CPS will address cultural transformation through its ongoing focus on program development which is central to our college's strategic plan. This refers to the processes of continually enhancing, monitoring, revising and supporting current programs as well as creating new programs to meet emerging intellectual and professional market demands. CPS will continue to actively support program development that will contribute to the sustainability of the branch campuses

Investment in program development will keep CPS programs on the cutting edge of the professional academic disciplines. Popular programs such as Mass Communications, Criminal Justice, Legal Studies and Sport Management continue to attract and retain over 2,300 students on two campuses, while new and emerging programs such as Homeland & Corporate Security; Computer Science/Computer Security Systems and Computer Science/Cyber Forensics promise future growth. In all these disciplines, active faculty recruitment is critical to successful development and delivery of all programs.

Within the overall focus of global education, we are excited about the potential for international student internships that the increased global presence of the University will make available. Working closely with the Office of Global Programs, we will develop internship relationships in the cities where St. John's University has campuses / sites. The opportunity for international internships is a very marketable added value to students in professional programs.

It is our intention that given greater flexibility in combining majors and minors, as well as the enhanced opportunities for Study Abroad, undergraduate retention at CPS will stay strong. CPS will also continue a sharp focus on academic excellence in the approved graduate professional programs and investigate the possibility of international opportunities for both students and faculty.

## G. School of Law

The mission of the Law School as described in our 2004 Self Study to the American Bar Association has four elements which may be summarized in a single sentence: To train our students to be competent and ethical lawyers in whatever field of practice they chose and to be ever mindful of their obligation as lawyers and citizens to care for the marginalized and less fortunate members of society. The Mission Statement took a more concrete form in the Law School's 2009 Annual Plan submitted to the President on July 30, 2007 in which we observed that the Law School is at a critical juncture in its history, one from which it can rise or fall precipitously based upon the success of the Law School's and University's Strategic Plans. Conditions are right for continued success by the School of Law, but we must attract and retain promising new scholars and teachers; admit and graduate law students with outstanding credentials; maximize graduate placement; increase diversity in our student body, faculty and staff; revise the curriculum in accordance with new standards of the ABA and progressive actions being taken by the leaders in legal education; increase development opportunities and results; and maintain and improve our physical facility.

To accomplish these laudable goals will be extremely challenging. The Law School's Strategic Planning Committee is actively preparing our game plan for the next five years, and we look forward to sharing it with the University by spring 2009.

## **V. CONTINUING EVOLUTION OF THE STRATEGIC PLAN**

The University is committed to meeting the challenges and opportunities identified in this document within the context of our mission and vision and the four institutional goals noted earlier. In a process that is collaborative, continuous and evolving, we will monitor our progress against the Institutional Success Measures, making adjustments as conditions warrant. The plans for the colleges and schools will build on these strategic priorities of mission, student engagement, and global education. We will continue to be proactive in learning about and responding to external priorities and challenges.

For example, we have agreed that we need to educate ourselves on sustainability and the environment to better understand the implications for higher education and the future. This educational process started at the December 20, 2007 EPC meeting with a presentation on sustainability by a St. John's faculty member, followed by a discussion on the strategic implications for our infrastructure, curricula and students. This will continue throughout the planning process with an eye to balancing the issue of cost with that of student demand. We will also explore the opportunity to integrate sustainability efforts with our mission to serve the poor. Growth and interest in sustainability / the environment are expected to accelerate, with related responsibilities for St. John's in various operational areas including carbon footprint reduction; opportunities to transform curricula in related areas such as global studies, ecology, environmental studies and ethics; and student activism, demand for and anticipated activities in various courses and disciplines.

Similarly, we are prepared to evaluate and adjust our priorities and plans in light of external economic volatility and legislative and other changes.

As in the past, the successful implementation of our strategic plan will depend on transparency and collaborative efforts of our entire St. John's community.

## CONTACTS

This is a working document and will be continually updated as the strategic planning process evolves.

### Contacts:

Dr. Clover Hall  
VP for Institutional Research  
& Academic Planning  
[Hallc@stjohns.edu](mailto:Hallc@stjohns.edu)  
(718) 990-1924

Ms. Mary Harper Hagan  
SVP for Human Resources &  
Strategic Planning  
[Harperm@stjohns.edu](mailto:Harperm@stjohns.edu)  
(718) 990-2505

## APPENDIX

- A. TRENDS IN ENROLLMENT DATA: FALL 1998 – FALL 2008
- B. TRENDS IN DEMOGRAPHIC CHARACTERISTICS OF STUDENTS: FALL 1998 – FALL 2008
- C. TRENDS IN ADMISSION DATA: FALL 1998 – FALL 2008
- D. TRENDS IN UNDERGRADUATE APPLICATIONS - PRIMARY/ SECONDARY MARKETS: FALL 2000 – FALL 2008
- E. GENDER AND ETHNIC DISTRIBUTION OF FACULTY: FALL 1999 – FALL 2008
- F. FINANCIAL HIGHLIGHTS  
FISCAL YEARS 2004 - 2008
- G. ETHNIC DISTRIBUTION OF FULL-TIME FACULTY, ADMINISTRATORS AND STAFF: FALL 1999 – FALL 2008
- H. INSTITUTIONAL SUCCESS MEASURES
- I. SWOT ANALYSIS
- J. RETENTION AND GRADUATION TRENDS: 1997 – 2007
- K. PERCENT FULL-TIME FACULTY AND FIRST-YEAR RETENTION IN SELECTED INSTITUTIONS
- L. RETENTION STUDY: REPORT AND TABLES

AVAILABLE SEPARATELY: SUMMARIES OF RESULTS OF NATIONAL SURVEYS



**APPENDIX A**  
**Trends in Enrollment Data**  
**Fall 1998 - Fall 2008**

**UNDERGRADUATE**

	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>QUEENS</b>											
St. John's College	2,176	2,235	2,387	2,397	2,555	2,716	2,761	2,999	3,024	3,004	3,186
The School of Education	527	462	503	480	521	526	523	501	475	446	451
The Peter J. Tobin College of Business	1,775	1,772	1,786	1,822	1,870	1,796	1,750	1,711	1,890	1,916	1,911
College of Pharmacy & Allied Health Certificate	1,665	1,623	1,571	1,526	1,467	1,567	1,550	1,661	1,593	1,629	1,724
Baccalaureate	1,395	1,134	805	540	342	430	416	503	479	465	559
Six-Year Pharm.D.	270	489	766	986	1,125	1,137	1,134	1,158	1,114	1,114	1,103
College of Professional Studies	3,787	3,994	4,237	4,336	4,295	4,069	3,920	3,733	3,644	3,598	3,497
Certificate	10	10	10	4	7	4	1	5	1	1	
Associate	880	715	600	534	502	423	321	262	203	132	110
Baccalaureate	2,897	3,269	3,627	3,798	3,786	3,642	3,598	3,466	3,440	3,465	3,387
Metropolitan College	73	66									
<b>Subtotal Queens*</b>	<b>10,003</b>	<b>10,152</b>	<b>10,484</b>	<b>10,561</b>	<b>10,708</b>	<b>10,674</b>	<b>10,504</b>	<b>10,605</b>	<b>10,626</b>	<b>10,593</b>	<b>10,769</b>
College Advantage Program	1,288	1,351	1,215	1,339	1,431	1,593	1,512	1,693	1,721	1,708	1,586
<b>Total Queens Undergraduate</b>	<b>11,291</b>	<b>11,503</b>	<b>11,699</b>	<b>11,900</b>	<b>12,139</b>	<b>12,267</b>	<b>12,016</b>	<b>12,298</b>	<b>12,347</b>	<b>12,301</b>	<b>12,355</b>
<b>STATEN ISLAND</b>											
St. John's College Certificate	733	726	705	658	646	559	476	430	402	360	379
Associate	148	195	153	162	153	144	130	97	44	17	8
Baccalaureate	585	531	552	496	493	415	346	333	358	343	371
The School of Education	209	212	198	191	188	157	145	149	145	135	149
The Peter J. Tobin College of Business	534	519	514	508	492	469	428	404	430	387	378
College of Professional Studies	581	538	549	553	604	653	716	715	660	619	606
Certificate	2	1	1		1	1	2	1	1		
Associate	223	180	159	173	179	157	160	100	70	30	17
Baccalaureate	356	357	389	380	424	495	554	614	589	589	589
<b>Subtotal Staten Island*</b>	<b>2,057</b>	<b>1,995</b>	<b>1,966</b>	<b>1,910</b>	<b>1,930</b>	<b>1,838</b>	<b>1,765</b>	<b>1,698</b>	<b>1,637</b>	<b>1,501</b>	<b>1,512</b>
College Advantage Program	529	537	564	564	540	722	965	959	843	824	762
<b>Total S.I. Undergraduate</b>	<b>2,586</b>	<b>2,532</b>	<b>2,530</b>	<b>2,474</b>	<b>2,470</b>	<b>2,560</b>	<b>2,730</b>	<b>2,657</b>	<b>2,480</b>	<b>2,325</b>	<b>2,274</b>
<b>MANHATTAN</b>											
The Peter J. Tobin College of Business				111	99	81	102	137	156	172	187
<b>Subtotal Undergraduate*</b>	<b>12,060</b>	<b>12,147</b>	<b>12,450</b>	<b>12,582</b>	<b>12,737</b>	<b>12,593</b>	<b>12,371</b>	<b>12,440</b>	<b>12,419</b>	<b>12,266</b>	<b>12,468</b>
<b>Total Undergraduate</b>	<b>13,877</b>	<b>14,035</b>	<b>14,229</b>	<b>14,485</b>	<b>14,708</b>	<b>14,908</b>	<b>14,848</b>	<b>15,092</b>	<b>14,983</b>	<b>14,798</b>	<b>14,816</b>
<b>New Undergraduates</b>											
<b>Queens</b>	<b>2,068</b>	<b>2,240</b>	<b>2,443</b>	<b>2,230</b>	<b>2,516</b>	<b>2,523</b>	<b>2,597</b>	<b>2,726</b>	<b>2,817</b>	<b>2,810</b>	<b>2,889</b>
<b>Staten Island</b>	<b>460</b>	<b>456</b>	<b>439</b>	<b>446</b>	<b>450</b>	<b>428</b>	<b>378</b>	<b>389</b>	<b>412</b>	<b>320</b>	<b>332</b>
<b>Manhattan</b>				<b>13</b>	<b>10</b>	<b>25</b>	<b>30</b>	<b>44</b>	<b>37</b>	<b>32</b>	<b>47</b>
<b>Total New Undergraduates</b>	<b>2,528</b>	<b>2,696</b>	<b>2,882</b>	<b>2,689</b>	<b>2,976</b>	<b>2,976</b>	<b>3,005</b>	<b>3,159</b>	<b>3,266</b>	<b>3,162</b>	<b>3,268</b>

Notes:

\*All subtotals exclude College Advantage Program students

- Pontifical Institute and the Asian Institute merged with St. John's College in 1991 and 1993, respectively.
- High School Extension program began to be included in 1996 enrollment as undergraduates, per guidelines from the NYS Educational Department; Comparable number for 1995: 2,071. Beginning in Fall 2008, called the College Advantage Program
- In Fall 1995 and Fall 1996, students in the College of Business Administration on the Rome campus were reported as graduate students on the Queens campus; Comparable number for 1995: 29 and 1996: 52.
- Prior to Fall 1999, College of Professional Studies was named St. Vincent's College.
- Notre Dame College(SI) merged with St. John's College(SI) in the Spring of 1999. Elementary Education majors became a part of the School of Education(SI). For comparison purposes, prior to 1999, education majors were subtracted from St. John's College-Four Year(SI).
- The Peter J. Tobin College of Business was formerly the College of Business Administration.
- Undergraduate Metropolitan College merged with the College of Professional Studies - Undergraduate Division as of Summer 2000.
- Graduate Metropolitan College merged with St. John's College - Graduate Division as of Summer 2000.
- Graduate College of Professional Studies started in Fall 2000;
- Graduate College of Professional Studies -SI started in Fall 2003 - 9 students were coded as Queens in Fall 2002.
- The College of Insurance merged with St. John's University as of June 1, 2001 to form the Manhattan campus.
- Beginning in Fall 2002, 5th and 6th year PharmD students are coded as graduate students.
- Beginning in Fall 2007, students from the Bartilucci Center are included
- Prior to Fall 2008, College Advantage Program was named High School Extension



**APPENDIX A**  
**Trends in Enrollment Data**  
**Fall 1998 - Fall 2008**

**GRADUATE**

	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>QUEENS</b>											
St. John's College	855	846	845	864	892	959	964	973	995	1,016	1,055
Metropolitan College	24	19									
The School of Education	1,126	1,227	1,260	1,054	1,246	1,320	1,403	1,586	1,436	1,494	1,425
The Peter J. Tobin College of Business	773	707	672	537	532	526	520	502	440	450	468
College of Pharmacy & Allied Health	185	204	233	228	442	563	570	612	695	777	808
College of Professional Studies			18	46	80	55	79	84	47	73	78
School of Law	1,014	971	942	950	938	994	982	985	934	933	931
Institute of Biotechnology										9	15
<b>Total Queens Graduate</b>	<b>3,977</b>	<b>3,974</b>	<b>3,970</b>	<b>3,679</b>	<b>4,130</b>	<b>4,417</b>	<b>4,518</b>	<b>4,742</b>	<b>4,547</b>	<b>4,752</b>	<b>4,780</b>
<b>STATEN ISLAND</b>											
The School of Education	189	211	211	184	190	191	172	190	214	194	161
The Peter J. Tobin College of Business	188	156	132	112	100	79	69	69	49	46	47
College of Professional Studies						24	24	36	27	27	20
<b>Total Staten Island Graduate</b>	<b>377</b>	<b>367</b>	<b>343</b>	<b>296</b>	<b>290</b>	<b>294</b>	<b>265</b>	<b>295</b>	<b>290</b>	<b>267</b>	<b>228</b>
<b>ROME</b>											
St. John's College	28	32	32	38	46	58	56	67	65	43	47
The Peter J. Tobin College of Business	77	70	47	55	50	47	51	42	41	40	37
<b>Total Rome Graduate</b>	<b>105</b>	<b>102</b>	<b>79</b>	<b>93</b>	<b>96</b>	<b>105</b>	<b>107</b>	<b>109</b>	<b>106</b>	<b>83</b>	<b>84</b>
<b>MANHATTAN</b>											
The Peter J. Tobin College of Business				70	64	53	75	108	143	186	201
<b>Total Graduate</b>	<b>4,459</b>	<b>4,443</b>	<b>4,392</b>	<b>4,138</b>	<b>4,580</b>	<b>4,869</b>	<b>4,965</b>	<b>5,254</b>	<b>5,086</b>	<b>5,288</b>	<b>5,293</b>
<b>SUBTOTAL*</b>	<b>16,519</b>	<b>16,590</b>	<b>16,842</b>	<b>16,720</b>	<b>17,317</b>	<b>17,462</b>	<b>17,336</b>	<b>17,694</b>	<b>17,505</b>	<b>17,554</b>	<b>5,293</b>
<b>Total Undergraduate &amp; Graduate</b>	<b>18,336</b>	<b>18,478</b>	<b>18,621</b>	<b>18,623</b>	<b>19,288</b>	<b>19,777</b>	<b>19,813</b>	<b>20,346</b>	<b>20,069</b>	<b>20,086</b>	<b>20,109</b>
<b>Subtotal FTE*</b>	<b>14,212</b>	<b>14,239</b>	<b>14,239</b>	<b>14,733</b>	<b>15,385</b>	<b>15,579</b>	<b>15,578</b>	<b>15,768</b>	<b>15,632</b>	<b>15,806</b>	<b>16,072</b>
<b>FTE</b>	<b>14,740</b>	<b>14,790</b>	<b>15,060</b>	<b>15,285</b>	<b>15,965</b>	<b>16,288</b>	<b>16,330</b>	<b>16,509</b>	<b>16,385</b>	<b>16,557</b>	<b>16,775</b>

*Notes:*

\*All subtotals exclude College Advantage Program students

1. Pontifical Institute and the Asian Institute merged with St. John's College in 1991 and 1993, respectively.
2. High School Extension program began to be included in 1996 enrollment as undergraduates, per guidelines from the NYS Educational Department; Comparable number for 1995: 2,071. Beginning in Fall 2008, called the College Advantage Program
3. In Fall 1995 and Fall 1996, students in the College of Business Administration on the Rome campus were reported as graduate students on the Queens campus; Comparable number for 1995: 29 and 1996: 52.
4. Prior to Fall 1999, College of Professional Studies was named St. Vincent's College.
5. Notre Dame College(SI) merged with St. John's College(SI) in the Spring of 1999. Elementary Education majors became a part of the School of Education(SI). For comparison purposes, prior to 1999, education majors were subtracted from St. John's College-Four Year(SI).
6. Prior to Fall 2000, The Peter J. Tobin College of Business was named the College of Business Administration.
7. Undergraduate Metropolitan College merged with the College of Professional Studies - Undergraduate Division as of Summer 2000.
8. Graduate Metropolitan College merged with St. John's College - Graduate Division as of Summer 2000.
9. Graduate College of Professional Studies started in Fall 2000; Graduate College of Professional Studies -SI started in Fall 2003 - 9 students were coded as Queens in Fall 2002.
10. The College of Insurance merged with St. John's University as of June 1, 2001 to form the Manhattan campus.
11. Beginning in Fall 2002, 5th and 6th year PharmD students are coded as graduate students.
12. Beginning in Fall 2007, students from the Bartilucci Center are included



**APPENDIX B**  
**Trends in Demographic Characteristics of All Students (#)**  
**Fall 1998 - Fall 2008**

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>Gender</b>											
Male	7,969	7,855	7,810	7,786	7,920	8,003	8,019	8,129	8,273	8,400	8,556
Female	10,367	10,623	10,811	10,837	11,368	11,774	11,794	12,217	11,796	11,686	11,553
<b>Total</b>	<b>18,336</b>	<b>18,478</b>	<b>18,621</b>	<b>18,623</b>	<b>19,288</b>	<b>19,777</b>	<b>19,813</b>	<b>20,346</b>	<b>20,069</b>	<b>20,086</b>	<b>20,109</b>
<b>Ethnic Distribution</b>											
Non-Resident	668	756	866	827	848	793	807	884	966	1,055	1,236
Black	1,841	1,916	1,993	2,187	2,446	2,497	2,611	2,655	2,528	2,445	2,548
American Indian	41	42	38	33	35	33	29	33	32	26	30
Asian	1,771	1,876	2,042	2,075	2,284	2,459	2,621	2,726	2,788	2,786	2,927
Hispanic	2,096	2,338	2,377	2,403	2,559	2,572	2,553	2,515	2,475	2,461	2,511
White	9,984	9,513	9,219	9,047	9,181	9,635	9,390	9,381	9,038	8,856	8,573
Unknown*	1,935	2,037	2,086	2,051	1,935	1,788	1,802	2,152	2,242	2,457	2,284
<b>Total</b>	<b>18,336</b>	<b>18,478</b>	<b>18,621</b>	<b>18,623</b>	<b>19,288</b>	<b>19,777</b>	<b>19,813</b>	<b>20,346</b>	<b>20,069</b>	<b>20,086</b>	<b>20,109</b>
<b>Religious Affiliation</b>											
Roman Catholic	9,918	10,133	10,065	9,920	9,453	9,867	10,054	10,282	9,996	9,892	9,741
Protestant	1,290	1,413	1,473	1,534	1,619	1,737	1,897	2,123	2,163	2,268	2,342
Jewish	725	733	715	716	728	851	787	760	712	660	600
None	1,975	1,673	1,385	1,152	1,041	1,104	1,160	1,311	1,337	1,311	1,423
Other**	1,905	2,413	2,654	2,848	2,995	3,226	3,450	3,537	3,514	3,503	3,706
Unknown	2,523	2,113	2,329	2,453	3,452	2,992	2,465	2,333	2,347	2,452	2,297
<b>Total</b>	<b>18,336</b>	<b>18,478</b>	<b>18,621</b>	<b>18,623</b>	<b>19,288</b>	<b>19,777</b>	<b>19,813</b>	<b>20,346</b>	<b>20,069</b>	<b>20,086</b>	<b>20,109</b>

*Notes:*

*\*Prior to 1995 the "unknown" category was included in the Caucasian category.*

*\*\* Protestant includes Baptist(556), Episcopal(155), Lutheran(153), Methodist(198), Presbyterian(241), Protestant(964), and Seventh Day Adventist(75).*

*\*\*\*Other includes Buddhist(246), Greek Orthodox(331), Hindu(647), Mormon(15), Islam(646), Non-Denominational(456), Other(1,279), and Russian Orthodox(86).*

*Based on 2008 figures.*



**APPENDIX B**  
**Trends in Demographic Characteristics of All Students (%)**  
**Fall 1998 - Fall 2008**

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>Gender</b>											
Male	43%	43%	42%	42%	41%	40%	40%	40%	41%	42%	43%
Female	57%	57%	58%	58%	59%	60%	60%	60%	59%	58%	57%
<b>Total</b>	<b>100%</b>										
<b>Ethnic Distribution</b>											
Non-Resident	4%	4%	5%	4%	4%	4%	4%	4%	5%	5%	6%
Black	10%	10%	11%	12%	13%	13%	13%	13%	13%	12%	13%
American Indian	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Asian	10%	10%	11%	11%	12%	12%	13%	13%	14%	14%	15%
Hispanic	11%	13%	13%	13%	13%	13%	13%	12%	12%	12%	12%
White	54%	51%	50%	49%	48%	49%	47%	46%	45%	44%	43%
Unknown*	11%	11%	11%	11%	10%	9%	9%	11%	11%	12%	11%
<b>Total</b>	<b>100%</b>										
<b>Religious Affiliation</b>											
Roman Catholic	54%	55%	54%	53%	49%	50%	51%	51%	50%	49%	48%
Protestant**	7%	8%	8%	8%	8%	9%	10%	10%	11%	11%	12%
Jewish	4%	4%	4%	4%	4%	4%	4%	4%	4%	3%	3%
None	11%	9%	7%	6%	5%	6%	6%	6%	7%	7%	7%
Other***	10%	13%	14%	15%	16%	16%	17%	17%	18%	17%	18%
Unknown	14%	11%	13%	13%	18%	15%	12%	11%	12%	12%	11%
<b>Total</b>	<b>100%</b>										

Notes:

\*Prior to 1995 the "unknown" category was included in the Caucasian category.

\*\* Protestant includes Baptist(3%), Episcopal(1%), Lutheran(1%), Methodist(1%), Presbyterian(1%), Protestant(5%), and Seventh Day Adventist.

\*\*\*Other includes Buddhist(1%), Greek Orthodox(2%), Hindu(3%), Mormon, Islam(3%), Non-Denominational(2%), Other(6%), and Russian Orthodox (1%).

Based on 2008 figures.



**APPENDIX B**  
**Trends in Demographic Characteristics of Freshmen**  
**Fall 1998 - Fall 2008**

	1998		1999		2000		2001		2002		2003		2004		2005		2006		2007		2008	
<b>Gender</b>																						
Male	1,099	43%	1,168	43%	1,246	43%	1,153	43%	1,227	41%	1,221	41%	1,301	43%	1,414	45%	1,548	47%	1,468	46%	1,525	47%
Female	1,429	57%	1,528	57%	1,636	57%	1,536	57%	1,749	59%	1,755	59%	1,704	57%	1,745	55%	1,718	53%	1,694	54%	1,743	53%
<b>Total</b>	<b>2,528</b>	<b>100%</b>	<b>2,696</b>	<b>100%</b>	<b>2,882</b>	<b>100%</b>	<b>2,689</b>	<b>100%</b>	<b>2,976</b>	<b>100%</b>	<b>2,976</b>	<b>100%</b>	<b>3,005</b>	<b>100%</b>	<b>3,159</b>	<b>100%</b>	<b>3,266</b>	<b>100%</b>	<b>3,162</b>	<b>100%</b>	<b>3,268</b>	<b>100%</b>
<b>Ethnic Distribution</b>																						
Non-Resident	60	2%	68	3%	94	3%	54	2%	64	2%	70	2%	75	2%	94	3%	92	3%	104	3%	131	4%
Black	255	10%	352	13%	385	13%	432	16%	535	18%	474	16%	532	18%	541	17%	472	14%	492	16%	584	18%
American Indian	6	0%	7	0%	7	0%	3	0%	7	0%	2	0%	3	0%	7	0%	6	0%	4	0%	5	0%
Asian	361	14%	368	14%	350	12%	349	13%	469	16%	475	16%	526	18%	523	17%	521	16%	503	16%	610	19%
Hispanic	350	14%	438	16%	472	16%	385	14%	491	16%	437	15%	440	15%	432	14%	477	15%	424	13%	493	15%
White	1,165	46%	1,107	41%	1,194	41%	1,108	41%	1,175	39%	1,268	43%	1,117	37%	1,136	36%	1,161	36%	1,128	36%	1,120	34%
Unknown	331	13%	356	13%	380	13%	358	13%	235	8%	250	8%	312	10%	426	13%	537	16%	507	16%	325	10%
<b>Total</b>	<b>2,528</b>	<b>100%</b>	<b>2,696</b>	<b>100%</b>	<b>2,882</b>	<b>100%</b>	<b>2,689</b>	<b>100%</b>	<b>2,976</b>	<b>100%</b>	<b>2,976</b>	<b>100%</b>	<b>3,005</b>	<b>100%</b>	<b>3,159</b>	<b>100%</b>	<b>3,266</b>	<b>100%</b>	<b>3,162</b>	<b>100%</b>	<b>3,268</b>	<b>100%</b>
<b>Religious Affiliation</b>																						
Roman Catholic	1,365	54%	1,473	55%	1,500	52%	1,361	51%	1,344	45%	1,325	45%	1,362	45%	1,554	49%	1,585	49%	1,532	48%	1,538	47%
Protestant*	211	8%	273	10%	270	9%	236	9%	304	10%	279	9%	388	13%	438	14%	424	13%	512	16%	526	16%
Jewish	69	3%	77	3%	85	3%	73	3%	86	3%	63	2%	50	2%	71	2%	55	2%	56	2%	51	2%
None	134	5%	147	5%	159	6%	98	4%	138	5%	147	5%	186	6%	233	7%	215	7%	202	6%	282	9%
Other**	389	15%	480	18%	470	16%	458	17%	511	17%	484	16%	572	19%	619	20%	620	19%	567	18%	660	20%
Unknown	360	14%	246	9%	398	14%	463	17%	593	20%	678	23%	447	15%	244	8%	367	11%	293	9%	211	6%
<b>Total</b>	<b>2,528</b>	<b>100%</b>	<b>2,696</b>	<b>100%</b>	<b>2,882</b>	<b>100%</b>	<b>2,689</b>	<b>100%</b>	<b>2,976</b>	<b>100%</b>	<b>2,976</b>	<b>100%</b>	<b>3,005</b>	<b>100%</b>	<b>3,159</b>	<b>100%</b>	<b>3,266</b>	<b>100%</b>	<b>3,162</b>	<b>100%</b>	<b>3,268</b>	<b>100%</b>

**Notes:**

\*Protestant includes Baptist(121), Episcopal(32), Lutheran(33), Methodist(55), Presbyterian(54), Protestant(214), and Seventh Day Adventist(17).

\*\*Other includes Buddhist(58), Greek Orthodox(50), Hindu(81), Islam(146), Non-Denominational(90), Other(209), and Russian Orthodox(26). Based on 2008 figures.

Up to 2000: campuses included Queens and Staten Island

2001 - present: campuses included Queens, Staten Island, and Manhattan



**APPENDIX B**  
**Trends in Demographic Characteristics of Undergraduate Students (#)**  
**Fall 1998 - Fall 2008**

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>Gender</b>											
Male	6,075	6,067	6,097	6,165	6,234	6,164	6,199	6,281	6,495	6,505	6,669
Female	7,802	7,968	8,132	8,320	8,474	8,744	8,649	8,811	8,488	8,293	8,147
<b>Total</b>	<b>13,877</b>	<b>14,035</b>	<b>14,229</b>	<b>14,485</b>	<b>14,708</b>	<b>14,908</b>	<b>14,848</b>	<b>15,092</b>	<b>14,983</b>	<b>14,798</b>	<b>14,816</b>
<b>Ethnic Distribution</b>											
Non-Resident	339	379	418	461	453	416	417	431	460	502	560
Black	1,514	1,598	1,688	1,862	2,110	2,135	2,204	2,231	2,112	2,031	2,144
American Indian	30	34	30	26	31	28	22	25	22	18	26
Asian	1,551	1,674	1,824	1,826	1,904	2,002	2,145	2,219	2,229	2,194	2,311
Hispanic	1,771	2,007	2,052	2,098	2,174	2,190	2,152	2,089	2,072	2,036	2,084
White	7,303	7,022	6,834	6,804	6,792	6,993	6,807	6,780	6,553	6,316	6,166
Unknown*	1,369	1,321	1,383	1,408	1,244	1,144	1,101	1,317	1,535	1,701	1,525
<b>Total</b>	<b>13,877</b>	<b>14,035</b>	<b>14,229</b>	<b>14,485</b>	<b>14,708</b>	<b>14,908</b>	<b>14,848</b>	<b>15,092</b>	<b>14,983</b>	<b>14,798</b>	<b>14,816</b>
<b>Religious Affiliation</b>											
Roman Catholic	7,767	8,160	8,195	8,132	7,404	7,652	7,851	8,047	7,908	7,827	7,803
Protestant	1,014	1,137	1,205	1,253	1,264	1,335	1,463	1,632	1,665	1,777	1,872
Jewish	452	500	507	509	463	504	445	406	405	367	324
None	1,567	1,309	1,028	829	727	730	793	928	960	942	1,023
Other**	1,569	2,055	2,278	2,461	2,434	2,505	2,665	2,719	2,688	2,585	2,744
Unknown	1,508	874	1,016	1,301	2,416	2,182	1,631	1,360	1,357	1,300	1,050
<b>Total</b>	<b>13,877</b>	<b>14,035</b>	<b>14,229</b>	<b>14,485</b>	<b>14,708</b>	<b>14,908</b>	<b>14,848</b>	<b>15,092</b>	<b>14,983</b>	<b>14,798</b>	<b>14,816</b>

Notes:

\*Prior to 1995 the "unknown" category was included in the Caucasian category.

\*\*Other includes Buddhist (183), Greek Orthodox (224), Hindu (348), Mormon (10), Islam (522), Non-Denominational (331), Other (1057), and Russian Orthodox (69).

Includes Queens and Staten Island Campuses. Manhattan began to be included in 2001.



**APPENDIX B**  
**Trends in Demographic Characteristics of Undergraduate Students (%)**  
**Fall 1998 - Fall 2008**

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>Gender</b>											
Male	43.8%	43.2%	42.8%	42.6%	42.4%	41.3%	41.7%	41.6%	43.3%	44.0%	45.0%
Female	56.2%	56.8%	57.2%	57.5%	57.6%	58.7%	58.3%	58.4%	56.7%	56.0%	55.0%
<b>Total</b>	<b>100%</b>										
<b>Ethnic Distribution</b>											
Non-Resident	2.4%	2.7%	2.9%	3.2%	3.1%	2.8%	2.8%	2.9%	3.1%	3.4%	3.8%
Black	10.9%	11.4%	11.9%	12.9%	14.3%	14.3%	14.8%	14.8%	14.1%	13.7%	14.5%
American Indian	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.2%	0.1%	0.1%	0.2%
Asian	11.2%	11.9%	12.8%	12.6%	12.9%	13.4%	14.4%	14.7%	14.9%	14.8%	15.6%
Hispanic	12.8%	14.3%	14.4%	14.5%	14.8%	14.7%	14.5%	13.8%	13.8%	13.8%	14.1%
White	52.6%	50.0%	48.0%	47.0%	46.2%	46.9%	45.8%	44.9%	43.7%	42.7%	41.6%
Unknown*	9.9%	9.4%	9.7%	9.7%	8.5%	7.7%	7.4%	8.7%	10.2%	11.5%	10.3%
<b>Total</b>	<b>100%</b>										
<b>Religious Affiliation</b>											
Roman Catholic	56%	58%	58%	56%	50%	51%	53%	53%	53%	53%	53%
Protestant	7%	8%	8%	9%	9%	9%	10%	11%	11%	12%	13%
Jewish	3%	4%	4%	4%	3%	3%	3%	3%	3%	2%	2%
None	11%	9%	7%	6%	5%	5%	5%	6%	6%	6%	7%
Other**	11%	15%	16%	17%	17%	17%	18%	18%	18%	17%	19%
Unknown	11%	6%	7%	9%	16%	15%	11%	9%	9%	9%	7%
<b>Total</b>	<b>100%</b>										

*Notes:*

*\*Prior to 1995 the "unknown" category was included in the Caucasian category.*

*\*\*Other includes Buddhist (1%), Greek Orthodox (2%), Hindu (2%), Mormon (0%), Islam (4%), Non-Denominational (2%), Other (7%), and Russian Orthodox (0%).*

*Includes Queens and Staten Island Campuses. Manhattan began to be included in 2001.*



**APPENDIX C**  
**Trends in Admission Data**  
**Fall 1998 - Fall 2008**

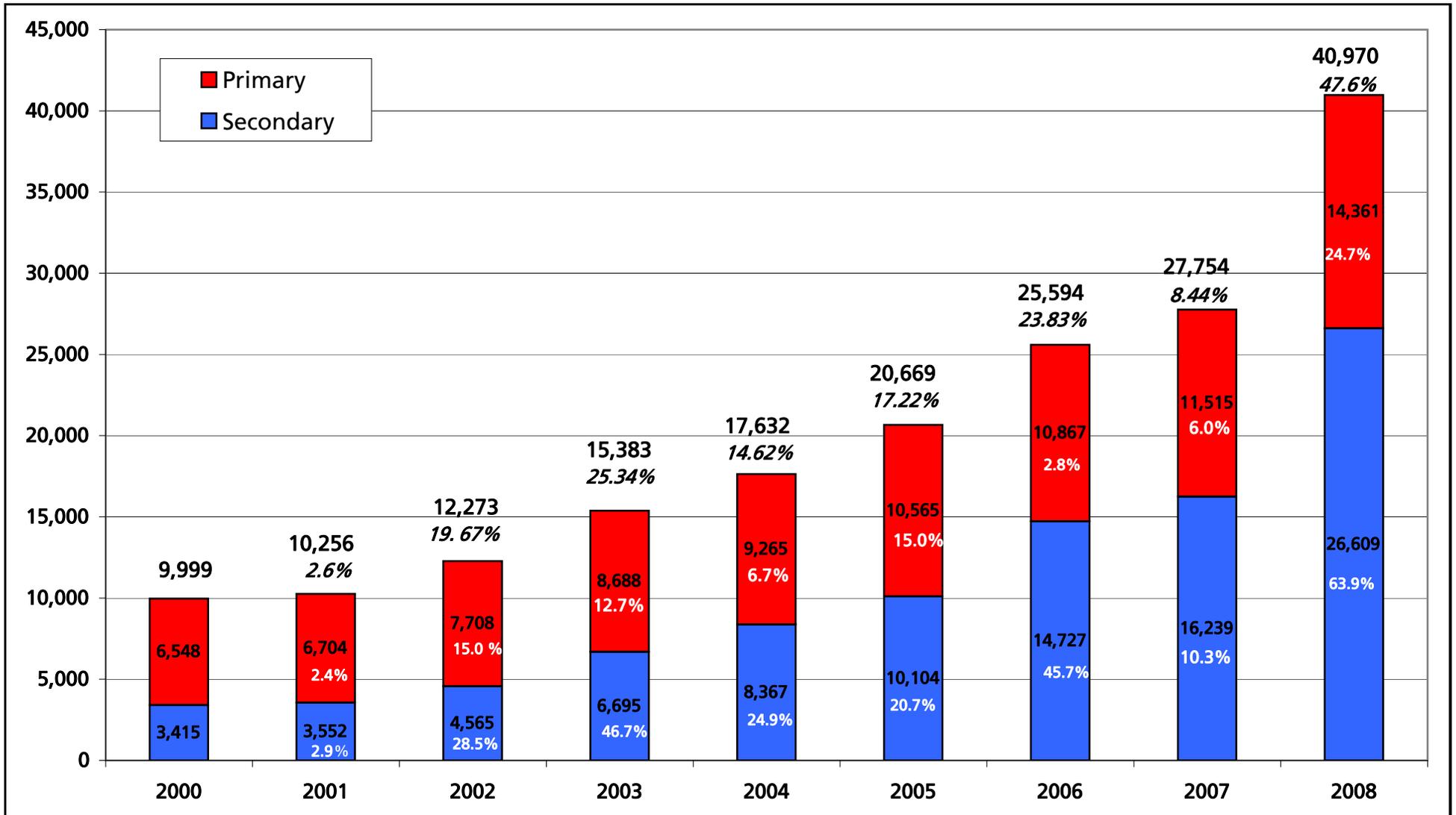
YEAR	Total Inquiries	Total Applications	%Yield (Apps/Inquiries)	Total Accepted	%Yield (Accepts/Apps)	Total Paid	%Yield (Paid/Accepts)	Total Enrolled	%Yield (Enrolled/Accepts)	%Yield (Enrolled/Paid)
2008	84,822	40,970	48.3%	18,670	45.6%	3,977	21.3%	3,268	17.5%	82.2%
2007	101,814	27,754	27.3%	15,410	55.5%	3,799	24.7%	3,162	20.5%	83.2%
2006	132,486	25,594	19.3%	15,159	59.2%	3,984	26.3%	3,266	21.5%	82.0%
2005	117,535	20,669	17.6%	12,980	62.8%	3,877	29.9%	3,159	24.3%	81.5%
2004	118,937	17,632	14.8%	10,980	62.3%	3,725	33.9%	3,005	27.4%	80.7%
2003	106,223	15,383	14.5%	10,516	68.4%	3,626	34.5%	2,976	28.3%	82.1%
2002	93,120	12,274	13.2%	9,244	75.3%	3,515	38.0%	2,976	32.2%	84.7%
2001	83,934	10,256	12.2%	8,186	79.8%	3,160	38.6%	2,689	32.8%	85.1%
2000	67,819	9,999	14.7%	7,959	79.6%	3,347	42.1%	2,882	36.2%	86.1%
1999	51,393	8,384	16.3%	6,836	81.5%	3,059	44.7%	2,696	39.4%	88.1%
1998	39,691	7,268	18.3%	6,010	82.7%	2,708	45.1%	2,528	42.1%	93.4%

**Notes:**

"Total Applications" data include all applications received ( i.e. complete and incomplete).  
 Source for *INQUIRIES* only -Office of Admission



**APPENDIX D**  
**Trend in Undergraduate Applications:**  
**Primary/Secondary Markets**  
**Fall 2000 - Fall 2008**



**Note:** Primary market consists of the five boroughs of NYC plus Nassau County and the secondary market covers the rest.



**APPENDIX E**  
**Gender and Ethnic Distribution of Full-time and Part-time Faculty**  
**Fall 1999 - Fall 2008**

Full-time Faculty	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	386	69%	376	68%	380	67%	379	66%	384	65%	387	64%	394	63%	398	61%	407	60%	405	58%
Female	175	31%	181	32%	183	33%	192	34%	203	35%	214	36%	227	37%	250	39%	273	40%	291	42%
<b>Total</b>	<b>561</b>	<b>100%</b>	<b>557</b>	<b>100%</b>	<b>563</b>	<b>100%</b>	<b>571</b>	<b>100%</b>	<b>587</b>	<b>100%</b>	<b>601</b>	<b>100%</b>	<b>621</b>	<b>100%</b>	<b>648</b>	<b>100%</b>	<b>680</b>	<b>100%</b>	<b>696</b>	<b>100%</b>

Full-time Faculty	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Black, Non-Hispanic	21	4%	20	4%	20	4%	25	4%	24	4%	28	5%	34	5%	32	5%	31	5%	36	5%
American Indian	1	0%	0	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	49	9%	49	9%	49	9%	51	9%	59	10%	62	10%	70	11%	74	11%	78	11%	78	11%
Hispanic	10	2%	13	2%	12	2%	12	2%	14	2%	15	2%	17	3%	16	3%	27	4%	27	4%
White, Non-Hispanic	480	86%	475	85%	482	86%	483	85%	490	83%	495	82%	500	81%	526	81%	532	78%	539	77%
Unknown*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	2%	16	2%
<b>Total</b>	<b>561</b>	<b>100%</b>	<b>557</b>	<b>100%</b>	<b>563</b>	<b>100%</b>	<b>571</b>	<b>100%</b>	<b>587</b>	<b>100%</b>	<b>601</b>	<b>100%</b>	<b>621</b>	<b>100%</b>	<b>648</b>	<b>100%</b>	<b>680</b>	<b>100%</b>	<b>696</b>	<b>100%</b>

\*Prior to 2007 the "unknown" category was included in the White category.

Part-time Faculty	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	311	57%	354	59%	387	61%	401	60%	437	59%	479	60%	503	60%	519	60%	489	59%	490	59%
Female	239	43%	249	41%	245	39%	271	40%	306	41%	324	40%	332	40%	346	40%	339	41%	334	41%
<b>Total</b>	<b>550</b>	<b>100%</b>	<b>603</b>	<b>100%</b>	<b>632</b>	<b>100%</b>	<b>672</b>	<b>100%</b>	<b>743</b>	<b>100%</b>	<b>803</b>	<b>100%</b>	<b>835</b>	<b>100%</b>	<b>865</b>	<b>100%</b>	<b>828</b>	<b>100%</b>	<b>824</b>	<b>100%</b>

Part-time Faculty	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Black, Non-Hispanic	19	3%	29	5%	38	6%	36	5%	37	5%	54	7%	44	5%	53	6%	51	6%	49	6%
American Indian	0	0%	2	0%	0	0%	1	0%	1	0%	1	0%	1	0%	1	0%	1	0%	1	0%
Asian/Pacific Islander	25	5%	28	5%	35	6%	35	5%	39	5%	36	4%	48	6%	55	6%	54	7%	58	7%
Hispanic	11	2%	16	3%	16	3%	20	3%	24	3%	27	3%	34	4%	35	4%	37	4%	37	4%
White, Non-Hispanic	475	86%	507	84%	518	82%	552	82%	613	83%	654	81%	680	81%	685	79%	653	79%	642	78%
Unknown	20	4%	21	3%	25	4%	28	4%	29	4%	31	4%	28	3%	36	4%	32	4%	37	4%
<b>Total</b>	<b>550</b>	<b>100%</b>	<b>603</b>	<b>100%</b>	<b>632</b>	<b>100%</b>	<b>672</b>	<b>100%</b>	<b>743</b>	<b>100%</b>	<b>803</b>	<b>100%</b>	<b>835</b>	<b>100%</b>	<b>865</b>	<b>100%</b>	<b>828</b>	<b>100%</b>	<b>824</b>	<b>100%</b>

Source: FT faculty-PFS file from Office of the Provost, and the others from BANNER HR database.



**APPENDIX F**  
**Financial Highlights**  
**Fiscal Years 2004 - 2008**

	2004	2005	2006	2007	2008
<b>FINANCIAL (IN THOUSANDS)</b>					
Total assets	\$ 742,582	\$ 830,577	\$ 875,660	\$ 1,096,129	\$ 1,107,110
Total liabilities	397,368	466,491	461,868	628,371	646,152
Total net assets	345,214	364,086	413,792	467,758	460,957
Total revenues	314,797	331,881	355,774	377,511	405,777
Total expenses	301,520	317,113	341,842	365,765	398,710
Market value of endowments	236,313	264,966	304,896	366,660	363,802
Plant assets, net	404,000	418,801	446,221	480,491	538,375
<b>STUDENT AID (IN THOUSANDS)</b>					
University scholarship and grants	\$ 101,222	\$ 109,532	\$ 126,922	\$ 138,787	\$ 151,643
Federal/State programs	135,602	140,102	142,238	153,610	162,392
Outside awards	6,436	5,653	8,838	8,366	9,611
Private loans	22,343	28,375	37,928	38,669	34,002
Total student aid	265,603	283,662	315,926	339,432	357,648
<b>UNDERGRADUATE TUITION</b>					
	\$ 19,600	\$ 21,150	\$ 22,800	\$ 24,400	\$ 26,200



**APPENDIX G**  
**Ethnic Distribution of Full-time Faculty, Administrators and Staff**  
**Fall 1999 - Fall 2008**

Full-time Faculty	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Black, Non-Hispanic	21	4%	20	4%	20	4%	25	4%	24	4%	28	5%	34	5%	32	5%	31	5%	36	5%
American Indian	1	0%	0	0%	0	0%		0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	49	9%	49	9%	49	9%	51	9%	59	10%	62	10%	70	11%	74	11%	78	11%	78	11%
Hispanic	10	2%	13	2%	12	2%	12	2%	14	2%	15	2%	17	3%	16	3%	27	4%	27	4%
White, Non-Hispanic	480	86%	475	85%	482	86%	483	85%	490	83%	495	82%	500	81%	526	81%	532	78%	539	77%
Unknown*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12	2%	16	2%
<b>Total</b>	<b>561</b>	<b>100%</b>	<b>557</b>	<b>100%</b>	<b>563</b>	<b>100%</b>	<b>571</b>	<b>100%</b>	<b>587</b>	<b>100%</b>	<b>601</b>	<b>100%</b>	<b>621</b>	<b>100%</b>	<b>648</b>	<b>100%</b>	<b>680</b>	<b>100%</b>	<b>696</b>	<b>100%</b>

\*Prior to 2007 the "unknown" category was included in the White category.

Full-time Administrators	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Black, Non-Hispanic	58	11%	59	11%	72	12%	72	11%	76	11%	73	11%	73	11%	73	10%	77	10%	101	12%
American Indian		0%		0%	1	0%	1	0%	1	0%	1	0%	2	0%	3	0%	3	0%	2	0%
Asian/Pacific Islander	33	6%	36	6%	40	6%	44	7%	44	7%	46	7%	47	7%	49	7%	54	7%	51	6%
Hispanic	29	5%	33	6%	37	6%	35	6%	40	6%	48	7%	56	8%	55	8%	58	7%	64	8%
White, Non-Hispanic	402	74%	409	73%	445	72%	457	72%	488	73%	493	73%	489	71%	532	73%	572	73%	592	71%
Unknown	20	4%	21	4%	21	3%	26	4%	18	3%	19	3%	23	3%	14	2%	20	3%	20	2%
<b>Total</b>	<b>542</b>	<b>100%</b>	<b>558</b>	<b>100%</b>	<b>616</b>	<b>100%</b>	<b>635</b>	<b>100%</b>	<b>667</b>	<b>100%</b>	<b>680</b>	<b>100%</b>	<b>690</b>	<b>100%</b>	<b>726</b>	<b>100%</b>	<b>784</b>	<b>100%</b>	<b>830</b>	<b>100%</b>

Full-time Staff	Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Black, Non-Hispanic	55	9%	51	8%	55	9%	58	9%	55	9%	64	11%	66	11%	63	11%	62	10%	64	11%
American Indian	2	0%	1	0%	1	0%	1	0%	1	0%	0	0%		0%		0%		0%		0%
Asian/Pacific Islander	18	3%	20	3%	29	5%	26	4%	27	5%	26	4%	27	4%	25	4%	28	5%	22	4%
Hispanic	35	6%	37	6%	38	6%	41	7%	48	8%	51	8%	44	7%	49	8%	61	10%	66	11%
White, Non-Hispanic	486	79%	484	79%	488	77%	478	76%	452	76%	453	75%	453	75%	443	75%	441	73%	437	72%
Unknown	19	3%	23	4%	26	4%	22	4%	13	2%	13	2%	15	2%	11	2%	16	3%	19	3%
<b>Total</b>	<b>615</b>	<b>100%</b>	<b>616</b>	<b>100%</b>	<b>637</b>	<b>100%</b>	<b>626</b>	<b>100%</b>	<b>596</b>	<b>100%</b>	<b>607</b>	<b>100%</b>	<b>605</b>	<b>100%</b>	<b>591</b>	<b>100%</b>	<b>608</b>	<b>100%</b>	<b>608</b>	<b>100%</b>

Source: FT faculty-PFS file from Office of the Provost, and the others from BANNER HR database.



## APPENDIX H Institutional Success Measures

(St. John's University Strategic Plan: 2008 - 2013)

Updated: 07/07/2009

Highlighted in BLUE are the new measures added to 2008-2013 plan.

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

ID	Measure	St. John's Data			Comparative Data		Target/ Standard	
		Baseline 2004-08	Baseline 2008-13	Update	2004-08	2008-13	2004-08	2008-13
	<u>National Survey of Student Engagement (NSSE) Benchmarks</u> Benchmarks are scores (on 100-point scale) derived from NSSE results. A high benchmark indicates a high level of student engagement.	<u>2004</u>	<u>2006</u>	<u>2008</u>	<u>2006</u>	<u>2008</u>		
	<u>First-Year Students</u>				<u>Doctoral Intensive</u>			
1115	a) Level of academic challenge	a) 54	<b>a) 52</b>	a) 55	a) 51	a) 53		<b>a) 58</b>
1116	b) Active and collaborative learning	b) 38	<b>b) 40</b>	b) 45	b) 41	b) 44		<b>b) 48</b>
1117	c) Student interactions with faculty	c) 30	<b>c) 32</b>	c) 38	c) 31	c) 36		<b>c) 40</b>
1118	d) Enriching educational experiences	d) 25	<b>d) 28</b>	d) 29	d) 26	d) 28		<b>d) 30</b>
1119	e) Supportive campus environment	e) 60	<b>e) 58</b>	e) 63	e) 56	e) 61		<b>e) 65</b>
	<u>Senior Students</u>							
1120	a) Level of academic challenge	a) 56%	<b>a) 55</b>	a) 56	a) 55	a) 57	a) 60	<b>a) 60</b>
1121	b) Active and collaborative learning	b) 47%	<b>b) 50</b>	b) 50	b) 50	b) 53	b) 50	<b>b) 55</b>
1122	c) Student interactions with faculty	c) 39%	<b>c) 42</b>	c) 43	c) 39	c) 44	c) 45	<b>c) 45</b>
1123	d) Enriching educational experiences	d) 37%	<b>d) 41</b>	d) 41	d) 38	d) 42	d) 43	<b>d) 45</b>
1124	e) Supportive campus environment	e) 57	<b>e) 59</b>	e) 62	e) 54	e) 59	e) 65	<b>e) 65</b>
	<u>Student Course Evaluation - SCE (Scale 1-5)</u>	<u>Spring &amp; Fall 03 (average)</u>	<u>Fall 2007</u>	<u>Fall '08</u>				
	Overall instructional quality							
1125	a) Undergraduate (mean)	a) 4.00	<b>a) 3.94</b>	a) 3.92	a) Not Available		a) TBD	<b>a) 4.00</b>
1126	b) Graduate (mean)	b) 4.12	<b>b) 4.12</b>	b) 4.16	b) Not Available		b) TBD	<b>b) 4.20</b>
	<u>Global Studies</u>		<b>2007-08</b>					
	# of students studying abroad							
1127	a) Undergraduate students		<b>a) 350</b>					<b>a) 1,350</b>
1128	b) Graduate students		<b>b) 100</b>					<b>b) 150</b>
	<u>NSSE</u>				<u>Doctoral Intensive</u>			
	<u>Plan to study abroad before graduate</u>		<b>2006</b>	<u>2008</u>	<u>2006</u>	<u>2006</u>		
1130	a) First-year students (%)		<b>a) 46%</b>	a) 54%	a) 36%	46%		<b>a) 60%</b>
	<u>Have studied abroad</u>							
1131	b) Senior students (%)		<b>b) 11%</b>	b) 11%	b) 10%	16%		<b>b) 35%</b>

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

ID	Measure	St. John's Data			Comparative Data	Target/ Standard	
		Baseline 2004-08	Baseline 2008-13	Update		2004-08	2008-13
1135	<u>US News &amp; World Report</u> a) Alumni giving rate(UG, average of 2 years)	<u>2003 Edition</u> 12%	<u>2008 Edition</u> <b>16%</b>	<u>2009</u> 17%	<u>Average of Last 10 in Top 125</u> <u>2008</u> <u>2009</u> 16%    14%	a) 18%	<b>a) 18%</b>
2145	<u>Both Graduate and Undergraduate</u> a) Alumni giving rate	<u>2002</u> a) 14%	<u>2007</u> <b>a) 18%</b>		a) Not Available	a) 20%	<b>a) 20%</b>
1141 1142	<u>Student Course Evaluation-SCE (Scale 1-5)</u> Instructional vibrancy: Questions 1-14 aggregated a) Undergraduate b) Graduate	<u>Spring &amp; Fall 03 (average)</u> a) 4.29 b) 4.37	<u>Fall 2007</u> <b>a) 4.20</b> <b>b) 4.35</b>	<u>Fall '08</u> 4.21 4.34	a) Not applicable b) Not applicable	a) TBD b) TBD	<b>a) 4.30</b> <b>b) 4.40</b>
1143 1144	<u>SAT Scores (Targets might be revised in light of the new SAT format.)</u> a) Total (mean) b) Standard admit (mean)	<u>Fall 2002</u> a) 1000 b) 1057	<u>Fall 2007</u> <b>a) 1075</b> <b>b) 1107</b>	<u>2008</u> <b>1087</b> <b>1108</b>	a) Not applicable b) Not applicable	b) 1100	<b>b) 1100</b>
1145	<u>US News &amp; World Report</u> SAT Math and Verbal: c) 25 <sup>th</sup> – 75 <sup>th</sup> percentile	<u>2003 Edition</u> c) 940 -1150	<u>2008 Edition</u> <b>c) 950-1190</b>	<u>2009</u> 960-1180	<u>Average of Last 10 in Top 125</u> <u>2008</u> <u>2009</u> 1025-1231    1030-1242		
1146 1147 1149 1150	d) Honors eligible (SAT 1250 + HS Avg 92): % of cohort e) Honors (SAT mean) f) LST (Conditional-Admit): % of cohort g) LST (Conditional-Admit): SAT mean	<u>Fall 2002</u> e) Not applicable g) 21% h) 857	<u>Fall 2007</u> <b>d) 9%</b> <b>e) 1323</b> <b>f) 17%</b> <b>g) 917</b>	<u>Fall 2008</u> 11% 1340 13% 937	d) Not applicable e) Not applicable f) Not applicable g) Not applicable	d) 10%	<b>d) 10%</b>   <b>f) 15%</b>
1155 1156 1157 1158	Student Profile: All undergraduates a) Gender (% male) b) Religion (% Roman Catholic) c) Ethnicity (% Black, American Indian, Asian and Hispanic) Student Profile: Freshmen d) Economic Need (% of students with very high need -- Pell eligible)	<u>Fall 2002</u> a) 42% b) 50% c) 42% d) 47%	<u>Fall 2007</u> <b>a) 44%</b> <b>b) 53%</b> <b>c) 42%</b> <b>d) 40%</b>	<u>2008</u> 45% 53% c) 44% d) 40%	a) Monitor trends b) Monitor trends c) Monitor trends d) Not available	a) Monitor trends b) Monitor trends c) Monitor trends d) 35% - Minimum	<b>a) Monitor trends</b> <b>b) Monitor trends</b> <b>c) Monitor trends</b> <b>d) 35% - Minimum</b>
1161 1165	<u>US News &amp; World Report</u> <u>Class size</u> a) % of classes under 20 <u>HS GPA</u> b) Top 10% of HS Class	<u>2003 Edition</u> a) 35% b) 17%	<u>2008 Edition</u> <b>a) 35%</b> <b>b) 14%</b>	<u>2009</u> a) 38% b) 22%	<u>Average of Last 10 in Top 125</u> <u>2008</u> <u>2009</u> 46%    44% 27%    26%	a) 37% b) 18%	<b>a) 37%</b> <b>b) 18%</b>

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

ID	Measure	St. John's Data					Comparative Data	Target/ Standard	
		Baseline 2004-08	Baseline 2008-13	Update				2004-08	2008-13
				Fall'05	Fall'06	Fall'07			
	<u>Retention rates*(Full-time baccalaureate):</u>	<u>Fall '01 Cohort</u>	<u>Fall '04 Cohort</u>						
1171	a1) Standard Admit (1-year)	a1) 83%	<b>a1) 80%</b>	80%	81%	77%	a1) Not Available	a1) 86%	<b>a1) 86%</b>
1172	a2) Standard Admit (2-year)	a2) 73%	<b>a2) 69%</b>	70%	71%		a2) Not Applicable		
1173	a3) Standard Admit (3-year)	a3) 68%	<b>a3) 65%</b>	66%			a3) Not Applicable		
1174	b1) Conditional-Admit (1-year)	b1) 78%	<b>b1) 75%</b>	68%	70%	70%	b1) Not Applicable		
1175	b2) Conditional-Admit (2-year)	b2) 64%	<b>b2) 59%</b>	56%	59%		b2) Not Applicable		
1176	b3) Conditional-Admit (3-year)	b3) 57%	<b>b3) 53%</b>	51%			b3) Not Applicable		
1177	c1) Honors eligible: (1-year) (HS GPA>=92 & SAT>=1250)	c1) Not applicable	<b>c1) 93%</b>	92%	94%	92%	c1) Not Applicable		
1180	d1) Composite (1-year)	d1) 82%	<b>d1) 79%</b>	78%	79%	76%	d1) Not Applicable	d1) 83%	<b>d1) 83%</b>
1181	d2) Composite (2-year)	d2) 71%	<b>d2) 67%</b>	67%	70%		d2) Not Applicable	d2) 75%	<b>d2) 75%</b>
1182	d3) Composite (3-year)	d3) 66%	<b>d3) 63%</b>	63%			d3) Not Applicable	d3) 71%	<b>d3) 71%</b>
	<u>US News &amp; World Report:</u>	<u>2003 Edition</u>	<u>2008 Edition</u>	<u>2009</u>			<b>Average of Last 10 in Top 125</b>		
1183	a) Freshmen retention rate	a) 83%	<b>a)79%</b>	a)79%			2008 2009 82% 84%		
1184	b) 6-year Graduation Rate	a) 68%	<b>b) 59%</b>	b) 61%			63% 61%	a) 69%	<b>b) 69%</b>
	<u>US News &amp; World Report:</u>	<u>2003 Edition</u>	<u>2008 Edition</u>	<u>2009</u>			<b>Average of Last 10 in Top 125</b>		
1185	a) Overall Score (out of 100) & Ranking in U.S. Universities (about 250)	a) 36 (135th)	<b>a) 32 (138th)</b>	<b>a) 29 (143rd)</b>			2008 2009 35 33	a) Top 125	<b>a) Top 125</b>
1186	b) Academic Reputation	b) 2.8	<b>b) 2.8</b>	<b>b) 2.7</b>			3.0 2.7	b) 2.9	<b>b) 2.9</b>
	<u>Evaluation by accrediting bodies:</u>		<u>2006</u>						
1187	a) Institutional level: Middle States	a) Pass	<b>a) Pass</b>				Not Applicable	a) Pass	<b>a) Pass</b>
	<u>ACUHO-IEBI Resident Survey (scale 1-7)</u> (1= Not at all, 2, 3, 4=Moderately, 5, 6, 7=Extremely)	<u>2004</u>	<u>2007</u>	<u>2008</u>			Selected 6 <u>2007</u> <u>2008</u>		
1191	Overall resident satisfaction								
	a) Queens Campus	a) 4.4	<b>a) 4.4</b>	a) 5.1			a) 5.4 a) 5.4	a) 5.0	<b>a) 5.0</b>
	Overall program effectiveness								
	b) Staten Island	b) 4.9	<b>b) 4.6</b>	b) 4.4			b) 4.8 b) 4.7	b) 5.0	<b>b) 5.0</b>
	<u>Student Satisfaction Inventory (Scale 1-7)</u> Overall satisfaction with student experience “(1=Not satisfied at all, 2=Not very satisfied, 3=Somewhat dissatisfied; 4=Neutral; 5=Somewhat satisfied; 6=Satisfied; 7=Very satisfied)	<u>2004</u>	<u>2007</u>				<u>2007</u>		
	<u>Undergraduate</u>								
1192	a) Queens Campus	a) 4.42	<b>a) 4.58</b>				a) 5.18	a) 5.30	<b>a) 5.30</b>
	b) Staten Island	b) 4.78	<b>b) 5.00</b>				b) 5.18	b) 5.30	<b>b) 5.30</b>
	<u>Graduate</u>								
	c) Both Queens & SI	<b>c) 4.77</b>	<b>c) 5.00</b>				c) 5.20	c) 5.30	<b>c) 5.30</b>

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

ID	Measure	St. John's Data			Comparative Data	Target/ Standard	
		Baseline 2004-08	Baseline 2008-13	Update		2004-08	2008-13
2105	HERI Faculty Survey (F/T) % of Faculty who believe: a) Students are well-prepared academically.	2001 a) 22%	2004 a) <b>26%</b>	2007 34%	Private Univ. 2004 2007 67% 67%	a) 44%	a) <b>44%</b>
2106	b) Promoting intellectual development of students is high/highest priority.	b) 65%	b) <b>72%</b>	85%	92% 89%	b) 84%	b) <b>88%</b>
2115	HERI Faculty Survey (F/T) Instructional methods used in most/all UG classes: a) Extensive lecturing	2001 a) 63%	2004 a) <b>58%</b>	2007 48%	Private Univ. 2004 2007 56% 50%	a) 50%	a) <b>45%</b>
2116	b) Class discussions	b) 66%	b) <b>77%</b>	78%	81% 83%	b) 73%	b) <b>80%</b>
2118	c) Cooperative learning (small groups)	c) 26%	c) <b>34%</b>	44%	40% 53%	c) 50%	c) <b>50%</b>
2119	d) Group projects	d) 18%	d) <b>30%</b>	25%	30% 30%	d) 50%	d) <b>30%</b>
2121	Job placement statistics: Career Center Outcomes Graduate Survey a) % of students placed in positions consistent with personal and professional goals.	2002 (Class) a) 64%	Class 2006 a) <b>71%</b>		2006		
2122	b) % of students pursuing graduate education.	b) 26%	b) <b>24%</b>				
2123	a&b) % of students who found a job or pursued graduate education.	a&b) 90%	a&b) <b>95%</b>			a & b: 92%	a & b : <b>92%</b>
2124	c) Recruiter feedback-% of students rated good or excellent by on-campus recruiters	c) 84%	c) <b>90%</b>		Not Applicable		c) <b>92%</b>

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

ID	Measure	St. John's Data			Comparative Data	Target/ Standard	
		Baseline 2004-08	Baseline 2008-13	Update		2004-08	2008-13
2135	Alumni Attitude Survey Perception of overall experience Percentage of alumni who: a) Promote the University regularly or all the time	2002 a) 50%	2007 a) 47%		2007 CAAE: Council of Alumni Association Executives	a) 55%	a) 55%
2136	b) Have excellent experience of the University	b1) 91%	b1) 90%			b1) 45%	b1) 92%
2137	b2) As alumni	b2) 61%	b2) 60%			b2) 16%	b2) 62%
2138	c) Rate decision to attend the University as GOOD or GREAT University did a good or excellent job at preparing students for:	c) 92%	c) 91%			c) 96%	c) 96%
2141	a) Service/Contributing to community	a) 69%	a) 75%		Custom questions for St. John's/ improvement against internal standards.	a) 72%	a) 78%
2142	b) Graduate school/Further grad education	b) 75%	b) 75%			b) 78%	b) 78%
2143	University did a good or excellent job: c) Career preparation/success, & current work status	c) 81%	c) 83%			c) 84%	c) 88%
2144	d) At providing internships (STJ item)		d) 44%				d) 50%
2145	All Internships a) % of senior students having internships		Fall 2008 a) TBD				a) TBD
2146	b) % of all undergraduates having internships		b) TBD				b) TBD
2147	Academic Internship c) % of eligible seniors having internships		c) TBD				c) TBD
2148	NSSE Have had practicum, field experience, co-op experience, or clinical assignment d) Senior students (%)		2006 d) 54%	2008 d) 55%	Doctoral Intensive 2006 2008 d) 49% d) 54%		d) 60%
2151	Common Data Set a) % of F/T faculty with terminal degrees	2002-03 a) 89%	2006-07 a) 89%	2007-08 a) 87%		a) 90%	a) 93%
2155	HERI Faculty Survey a) % of faculty who published	2001 a) 77%	2004 a) 74%	2007 73%	Private Univ. 2004 2007 79% 80%	a) 82% at or	a) 80%
2181	Library space, holding and services: Libqual + Survey (scale 1-9) (UG) a) Overall service quality perception	2002 a) 6.28	2006 a) 6.62		2005 Median 7.16	a) Comparative Median	a) Comparative Median

**Goal # 2: Enhance resource development and prioritize resource allocation to achieve our vision.**

ID	Measure	St. John's Data		Comparative Data	Target/ Standard	
		Baseline 2004-08	Baseline 2008-13		Update	2004-08
1201	Financial Resources a) Revenues exceed expenses	FY 2003 a) Revenues exceed expenses	FY 2007 a) Revenues exceed expenses	a) Not Available	a) Revenues exceed expenses	a) Revenues exceed expenses
1202	b) Reduce tuition dependency	b) 82.7%	b) 81%	b) Not Available	b) 75%	b) 80%
1204	d) Net assets	d) \$300 m	d) \$467 m	d) Not Available	d) \$350 million	d) \$510m
1205	e) Bond ratings	e) BAA/BBB+	e) A3/A-	e) Not Available	e) A3/A-	e) A3/A-

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

ID	Measure	St. John's Data		Comparative Data	Target/ Standard	
		Baseline 2004-08	Baseline 2008-13		Update	2004-08
1301	Administrators and Staff Retention Voluntary turnover of high performers with a rating of 4.0 or better as defined by PFP: a) Administrators	Employees with PFP rating >= 4.0 in previous year		All St. John's employees  2006-07 a) 10.7% b) 10.9% c) 2.4%	a) 5% b) 2% c) Not applicable	a) 10% b) 10% c) Not applicable
1302	b) Staff	2002-03 a) 5.3%	2006-07 a) 4.9%			
1303	c) Faculty	b) 2.4%	b) 6.3%			
1315	HERI Faculty Survey (F/T) a) % of faculty reporting overall satisfaction with St. John's.	2001 c) 77%	2004 a) 79%	2007 79%	Private universities 2004 2007 a) 80% 79%	a) 80% a) 82%
1321	Ethnic Diversity of Faculty, Administrators & Staff a) % of faculty of color	Fall 2004 a) 17%	Fall 2007 a) 20%			a) 20% a) 25%
1322	b) % of administrators of color	b) 24%	b) 24%			b) 26% b) 26%
1323	c) % of staff of color	c) 23%	c) 25%			c) 24% c) 25%

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

ID	Measure	St. John's Data			Comparative Data	Target/ Standard		
		Baseline 2004-08	Baseline 2008-13	Update		2004-08	2008-13	
1401	<u>Community Service or Volunteer Work</u> a) % of students participating in community service or volunteer work (Plan to do or done, NSSE senior)	<u>2002</u> a) 55%	<u>2006</u> <b>a) 73%</b>	<u>2008</u> a) 79%	<b>Doctoral intensive universities</b>  <u>2006</u> <u>2008</u> a) 69%    79%	a) 65%	<b>a) 85%</b>	
1402	b) # of faculty participating in academic service learning (Spring data)	<u>2001</u> b) 86	<u>2007</u> <b>b) 76</b>			b) 10% increase over 5 years	<b>b) 100</b> (500 in 5 years)	
1403	c) # of students participating in academic service learning (UG spring data)	c) 1,319	<b>c) 1,310</b>			c) 10% increase over 5 years	<b>c) 100%</b>	
2405	<u>HERI Faculty Survey (F/T)</u> Perception improvement: Institutional priority a) Increase/maintain institutional prestige	<u>2001</u> a) 54%	<u>2004</u> <b>a) 66%</b>	<u>2007</u> 70%	<u>Private Univ.</u> <u>2004</u> <u>2007</u> 75%    72%	a) 76%	<b>a) 76%</b>	
2406	b) Enhance the institution's national image	b) 66%	<b>b) 81%</b>	79%		83%    79%	b) 82%	<b>b) 82%</b>
2407	<u>NSSE (Senior)</u> a) % of students who feel that the institution contributed to the development of a personal code of values and ethics.	<u>2002</u> a) 63%	<u>2006</u> <b>a) 69%</b>	<u>2008</u> 73%	<u>Doc-Int</u> <u>2006</u> <u>2008</u> 51%    62%	a) 70%	<b>a) 75%</b>	
2412	<u>HERI Faculty Survey (F/T)</u> a) % of faculty who indicate they are very or somewhat familiar with the life and teachings of St. Vincent DePaul.	<u>2001</u> b) 67%	<u>2004</u> <b>a) 75%</b>	<u>2007</u> 86%	<u>Private Univ.</u> <u>2004</u> <u>2007</u> a) Not Available  c) Not Available  d) 56%    76%	b) 75%	<b>a) 88%</b>	
2414	c) % of faculty who believe they have an obligation to cultivate a sense of social justice within their students.	d) 86%	<b>c) 89%</b>	86%		c) Not Available	d) 90%	<b>c) 90%</b>
2415	d) % of faculty who believe that developing a moral character is important or essential.	e) 74%	<b>d) 78%</b>	82%			e) 80%	<b>d) 85%</b>
2423	<u>Overall/Other</u> a) # of participants in University Service Day.	<u>2002</u> a) 180	<u>2007</u> <b>a) 1400</b>	<u>2008</u> 1500		a) 25% increase each year	a) 1,700	
2431	<u>Vincentian Mission</u> a) # attending the Vincentian Mission Orientation		<b>a) 110</b>				a) 500 in 5 years	
2432	b) # receiving the certificate		<b>b) 57</b>				b) 125-150 in 5 years	
2441	<u>Sustainability: Carbon Footprint Reduction</u> a) Carbon Footprint		<b>FY 2007</b> <b>a) 49,635 (tons)</b>				a) 33,255 (33% reduction)	



## APPENDIX I: SWOT Analysis

### Strengths

<p>Image &amp; Reputation</p>	<ul style="list-style-type: none"> <li>○ Shifting Academic Profile           <ul style="list-style-type: none"> <li>- Increasing SATs – 1109 in 2008 for standard admit (from 1077 in '03)</li> <li>- Reduction in % conditionally admitted (18% of incoming class in '03; 13% in '08)</li> <li>- Increasing Honors eligible based on criteria of 1200 SAT/90% HS GPA – 12% in '03; would have been 16% in '05 vs. target of 10%. New criteria of 1250 SAT/ 92% GPA adopted in Queens and Manhattan in '05; target of 10% met in 2006 and maintained in 2007; up to 12% in 2008..</li> </ul> </li> <li>○ Increasing Brand Image &amp; Awareness           <ul style="list-style-type: none"> <li>- Faculty perception re: Importance of image (81% in '07 vs. 66% in '01)</li> <li>- Increasing awareness of parents/students relative to competitive set</li> <li>- Princeton Review: national since '03 and regional since the review began in '04</li> </ul> </li> <li>○ Diversity           <ul style="list-style-type: none"> <li>- Ethnic – one of top 20 most diverse in the US – Princeton Review and US News and World Report</li> <li>- Religious – Roman Catholic – 53% undergraduates; 48% all students</li> <li>- Economic – 42% VHN (Fall 2008 freshmen)</li> </ul> </li> <li>○ Growth in freshmen enrollment -3,268 in '08 (largest class) vs. 2,528 in '98</li> <li>○ Safe campus - new/state-of-the-art public safety facility; low crime statistics</li> </ul>
<p>Selected Academic Programs and Services</p>	<ul style="list-style-type: none"> <li>○ Reputation:           <ul style="list-style-type: none"> <li>- Law School – Summer Bar passage rate 90% in '07 (87% in '04); peers – 79%; target 90%; Tier II</li> <li>- Education – NYS Teacher Certification Exam 92% for '06/'07 Queens graduates; peers – 94%; target 95%; Top 100</li> <li>- Pharmacy – NAPLEX Licensure passage rate 95% in '07 (93% in '04); peers – 97%; target – 90%. Growing awareness of sciences (awareness survey)</li> <li>- Professional Studies – continued growth in enrollment in Legal Studies, Television and Sport Management</li> </ul> </li> <li>○ Leadership Development &amp; Training           <ul style="list-style-type: none"> <li>- Comprehensive Curriculum for Faculty and Staff; 11,200 participants</li> </ul> </li> </ul>
<p>Infrastructure Capability</p>	<ul style="list-style-type: none"> <li>○ Fiscal Stability           <ul style="list-style-type: none"> <li>- Capital Campaign \$271M</li> <li>- Bond rating improved - A3/A- in '06 vs. BAA/BBB+ in '03</li> <li>- Net Assets of \$467M</li> </ul> </li> <li>○ Facilities           <ul style="list-style-type: none"> <li>- 12 new buildings in the last decade ( Academic, Residential, Athletic)</li> <li>- Campus beautification</li> </ul> </li> <li>○ Technology           <ul style="list-style-type: none"> <li>- All Undergraduate students have laptops</li> <li>- Wireless campuses</li> <li>- National recognition: Intel, <i>ComputerWorld</i> recognition</li> </ul> </li> <li>○ Disciplined Integrated Planning Process</li> </ul>
<p>Accreditation and Third Party Endorsements</p>	<ul style="list-style-type: none"> <li>○ Middle States reaccreditation</li> <li>○ Strong cultural integration of mission (Middle States)</li> </ul>



## APPENDIX I: SWOT Analysis

### Weaknesses

Image & Reputation	<ul style="list-style-type: none"> <li>○ Retention continues to decline           <ul style="list-style-type: none"> <li>- 1<sup>st</sup> year retention comparison – 82% for '02 freshmen vs. 76% for '07</li> <li>- 1<sup>st</sup> year retention rate of secondary market students (excluding New York City and Nassau County), continues to average 6 - 7 percentage points lower than for primary market students. Primary: 2006 –80%; 2007 – 77%. Secondary: 2006 – 73%; 2007 – 71%)</li> <li>- Strong correlation between retention and:               <ul style="list-style-type: none"> <li>▪ Academic profile of students (higher academic profile persists)</li> <li>▪ High school GPA (higher GPA persists)</li> <li>▪ Interaction with professors</li> </ul> </li> </ul> </li> <li>○ Graduation rate decline - 6yr. rate – 63% for 1999 cohort vs. 59% for 2002 cohort</li> <li>○ Student perception/satisfaction/engagement (SSI, ACUHO &amp; NSSE)           <ul style="list-style-type: none"> <li>- Faculty - available, helpful, sympathetic (STJ – 72%; Catholic C&amp;U – 86%; Carnegie peers – 74%)</li> <li>- Student/Faculty interaction (NSSE 2008 – seniors)               <ul style="list-style-type: none"> <li>▪ Feedback is not prompt (% receiving prompt feedback: 55% - STJ; 73% - Catholic C&amp;U; 57% - Carnegie peers)</li> <li>▪ Lack of challenge in the classroom. NSSE Benchmark – Level of academic challenge (56% in 2008, similar to peers, but below 2007-08 target of 60%)</li> <li>▪ Students asking questions in class or contributing to class discussions ( 64% - STJ; 82% - Catholic C&amp;U; 75% - Carnegie peers)</li> </ul> </li> <li>- Integration of technology in academics (NSSE 2008 - Seniors)               <ul style="list-style-type: none"> <li>▪ Using computers in academic work (87% - STJ; 87% - Catholics; 89% - Carnegie peers)</li> <li>▪ Using e-mail to communicate with instructor (75% - STJ; 87% - Catholic; and Carnegie peers)</li> </ul> </li> <li>- Based on 2007 Student Satisfaction Inventory (SSI), satisfaction ratings by St. John's students are lower than by 4-year private peers especially for out-of-state students.               <ul style="list-style-type: none"> <li>▪ Overall satisfaction rating target 5.3 (on a 7-pt scale)</li> <li>▪ 4.6 in Queens (4.3 for out-of-state) and 5.0 in SI (4.1 for out-of-state)</li> <li>▪ Average for 4-yr privates: 5.2</li> </ul> </li> <li>- Run-around continues to be highlighted as an issue (SSI '07 etc.)</li> </ul> </li> </ul>
Selected Academic Programs and Services	<ul style="list-style-type: none"> <li>○ Significant declines in enrollment of Computer Science program in CPS from 2001 (829) to 2007 (177). Slight improvement in 2008 to 194.</li> <li>○ Significant declines in enrollment in Master's in Business Administration (MBA) over past 10-years through 2007 (976 in 1998; 678 in 2001; 576 in 2005; 476 in 2007). Slight improvement in 2008 (492).</li> <li>○ Learning Outcomes Assessment (Middle States)</li> <li>○ Internships and Job Preparation</li> </ul>
Infrastructure Capability	Deferred Maintenance
Accreditation and Third Party Endorsements	US News – Rank in Tier 3 – 143 in '09 Edition compared to 138 in '08 and 130 in '07

## APPENDIX I: SWOT Analysis

### Opportunities

Global Education	<ul style="list-style-type: none"> <li>○ International perspective and service orientation required to live and succeed in an increasingly global society</li> <li>○ Integrating concept of the Vincentian Institute for Social Action (VISA)</li> <li>○ Potential to offer other global programs in line with our Catholic/Vincentian identity</li> </ul>
Technology & the Changing Face of Education	<ul style="list-style-type: none"> <li>○ Technology continuing to evolve, eliminating barriers of time, distance and social networks</li> <li>○ Opportunities for STJ to continue to             <ul style="list-style-type: none"> <li>- Transform teaching and learning</li> <li>- Expand / enhance Distance Learning</li> <li>- Strengthen programs in technology</li> </ul> </li> </ul>
Ethics & Science	<ul style="list-style-type: none"> <li>○ Continuing increases in ethical issues arising from rapid advances in science and technology</li> <li>○ STJ can leverage professional competencies for which we are known in pharmacy, allied health, law and other disciplines, to make significant contributions to the related areas of ethics, health care and science</li> </ul>
Environment	<ul style="list-style-type: none"> <li>○ Accelerated growth in the "Green" movement and industry</li> <li>○ Related responsibilities for STJ in various operational areas including facilities and recycling</li> <li>○ Opportunities to transform curricula in related areas such as global studies, ecology, environmental studies and ethics</li> </ul>
Collaborative Efforts & Partnerships	<ul style="list-style-type: none"> <li>○ Emergency Response – leverage impact of NYC location and 9/11 through new courses etc.</li> <li>○ Proactively explore potential mergers based on STJ's strengths             <ul style="list-style-type: none"> <li>- E.g. medical sciences, engineering</li> <li>- For profit – Health care, environmental, geographic</li> </ul> </li> </ul>
Faculty	<ul style="list-style-type: none"> <li>○ Enhance teaching to greatness</li> <li>○ Opportunity to ensure that new faculty are the best, and aware of and sensitive to students / learning</li> <li>○ Redefine tenure/promotion criteria to more effectively promote service and student engagement</li> <li>○ Intentional reshaping of faculty – training, reward, empowerment, teaching</li> </ul>
Leveraging Resources	<ul style="list-style-type: none"> <li>○ Manhattan campus – integrating into global education programs</li> <li>○ Oakdale Campus – value of the real estate</li> <li>○ Alumni network 155,000 strong with 82% in NY metropolitan area – enhance internships, job opportunities</li> <li>○ Technology – expand mixed mode courses</li> <li>○ Scheduling flexibility – decreased space needs</li> <li>○ Sustain volume without facilities and debt constraints</li> <li>○ Expand graduate education based on faculty strength and social expectations</li> <li>○ Branding /PR</li> </ul>



## APPENDIX I: SWOT Analysis

### Threats

Changing Student Profile and Demographics	<ul style="list-style-type: none"> <li>○ Enrollment ambiguity               <ul style="list-style-type: none"> <li>- Maintaining Standard vs. Conditional Admits while continuing to shift the academic profile</li> <li>- Providing access for Very High Need (VHN)</li> <li>- Wide range of academic ability and preparedness in same classes</li> </ul> </li> <li>○ Increased selectivity threatens to alienate traditional primary market; commuter vs. resident population</li> <li>○ Declining number of traditional undergraduate students (high school graduates); may need to tap into international and non-traditional students</li> </ul>
External Perception: Image & Reputation	<ul style="list-style-type: none"> <li>○ Students ' perception of academic quality (external) and actual experience               <ul style="list-style-type: none"> <li>- Ease of shifting if not satisfied and expectations not met</li> <li>- Threat to recruitment and retention</li> </ul> </li> <li>○ Too many things in the hopper to focus on core of education to students</li> </ul>
Competition	<ul style="list-style-type: none"> <li>○ Increased competition from public institutions               <ul style="list-style-type: none"> <li>- Increased strength of offerings</li> <li>- Heightened pursuit of private market</li> <li>- Lower cost</li> </ul> </li> </ul>
Academic Experience & Students' Expectations	<ul style="list-style-type: none"> <li>○ Faculty – motivation, classroom content, mode of instruction,               <ul style="list-style-type: none"> <li>- Lack of vibrancy, faculty community, student/faculty engagement</li> <li>- Housing needs</li> </ul> </li> <li>○ Keeping pace with student expectations for technology</li> <li>○ Current students – satisfaction, retention and graduation rates</li> <li>○ Career placement – internal; alumni</li> </ul>
Mission	<ul style="list-style-type: none"> <li>○ Tension with mission               <ul style="list-style-type: none"> <li>- Very High Need (VHN) with continuing shift in academic profile</li> <li>- Declining Vincentian presence</li> </ul> </li> </ul>
Global Market	<ul style="list-style-type: none"> <li>○ Declining number of US students by 2010 will necessitate tapping into international students more aggressively or falling behind</li> <li>○ Competition for US and international students from International Universities</li> </ul>
Economy, Funding and Accountability	<ul style="list-style-type: none"> <li>○ Rising tuition costs and student debt (costs vs. value)</li> <li>○ Economic volatility</li> <li>○ Potential for restructuring of financial aid nationally in light of current Investigations</li> </ul>
Academic / Administrative Units	<ul style="list-style-type: none"> <li>○ Staten Island Campus - declining enrollment</li> <li>○ Academic / Administrative offices – not changing quickly enough to meet challenge of change in focus of STJ</li> </ul>

**APPENDIX J**

Total First-time Full-time Baccalaureate Degree Seeking Students - 1 yr. Retention and 6 yr. Graduation Trends													
	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007		
	%	%	%	%	%	%	%	%	%	%	# of freshmen	# returned	%
<b>Total</b>	84.4%	85.0%	82.1%	79.8%	82.3%	82.0%	78.4%	78.9%	77.7%	78.9%	3129	2368	75.7%
<b>Campus</b>													
Queens	83.9%	84.7%	81.2%	79.2%	82.1%	81.2%	78.3%	78.8%	77.4%	77.8%	2814	2104	74.8%
Staten Island	86.8%	86.4%	87.8%	84.7%	83.5%	87.4%	79.1%	79.7%	80.3%	86.6%	315	264	83.8%
<b>Gender</b>													
Male	82.0%	82.2%	80.0%	79.8%	79.4%	79.6%	78.1%	76.6%	76.9%	78.0%	1453	1065	73.3%
Female	86.3%	87.1%	83.8%	79.8%	84.5%	83.6%	78.5%	80.6%	78.4%	79.7%	1676	1303	77.7%
<b>Ethnicity</b>													
Black	79.0%	79.1%	75.3%	73.7%	78.8%	79.0%	73.4%	76.3%	75.0%	74.1%	486	380	78.2%
Hispanic	82.4%	84.4%	78.9%	78.7%	81.9%	77.9%	73.5%	78.1%	73.9%	75.4%	420	304	72.4%
Asian	88.5%	82.1%	86.3%	80.9%	84.9%	87.3%	85.6%	82.9%	81.7%	83.7%	500	402	80.4%
White	86.3%	86.9%	84.6%	81.8%	84.9%	83.5%	79.7%	79.4%	78.7%	80.6%	1111	838	75.4%
<b>Market</b>													
Primary	85.6%	86.0%	83.7%	82.0%	85.3%	84.4%	81.4%	82.3%	79.8%	81.3%	1827	1428	78.2%
Secondary	76.0%	74.3%	77.6%	72.9%	74.7%	75.4%	71.8%	70.7%	72.6%	74.0%	1199	857	71.5%
International	67.5%	93.1%	68.3%	79.5%	68.8%	82.0%	80.6%	85.1%	90.2%	91.3%	103	83	80.6%
<b>Resident / Commuter</b>													
Resident	-	-	78.7%	75.9%	80.0%	79.9%	75.7%	74.5%	77.0%	77.7%	1531	1151	75.2%
Commuter	-	-	83.1%	81.3%	83.3%	83.1%	80.0%	81.8%	78.3%	80.0%	1598	1217	76.2%
<b>Admission Status</b>													
Standard	85.1%	86.6%	83.8%	81.2%	83.3%	83.6%	79.4%	79.8%	79.9%	80.6%	2598	1997	76.9%
Conditional	80.4%	76.2%	74.1%	73.9%	77.8%	74.7%	72.8%	75.3%	68.3%	69.9%	531	371	69.9%
<b>Financial Status</b>													
Very High Need						81.0%	76.3%	80.1%	76.6%	75.6%	1219	915	75.1%
Other						82.7%	79.5%	77.9%	77.8%	80.3%	1910	1453	76.1%
Major - Undecided	82.5%	81.8%	75.6%	76.9%	78.4%	77.2%	74.2%	76.2%	73.3%	70.1%	563	400	71.0%
Major - LST											531	370	69.7%
<b>Learning Communities</b>													
											2095	1544	73.7%
<b>Student Athlete</b>													
	-	77.5%	81.1%	79.6%	75.8%	71.2%	78.0%	71.3%	79.5%	82.6%	84	67	79.8%
<b>Student Worker</b>													
	-	92.9%	83.5%	85.5%	90.7%	87.8%	79.9%	83.4%	83.1%	83.2%	321	262	81.6%
<b>First-Year GPA</b>													
0.00 - 1.99						44.4%	37.5%	43.4%	37.5%	36.0%	376	123	32.7%
2.00 - 2.99						80.7%	77.9%	77.7%	77.2%	77.9%	1010	730	72.3%
3.00 - 4.00						89.9%	87.1%	87.9%	88.2%	87.6%	1743	1515	86.9%
<b>Queens Campus</b>													
SJC	84.6%	87.8%	79.0%	79.4%	81.1%	82.6%	76.9%	78.6%	77.3%	77.3%	924	674	72.9%
CPS	81.6%	81.0%	80.0%	78.3%	79.7%	76.4%	75.1%	76.5%	72.5%	71.7%	926	660	71.3%
Standard	82.2%	85.9%	86.0%	83.4%	81.6%	78.7%	78.1%	78.2%	78.3%	76.0%	469	352	75.1%
Conditionally Admitted	81.0%	76.1%	74.1%	73.8%	77.9%	74.5%	72.3%	75.2%	67.6%	66.7%	457	308	67.4%
EDU	85.9%	95.1%	89.1%	77.5%	91.2%	77.9%	81.0%	78.9%	76.8%	83.3%	100	81	81.0%
TCB	86.3%	80.1%	79.3%	79.3%	79.5%	80.5%	78.6%	73.6%	81.1%	81.4%	426	317	74.4%
PHA	85.2%	89.0%	87.7%	81.2%	90.6%	90.8%	86.0%	89.4%	83.9%	86.7%	438	372	84.9%
<b>Staten Island Campus</b>													
SJC	82.6%	87.0%	88.4%	76.2%	76.4%	83.1%	80.6%	75.3%	84.5%	83.8%	93	72	77.4%
CPS	88.9%	77.5%	85.5%	90.5%	89.8%	92.2%	76.7%	83.5%	76.2%	86.7%	137	117	85.4%
Standard	88.9%	79.2%	86.7%	92.6%	92.2%	92.0%	76.0%	91.0%	80.3%	89.4%	65	56	86.2%
Conditionally Admitted		62.5%	50.0%	77.8%	75.0%	100.0%	85.7%	72.9%	72.5%	84.8%	72	61	84.7%
EDU	-	-	90.7%	94.3%	87.5%	85.7%	92.0%	88.9%	89.3%	83.3%	28	24	85.7%
TCB	94.5%	91.5%	87.4%	88.2%	87.1%	89.2%	76.4%	75.3%	79.7%	89.9%	57	51	89.5%
<b>6 year Graduation Rate</b>	64.2%	66.0%	63.9%	59.3%	61.0%	60.7%							

Based on data available in BANNER as of 10/14/2008

↓ equals a 5 or more percentage point decrease between the Fall 2006 cohort and the Fall 2007 cohort

## APPENDIX J

### Queens/Manhattan First-time Full-time Baccalaureate Degree Seeking Students - 1 yr. Retention and 6 yr. Graduation Trends

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	
	Returned %	Total # of freshmen	Returned # returned %									
<b>Queens</b>	83.9%	84.7%	81.2%	79.2%	82.1%	81.2%	78.3%	78.8%	77.4%	77.8%	2814	2104 74.8%
<b>Gender</b>												
Male	81.8%	81.9%	79.1%	79.1%	79.3%	77.7%	78.1%	76.2%	76.4%	76.7%	1304	943 72.3%
Female	85.7%	86.8%	82.9%	79.2%	84.2%	83.6%	78.4%	80.7%	78.1%	78.8%	1510	1161 76.9%
<b>Ethnicity</b>												
Black	80.6%	78.8%	75.0%	73.9%	78.7%	78.9%	73.2%	76.7%	75.3%	74.2%	472	367 77.8%
Hispanic	82.7%	85.8%	78.9%	78.7%	83.3%	76.4%	72.9%	78.9%	73.5%	73.8%	392	282 71.9%
Asian	88.3%	82.4%	86.7%	82.0%	85.4%	87.4%	85.8%	83.1%	81.7%	83.6%	491	396 80.7%
White	85.7%	86.3%	83.2%	80.2%	84.4%	82.1%	79.3%	78.2%	77.4%	78.3%	884	644 72.9%
<b>Market</b>												
Primary	85.4%	85.9%	83.0%	81.5%	85.2%	83.6%	81.5%	82.3%	79.2%	80.2%	1580	1217 77.0%
Secondary	74.2%	70.6%	76.3%	72.5%	75.0%	75.2%	71.3%	71.0%	72.6%	73.3%	1131	804 71.1%
International	67.5%	93.0%	68.3%	79.3%	68.1%	81.7%	80.6%	85.1%	90.2%	91.2%	103	83 80.6%
<b>Resident/Commuter</b>												
Resident	-	-	77.9%	75.7%	79.8%	79.7%	75.6%	75.0%	77.4%	77.2%	1442	1079 74.8%
Commuter	-	-	82.2%	80.6%	83.3%	82.1%	80.1%	81.5%	77.3%	78.5%	1372	1025 74.7%
<b>Admission Status</b>												
Standard	84.7%	86.5%	82.9%	80.5%	83.2%	82.9%	79.5%	79.7%	79.5%	79.8%	2357	1796 76.2%
Conditional	80.7%	76.4%	74.2%	73.8%	77.9%	74.6%	72.6%	75.5%	67.6%	66.7%	457	308 67.4%
<b>Financial Status</b>												
Very High Need						80.7%	76.8%	80.1%	77.1%	74.8%	1118	834 74.6%
Other						81.6%	79.0%	77.6%	76.9%	79.0%	1696	1270 74.9%
<b>Major - Undecided</b>	82.5%	81.8%	75.6%	76.9%	78.4%	77.2%	74.2%	76.2%	73.3%	70.1%	563	400 71.0%
<b>Major - LST</b>											458	308 67.2%
<b>Learning Communities</b>												
											1956	1431 73.2%
<b>Student Athlete</b>		77.5%	81.1%	79.6%	75.8%	71.2%	78.0%	71.3%	79.5%	82.6%	84	67 79.8%
<b>Student Worker</b>		91.9%	82.6%	84.9%	91.1%	87.1%	80.4%	83.8%	82.8%	82.4%	303	244 80.5%
<b>First-Year GPA</b>												
0.00 - 1.99						44.4%	37.5%	43.4%	37.5%	36.0%	349	111 31.8%
2.00 - 2.99						80.7%	77.9%	77.7%	77.2%	77.9%	912	649 71.2%
3.00 - 4.00						89.9%	87.1%	87.9%	88.2%	87.7%	1553	1344 86.5%
<b>Queens Campus</b>												
SJC	84.6%	87.8%	79.0%	79.4%	81.1%	82.6%	76.9%	78.6%	77.3%	77.3%	924	674 72.9%
CPS	81.6%	81.0%	80.0%	78.3%	79.7%	76.4%	75.1%	76.5%	72.5%	71.7%	926	660 71.3%
Standard	82.2%	85.9%	86.0%	83.4%	81.6%	78.7%	78.1%	78.2%	78.3%	76.0%	469	352 75.1%
Conditionally Admitted	81.0%	76.1%	74.1%	73.8%	77.9%	74.5%	72.3%	75.2%	67.6%	66.7%	457	308 67.4%
EDU	85.9%	95.1%	89.1%	77.5%	91.2%	77.9%	81.0%	78.9%	76.8%	83.3%	100	81 81.0%
TCB	86.3%	80.1%	79.3%	79.3%	79.5%	80.5%	78.6%	73.6%	81.1%	81.4%	426	317 74.4%
PHA	85.2%	89.0%	87.7%	81.2%	90.6%	90.8%	86.0%	89.4%	83.9%	86.7%	438	372 84.9%
<b>6 year Graduation Rate</b>	62.4%	64.8%	62.5%	57.7%	59.5%	59.0%						

Based on data available in BANNER as of 10/14/2008

↓ equals a 5 or more percentage point decrease between the Fall 2006 cohort and the Fall 2007 cohort

## APPENDIX J

### Staten Island First-time Full-time Baccalaureate Degree Seeking Students - 1 yr. Retention and 6 yr. Graduation Trends

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007			
	%	%	%	%	%	%	%	%	%	%	# of freshmen	# returned		%
<b>Staten Island</b>	86.8%	86.4%	87.8%	84.7%	83.5%	87.4%	79.1%	79.7%	80.3%	86.6%	315	264	83.8%	
<b>Gender</b>														
Male	82.9%	83.9%	85.8%	85.2%	79.7%	91.2%	78.4%	79.9%	80.3%	87.4%	149	122	81.9%	↓
Female	89.7%	88.3%	89.2%	84.3%	86.4%	84.2%	79.6%	79.6%	80.3%	85.9%	166	142	85.5%	↓
<b>Ethnicity</b>														
Black	37.5%	85.7%	100.0%	66.7%	81.8%	81.8%	81.8%	55.6%	69.2%	72.7%	14	13	92.9%	↑
Hispanic	79.2%	72.7%	78.8%	79.2%	70.3%	90.9%	77.4%	70.0%	77.8%	86.4%	28	22	78.6%	↓
Asian	100.0%	75.0%	75.0%	57.1%	66.7%	83.3%	71.4%	71.4%	83.3%	88.9%	9	6	66.7%	↓
White	87.8%	88.5%	89.0%	88.3%	86.7%	88.4%	81.3%	84.6%	83.5%	88.2%	227	194	85.5%	↓
<b>Market</b>														
Primary	86.7%	86.3%	87.8%	85.1%	85.6%	89.4%	80.2%	82.5%	83.7%	87.0%	247	211	85.4%	↓
Secondary	87.1%	86.5%	88.0%	80.6%	70.5%	77.6%	75.9%	66.0%	71.7%	84.7%	68	53	77.9%	↓
International	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Resident/Commuter</b>														
Resident	-	-	90.3%	80.0%	82.9%	83.0%	77.3%	65.1%	71.7%	85.9%	89	72	80.9%	↓
Commuter	-	-	87.6%	85.2%	83.6%	88.1%	79.5%	83.7%	84.1%	86.9%	226	192	85.0%	↓
<b>Admission Status</b>														
Standard	87.0%	86.9%	88.1%	84.9%	83.7%	87.3%	78.9%	81.0%	82.6%	87.2%	241	201	83.4%	
Conditional	0.0%	66.7%	50.0%	77.8%	75.0%	100.0%	85.7%	72.9%	72.5%	84.8%	74	63	85.1%	
<b>Financial Status</b>														
Very High Need						84.6%	71.8%	80.0%	71.7%	82.8%	101	81	80.2%	
Other						88.0%	82.2%	79.6%	84.1%	88.2%	214	183	85.5%	
<b>Major - Undecided</b>	81.3%	88.2%	88.1%	84.9%	79.4%	85.0%	76.6%	74.0%	78.7%	83.2%	64	53	82.8%	
<b>Major - LST</b>											73	62	84.9%	
<b>Learning Communities</b>											139	113	81.3%	
<b>Student Athlete</b>														
<b>Student Worker</b>		100.0%	100.0%	92.9%	83.3%	93.5%	73.9%	77.3%	85.7%	89.5%	18	18	100.0%	
<b>First-Year GPA</b>														
0.00 - 1.99						37.5%	46.4%	42.9%	35.1%	63.8%	27	12	44.4%	↓
2.00 - 2.99						84.0%	80.7%	79.3%	82.6%	87.8%	98	81	82.7%	↓
3.00 - 4.00						92.9%	87.9%	86.6%	89.9%	90.3%	190	171	90.0%	↓
<b>Staten Island Campus</b>														
SJC	82.6%	87.0%	88.4%	76.2%	76.4%	83.1%	80.6%	75.3%	84.5%	83.8%	93	72	77.4%	↓
CPS	88.9%	77.5%	85.5%	90.5%	89.8%	92.2%	76.7%	83.5%	76.2%	86.7%	137	117	85.4%	
Standard	88.9%	79.2%	86.7%	92.6%	92.2%	92.0%	76.0%	91.0%	80.3%	89.4%	65	56	86.2%	
Conditionally Admitted		62.5%	50.0%	77.8%	75.0%	100.0%	85.7%	72.9%	72.5%	84.8%	72	61	84.7%	
EDU	-	-	90.7%	94.3%	87.5%	85.7%	92.0%	88.9%	89.3%	83.3%	28	24	85.7%	
TCB	94.5%	91.5%	87.4%	88.2%	87.1%	89.2%	76.4%	75.3%	79.7%	89.9%	57	51	89.5%	
<b>6 year Graduation Rate</b>	74.4%	72.2%	73.3%	70.3%	71.4%	72.5%								

Based on data available in BANNER as of 10/14/2008

↑ equals a 5 or more percentage point increase between the Fall 2006 cohort and the Fall 2007 cohort  
↓ equals a 5 or more percentage point decrease between the Fall 2006 cohort and the Fall 2007 cohort



**APPENDIX K:  
Percent Full-time Faculty and First-year Retention at Selected Institutions**

**Percent FT faculty in US News Top 125**

Rank	College/University	% FT	FY retention
8	Columbia	91	98
18	U. of Notre Dame	97	98
23	Georgetown	80	97
33	New York University	75	92
34	Boston College	76	96
50	Yeshiva University	87	88
60	Boston University	82	91
61	Fordham University	80	89
64	Rutgers-New Brunswick	85	89
77	Marquette University	80	90
80	St. Louis University	85	85
96	SUNY- Stony Brook	84	88
102	U. of San Diego	73	85
108	U. of Dayton	80	87
116	Catholic U. of America	75	83
130	Duquesne University	74	87
	<b>St. John's University</b>	<b>71</b>	<b>79</b>

**Percent FT faculty in US News third tier benchmark schools**

Tier 3	College/University	% FT	FY retention
	Rutgers- Newark	85	87
	SUNY - Albany	76	84
	DePaul University	74	84
	Polytechnic University	73	82
	Hofstra University	72	77
	Seton Hall	71	83
	<b>St. John's University</b>	<b>71</b>	<b>79</b>
	Pace University	66	75
	Adelphi University	56	80
	New School	37	81

*Source: US News and World Report America's Best Colleges, 2009 edition data based on fall 2007*

*Prepared by: Office of the Provost and Office of Institutional Research*

St. John's University 2008 – 2013 Strategic Plan

## **Appendix L**

### **One-Year Retention: Cohorts 2002 - 2007**

## **One-Year Retention: Cohorts 2002 - 2007**

### **1. Introduction**

This study consists of two major parts: 1) A logistic regression was used to identify predictor variables of one-year retention, and 2) Survey results were examined to reveal the relationship of retention with student engagement and experience.

To identify the predictors of one-year retention, a logistic regression was used. The logistic regression uses a dichotomous variable as a dependent variable (in this study, whether students returned for the second year or not), and a number of independent variables to predict the probability of occurrence of an event. Used as independent variables in this study were student demographic information such as gender, ethnicity, home county (primary vs. secondary market), and high school; student academic preparation such as the SAT score and high school GPA; student financial status such as PELL eligibility (VHN: Very High Need) and the aid amount; first-year college GPA, and other information such as decided vs. undecided major, percentage of classes taught by part-time faculty. Six cohorts, from Fall 2002 to Fall 2007, were studied separately in this model.

The survey data used in this study include: 1) National Survey of Student Engagement (NSSE, 2006), 2) Student Satisfaction Inventory (SSI, 2007), and 3) Your First-Year College (YFCY, 2007). The survey data were not included in the logistic regression model mainly because: 1) Students cannot be identified in the survey results (SSI), and 2) For YFCY, only a fraction of the survey participants can be identified.

Conditionally-admitted students are included in all aspects of the study unless explicitly stated. Students with an undecided major do not include conditional admits.

### **2. Findings**

On the average, about 25% of the variance in one-year retention can be explained by the model. The logistic regression model identified four major predictors of student one-year retention. The four major factors were: 1) First-year college GPA, 2) Secondary market (Primary market consists of the five boroughs of NYC plus Nassau County, and the secondary market covers the rest), 3) Students with an undecided major, and 4) Financial aid. In this study, international students were not included in the secondary market, and they were excluded in the financial aid data analysis.

St. John's survey data indicate that student engagement and experience were fairly strongly related to one-year retention.

#### **2.1 First-year college GPA**

The first-year college GPA was identified as the most significant predictor of one-year retention, explaining around 20% of the variance. This percent is consistent with the most frequently quoted results in the literature. From Cohort 2002 to 2007, for students with GPA of 0.00-1.99,

the average one-year retention ranged from 33% to 43%; for students with GPA of 2.00-2.99, the retention ranged from 72% to 81%; for students with GPA of 3.00-4.00, the retention ranged from 87% to 90% (Table 1). As revealed in the table, the one-year retention of Cohort 2007 with GPA of 0.00-1.99 dropped 6% (from 39% to 33%) from the previous cohort, and for the 2.00-2.99 GPA range it dropped by 7% (from 79% to 72%).

High school GPA and SAT score have been identified as significant predictors of the first-year college GPA, together accounting for about 25% of the variance in the first-year college GPA. For the Conditionally-Admitted, the SAT score was not a significant predictor, which has the implication that more weight should be given to high school GPA in the admissions criteria for the academically less-prepared students.

The first-year college GPA as the most significant factor in retention applies to students from every college, with any demographic characteristic, and with any level of academic preparation. However, it plays a more important role for the Conditionally-Admitted students (explaining about 30% of the variance) and students from College of Pharmacy (explaining about 35% of the variance).

## **2.2 Students from the secondary market**

The one-year retention of students from the secondary market has been consistently lower than that of the primary market, and it applies to students from both Queens and Staten Island, every college and with any level of academic preparation. For the six cohorts in this study (2002 – 2007), the one-year retention of the secondary market was 6% to 12% lower than that for the primary market, while the high school GPA and the first-year college GPA were similar for the two groups, and the SAT scores were slightly higher for the secondary market (Table 2).

## **2.3 Students with an undecided major**

There was no obvious trend in the retention of students with an undecided major vs. those with a major. For Cohort 2006, however, the retention of decided majors became much higher than that of the undecided: 85% vs. 78% for the primary market students, and 75% vs. 69% for the secondary market. For Cohort 2007, the retention was the same (78%) for both the decided and undecided from the primary market, but it resulted from the fact that the retention of the decided dropped by 7%; for the secondary market, the retention of the decided became 8% higher than the undecided majors, 73% vs. 65% (Table 3).

## **2.3 Financial Aid**

Students with Very High Need (VHN) came with a slightly lower high school GPA and SAT score, but got more financial aid (approximately \$5,000 more in total aid). Their first-year college GPA was slightly lower and their one-year retention was between 1 – 5 points lower (for five of the six cohorts) than their non-VHN peers. There was no clear pattern to indicate that financial aid impacted the VHN as a group more than the non-VHN (Table 4).

The data indicate that students with lower high school GPA and lower SAT scores received less institutional aid and less total aid, and their one-year retention was lower.

## 2.4 Other Factors

Courses taught by part-time faculty had a slightly negative impact on student retention. For the 2006 – 2007 academic year, the one-year retention of students with 20-40% of courses taught by part-time faculty was 83.4% as compared to 82.1% for students with 41-60% of courses taught by part-time faculty, and 78.6% for students with 61-80% of courses by part-time faculty. By the way, the 20-80% (of courses taught by part-time faculty) range covered 90% of the student population. The student course evaluation data indicate that student ratings were higher for full-time faculty in: 1) The instructor being accessible to students, and 2) The instructor making appropriate use of technology in teaching. The course evaluation data also reveal that courses by full-time faculty were rated: 1) More difficult, 2) With a faster pace, and 3) With students spending more time preparing for class.

Students who worked on campus had higher first-year college GPA (their high school GPA was slightly higher; their SAT scores were similar), and their retention was higher than those who didn't work on campus. For Cohorts 2004-2007, the one-year retention of students who worked was 5% to 8% higher than the students who didn't.

Students who participated in the academic service learning (ASL) had a higher retention than their non-ASL peers. During the 2007-08 academic year, the ASL students had an average first-year GPA of 3.4, and their one-year retention was 91% as compared to 88% of the top GPA earners (students with GPA of 3.5 – 4.0) of Cohort 2007.

This study also analyzed the grade distribution for the Common Core courses from 2001-02 to 2007-08. The data indicate that there was a downward trend for Scientific Inquiry (SCI 1000C) and Philosophy of the Human Person (PHI 1000C). The aggregated GPA for SCI 1000C dropped from 3.08 to 2.92, and the percentage of grades below 2.0 increased from 10% to 13% from 2001-02 to 2007-08. The aggregated GPA for PHI 1000C dropped from 2.85 to 2.73, and the percentage of grades below 2.0 increased from 15% to 20%.

## 2.5 Findings from the survey data

The NSSE 2006 data reveal that the one-year retention for students with the five benchmarks above the average was 3% to 5% higher than that for students with benchmarks below the average. The five benchmarks are: Academic Challenge, Active and Collaborative Learning, Enriching Educational Experiences, Student-Faculty Interaction, and Supportive Campus Environment.

The YFCY 2007 data indicate that the relationship between student college experience and the one-year retention was also very strong. The one-year retention for the students who were satisfied with their overall college experiences was 18% higher than for the dissatisfied students (96% vs. 78%). The college experiences listed in the survey include: overall quality of instruction, amount of contact with faculty, social life, and availability of campus social activities.

The SSI 2007 data reveal a very strong relationship ( $r = 0.78$ ) between student overall satisfaction and the likelihood to enroll at St. John's if they had it over again. The data indicate that students with St. John's as their first choice were more satisfied than others. Regarding students from the secondary market, the SSI data indicate that out-of-state students were not as

satisfied as NYS students in the overall college experience, including “being made to feel welcome.” (The Learning Communities may make a change.)

The ACUHO-I Resident Survey results have been used by Student Affairs to identify strengths and challenges, and make action plans. Due to the anonymous nature of the data, the survey results cannot be linked to student retention.

### **3. Discussion and Conclusion**

The finding that high school GPA and SAT score explain about 25% of the variance in the first-year GPA implies that the better-prepared are not necessarily to succeed, and the less-prepared are not bound to fail. Literature indicates that successful students share the following characteristics: They are motivated, have a clear sense of direction, have mastered their study skills, manage their time effectively, and successfully navigate the regulations and requirements. Necessary support from faculty, administrators, and staff are necessary for students to foster such habits and skills.

Financial aid is always an issue facing any institution, especially private institutions. When the need-based policy cannot be fully implemented, the question is how to distribute the limited resources. St. John’s current financial aid policy favors the high level students.

The conditionally-admitted students came with low high school GPA and SAT scores, they got less institutional financial aid (that has a compound effect on retention), and their retention ended up lower: For Cohort 2007, their one-year retention was 70% as compared to 77% for the standard students. There may be several issues related to this group. First, support is surely needed, but what kind of support and in what format need to be studied and tested (actually a lot has been done). The support should help them not only survive the first year, but also be able to continue their studies with their peers for the rest of their undergraduate education. Second, from the student-university mutual fit point of view, reducing the size of this group may be an option.

The high school GPA, SAT scores, and the first-year college GPA of the secondary market students were similar to those of the primary market students. The one-year retention of the secondary market, however, has been consistently lower than that of the primary market, while the proportion of the secondary market has become larger, from 25% in 2002 to 39% in 2008. So, the issue facing the University is: How to help this group of students settle down, be engaged, and succeed at St. John’s.

During the past 10 years, the freshman population increased from 2,528 in 1998 to 3,268 in 2008, an increase of 29%. For the long run, the freshman size should be reconsidered. Keeping a fairly stable scale of the university should help maintain the academic standard, attract well-prepared students, and provide more flexibility in selecting entering class, among other things.

## St. John's University

Table 1. One-year retention: St. John's University, both Queens and Staten Island

Cohort By 1st-Year College GPA	# of Students	% of Total	Enrolled in 2nd Year	1-Year Retention	1st-Year College GPA	HS GPA	SAT Total	SAT Verbal	SAT Math	% of Secondary Market	% of Undecided Major	Very High Need
	N	%	N	%	Mean	Mean	Mean	Mean	Mean	%	%	%
<b>2002</b>	<b>2,976</b>		<b>2,426</b>	<b>82%</b>	<b>2.9</b>	<b>85</b>	<b>1,000</b>	<b>491</b>	<b>508</b>	<b>25%</b>	<b>27%</b>	<b>45%</b>
0.00 - 1.99	343	12%	149	43%	1.3	81	938	463	475	26%	26%	49%
2.00 - 2.99	1,120	38%	910	81%	2.6	82	945	466	479	26%	26%	50%
3.00 - 4.00	1,513	51%	1,367	90%	3.5	88	1,054	517	538	25%	27%	40%
<b>2003</b>	<b>2,976</b>		<b>2,325</b>	<b>78%</b>	<b>2.9</b>	<b>86</b>	<b>1,040</b>	<b>512</b>	<b>528</b>	<b>31%</b>	<b>27%</b>	<b>42%</b>
0.00 - 1.99	374	13%	147	39%	1.2	81	973	479	494	24%	29%	46%
2.00 - 2.99	1,071	36%	840	78%	2.6	83	996	492	504	32%	26%	45%
3.00 - 4.00	1,531	51%	1,338	87%	3.5	89	1,086	533	553	31%	28%	38%
<b>2004</b>	<b>3,005</b>		<b>2,354</b>	<b>78%</b>	<b>2.9</b>	<b>86</b>	<b>1,051</b>	<b>516</b>	<b>535</b>	<b>30%</b>	<b>24%</b>	<b>39%</b>
0.00 - 1.99	390	13%	169	43%	1.2	81	1,000	490	510	26%	23%	44%
2.00 - 2.99	1,093	36%	851	78%	2.6	83	1,001	493	507	31%	24%	42%
3.00 - 4.00	1,522	51%	1,334	88%	3.5	89	1,099	539	560	31%	24%	36%
<b>2005</b>	<b>3,159</b>		<b>2,449</b>	<b>78%</b>	<b>2.8</b>	<b>86</b>	<b>1,068</b>	<b>525</b>	<b>543</b>	<b>34%</b>	<b>23%</b>	<b>37%</b>
0.00 - 1.99	431	14%	159	37%	1.2	82	1,007	498	509	32%	21%	44%
2.00 - 2.99	1,160	37%	903	78%	2.6	84	1,015	500	515	34%	23%	40%
3.00 - 4.00	1,568	50%	1,387	88%	3.5	89	1,124	551	572	34%	24%	32%
<b>2006</b>	<b>3,266</b>		<b>2,572</b>	<b>79%</b>	<b>2.9</b>	<b>87</b>	<b>1,075</b>	<b>528</b>	<b>547</b>	<b>38%</b>	<b>20%</b>	<b>40%</b>
0.00 - 1.99	411	13%	160	39%	1.2	82	1,035	510	525	35%	21%	48%
2.00 - 2.99	1,155	35%	915	79%	2.6	84	1,027	506	521	38%	20%	42%
3.00 - 4.00	1,700	52%	1,497	88%	3.5	89	1,117	547	570	39%	20%	36%
<b>2007</b>	<b>3,162</b>		<b>2,391</b>	<b>76%</b>	<b>2.9</b>	<b>87</b>	<b>1,075</b>	<b>530</b>	<b>545</b>	<b>39%</b>	<b>20%</b>	<b>40%</b>
0.00 - 1.99	383	12%	128	33%	1.1	83	1,040	514	526	37%	21%	43%
2.00 - 2.99	1,022	32%	737	72%	2.6	85	1,030	507	523	42%	17%	42%
3.00 - 4.00	1,757	56%	1,526	87%	3.5	89	1,109	546	563	38%	21%	38%

**Table 2. One-year retention: Primary vs. Secondary Market, Both Queens and Staten Island  
(Excluding international students)**

Cohort by Market	# of Students	% of Total	Enrolled in 2nd Year	1-Year Retention	1st-Year College GPA	HS GPA	SAT Total	SAT Verbal	SAT Math	% of Secondary Market	% of Undecided Major	Very High Need
	N	%	N	%	Mean	Mean	Mean	Mean	Mean	%	%	%
<b>2002</b>	<b>2,912</b>		<b>2,373</b>	<b>81%</b>	<b>2.9</b>	<b>85</b>	<b>998</b>	<b>491</b>	<b>507</b>	<b>25%</b>	<b>27%</b>	<b>45%</b>
Primary	2,173		1,819	84%	2.9	85	988	485	504	0%	27%	48%
Secondary	739	25%	554	75%	2.8	86	1,029	512	517	100%	28%	36%
<b>2003</b>	<b>2,906</b>		<b>2,268</b>	<b>78%</b>	<b>2.9</b>	<b>86</b>	<b>1,038</b>	<b>512</b>	<b>526</b>	<b>31%</b>	<b>28%</b>	<b>42%</b>
Primary	2,014		1,627	81%	2.9	85	1,030	506	524	0%	29%	47%
Secondary	892	31%	641	72%	2.9	87	1,057	525	532	100%	25%	30%
<b>2004</b>	<b>2,930</b>		<b>2,291</b>	<b>78%</b>	<b>2.8</b>	<b>86</b>	<b>1,048</b>	<b>516</b>	<b>532</b>	<b>30%</b>	<b>25%</b>	<b>39%</b>
Primary	2,039		1,665	82%	2.8	85	1,037	508	529	0%	25%	43%
Secondary	891	30%	626	70%	2.9	87	1,072	533	539	100%	23%	32%
<b>2005</b>	<b>3,065</b>		<b>2,365</b>	<b>77%</b>	<b>2.8</b>	<b>86</b>	<b>1,064</b>	<b>524</b>	<b>540</b>	<b>34%</b>	<b>23%</b>	<b>37%</b>
Primary	2,038		1,621	80%	2.8	86	1,055	516	538	0%	23%	42%
Secondary	1,027	34%	744	72%	2.8	87	1,082	539	543	100%	24%	27%
<b>2006</b>	<b>3,174</b>		<b>2,488</b>	<b>78%</b>	<b>2.9</b>	<b>86</b>	<b>1,071</b>	<b>526</b>	<b>545</b>	<b>38%</b>	<b>21%</b>	<b>40%</b>
Primary	1,966		1,595	81%	2.9	86	1,066	520	546	0%	20%	44%
Secondary	1,208	38%	893	74%	2.9	87	1,078	536	541	100%	21%	32%
<b>2007</b>	<b>3,058</b>		<b>2,307</b>	<b>75%</b>	<b>2.9</b>	<b>87</b>	<b>1,073</b>	<b>529</b>	<b>543</b>	<b>39%</b>	<b>20%</b>	<b>40%</b>
Primary	1,864		1,451	78%	2.9	87	1,070	526	545	0%	19%	45%
Secondary	1,194	39%	856	72%	2.9	88	1,077	535	541	100%	22%	31%

## St. John's University

**Table 3. One-year retention by market and major status, Both Queens and Staten Island campuses  
(Excluding Pharmacy, Conditionally-Admitted, and international students)**

Market	Have a major ?	# of Students	% of Total	Enrolled in 2nd Year	1-Year Retention	1st-Year College GPA	HS GPA	SAT Total	SAT Verbal	SAT Math	% of Secondary Market	% of Undecided Major	Very High Need
		N	%	N	%	Mean	Mean	Mean	Mean	Mean	%	%	%
<b>2002</b>		<b>1,791</b>		<b>1,469</b>	<b>82%</b>	<b>2.9</b>	<b>86</b>	<b>1,027</b>	<b>508</b>	<b>519</b>	<b>29%</b>	<b>35%</b>	<b>42%</b>
Primary	Yes	824	46%	698	85%	2.9	86	1,010	497	513	0%	0%	47%
	No	442	25%	379	86%	3.0	87	1,038	512	526	0%	100%	38%
Secondary	Yes	343	19%	264	77%	2.9	86	1,046	523	523	100%	0%	36%
	No	182	10%	128	70%	2.9	86	1,039	519	520	100%	100%	40%
<b>2003</b>		<b>1,843</b>		<b>1,422</b>	<b>77%</b>	<b>2.9</b>	<b>87</b>	<b>1,050</b>	<b>521</b>	<b>529</b>	<b>36%</b>	<b>36%</b>	<b>40%</b>
Primary	Yes	730	40%	598	82%	2.9	86	1,035	511	524	0%	0%	47%
	No	450	24%	354	79%	3.0	87	1,057	524	533	0%	100%	41%
Secondary	Yes	458	25%	327	71%	3.0	87	1,061	529	532	100%	0%	32%
	No	205	11%	143	70%	3.0	87	1,061	529	532	100%	100%	33%
<b>2004</b>		<b>1,832</b>		<b>1,414</b>	<b>77%</b>	<b>2.9</b>	<b>87</b>	<b>1,064</b>	<b>525</b>	<b>539</b>	<b>37%</b>	<b>31%</b>	<b>37%</b>
Primary	Yes	782	43%	639	82%	2.9	87	1,056	517	539	0%	0%	40%
	No	378	21%	311	82%	3.0	87	1,051	516	535	0%	100%	42%
Secondary	Yes	490	27%	345	70%	2.9	87	1,080	541	539	100%	0%	30%
	No	182	10%	119	65%	2.9	87	1,084	539	544	100%	100%	27%
<b>2005</b>		<b>1,937</b>		<b>1,518</b>	<b>78%</b>	<b>2.9</b>	<b>87</b>	<b>1,078</b>	<b>533</b>	<b>544</b>	<b>39%</b>	<b>30%</b>	<b>34%</b>
Primary	Yes	823	42%	670	81%	2.8	86	1,062	522	539	0%	0%	41%
	No	352	18%	295	84%	3.0	87	1,086	532	554	0%	100%	36%
Secondary	Yes	541	28%	394	73%	2.9	87	1,090	544	546	100%	0%	29%
	No	221	11%	159	72%	2.8	87	1,094	548	546	100%	100%	21%
<b>2006</b>		<b>2,104</b>		<b>1,655</b>	<b>79%</b>	<b>2.9</b>	<b>87</b>	<b>1,080</b>	<b>533</b>	<b>547</b>	<b>44%</b>	<b>26%</b>	<b>38%</b>
Primary	Yes	859	41%	726	85%	2.9	87	1,080	527	553	0%	0%	45%
	No	309	15%	240	78%	3.0	87	1,082	530	552	0%	100%	40%
Secondary	Yes	703	33%	528	75%	2.9	87	1,086	542	544	100%	0%	31%
	No	233	11%	161	69%	2.9	87	1,063	534	529	100%	100%	33%
<b>2007</b>		<b>1,980</b>		<b>1,478</b>	<b>75%</b>	<b>2.9</b>	<b>88</b>	<b>1,083</b>	<b>537</b>	<b>546</b>	<b>43%</b>	<b>31%</b>	<b>38%</b>
Primary	Yes	767	39%	598	78%	2.9	88	1,088	536	553	0%	0%	44%
	No	360	18%	279	78%	3.0	87	1,063	528	536	0%	100%	43%
Secondary	Yes	595	30%	434	73%	3.0	88	1,102	549	553	100%	0%	29%
	No	258	13%	168	65%	2.9	88	1,051	526	525	100%	100%	32%

## St. John's University

**Table 4. One-year retention: Very High Need (VHN) vs. Non-VHN, Both Queens and SI campuses  
(Excluding international students)**

Cohort VHN vs. Non-VHN	# of Students	% of Total	Enrolled in 2nd Year	1-Year Retentio n	1st-Year College GPA	HS GPA	SAT Total	% for Secondar y Market	% of Undecid ed Major	Very High Need	Total Aid Plus Family Contri	Total Aid	Total Aid Excluding Loans	External	Federal	STJ	Private	STAT
	N	%	N	%	Mean	Mean	Mean	%	%	%	\$ Mean	\$ Mean	\$ Mean	\$ Mean	\$ Mean	\$ Mean	\$ Mean	\$ Mean
<b>2002</b>	<b>2,912</b>		<b>2,373</b>	<b>81%</b>	<b>2.9</b>	<b>85</b>	<b>998</b>	<b>25%</b>	<b>27%</b>	<b>45%</b>	<b>25,489</b>	<b>16,986</b>	<b>12,150</b>	<b>2,286</b>	<b>7,994</b>	<b>8,231</b>	<b>9,280</b>	<b>3,212</b>
Non-VHN	1,605		1,321	82%	2.9	86	1,030	29%	29%	0%	30,057	15,059	9,744	2,489	7,770	9,129	11,276	1,746
VHN	1,307	45%	1,052	80%	2.8	84	960	20%	25%	100%	20,124	19,249	14,975	2,018	8,151	7,223	5,864	4,202
<b>2003</b>	<b>2,906</b>		<b>2,268</b>	<b>78%</b>	<b>2.9</b>	<b>86</b>	<b>1,038</b>	<b>31%</b>	<b>28%</b>	<b>42%</b>	<b>27,523</b>	<b>17,979</b>	<b>12,447</b>	<b>2,863</b>	<b>9,000</b>	<b>8,504</b>	<b>9,892</b>	<b>3,058</b>
Non-VHN	1,696		1,354	80%	2.9	86	1,062	37%	28%	0%	31,961	16,290	10,242	2,758	9,199	9,215	11,331	1,694
VHN	1,210	42%	914	76%	2.8	85	1,005	22%	27%	100%	21,375	20,319	15,501	3,004	8,838	7,530	7,060	4,071
<b>2004</b>	<b>2,930</b>		<b>2,291</b>	<b>78%</b>	<b>2.8</b>	<b>86</b>	<b>1,048</b>	<b>30%</b>	<b>25%</b>	<b>39%</b>	<b>29,328</b>	<b>19,787</b>	<b>13,659</b>	<b>2,799</b>	<b>9,622</b>	<b>9,576</b>	<b>10,874</b>	<b>3,005</b>
Non-VHN	1,773		1,372	77%	2.9	86	1,067	34%	25%	0%	33,195	18,017	11,491	2,949	9,377	10,404	11,788	1,626
VHN	1,157	39%	919	79%	2.8	85	1,017	24%	24%	100%	23,462	22,474	16,948	2,640	9,850	8,330	9,007	4,184
<b>2005</b>	<b>3,065</b>		<b>2,365</b>	<b>77%</b>	<b>2.8</b>	<b>86</b>	<b>1,064</b>	<b>34%</b>	<b>23%</b>	<b>37%</b>	<b>31,895</b>	<b>21,022</b>	<b>14,691</b>	<b>2,363</b>	<b>9,718</b>	<b>10,855</b>	<b>10,809</b>	<b>3,038</b>
Non-VHN	1,942		1,510	78%	2.9	87	1,081	39%	25%	0%	35,846	19,202	12,633	2,161	9,328	11,565	12,290	1,800
VHN	1,123	37%	855	76%	2.7	85	1,033	24%	20%	100%	25,123	24,142	18,219	2,619	10,116	9,649	7,833	4,172
<b>2006</b>	<b>3,174</b>		<b>2,488</b>	<b>78%</b>	<b>2.9</b>	<b>86</b>	<b>1,071</b>	<b>38%</b>	<b>21%</b>	<b>40%</b>	<b>35,495</b>	<b>23,567</b>	<b>15,968</b>	<b>3,040</b>	<b>10,061</b>	<b>12,497</b>	<b>12,785</b>	<b>3,056</b>
Non-VHN	1,917		1,541	<b>80%</b>	2.9	87	1,087	43%	21%	0%	40,737	21,966	13,726	3,094	9,725	13,055	14,894	1,724
VHN	1,257	40%	947	<b>75%</b>	2.8	86	1,046	31%	20%	100%	27,793	25,919	19,262	2,970	10,394	11,687	9,243	4,091
<b>2007</b>	<b>3,058</b>		<b>2,307</b>	<b>75%</b>	<b>2.9</b>	<b>87</b>	<b>1,073</b>	<b>39%</b>	<b>20%</b>	<b>40%</b>	<b>35,559</b>	<b>23,544</b>	<b>16,740</b>	<b>2,935</b>	<b>9,750</b>	<b>13,657</b>	<b>12,529</b>	<b>3,000</b>
Non-VHN	1,840		1,391	<b>76%</b>	2.9	87	1,087	45%	21%	0%	40,888	21,584	14,172	3,194	9,323	13,875	14,458	1,477
VHN	1,218	40%	916	<b>75%</b>	2.8	87	1,051	30%	19%	100%	27,849	26,381	20,455	2,585	10,172	13,346	7,846	3,992

Table 5. Common Core courses with enrollment and grades by academic year: 2001-02 to 2007-08

(Courses in each academic year include the Fall, Spring, and Summer semesters, e.g., 2001-02 courses include Fall 2001, Spring 2002, and Summer 2002 courses)

Subject	Course Number	Course Title	2001-2002			2002-2003			2003-2004			2004-2005			2005-2006			2006-2007			2007-2008		
			Enroll-ment	Grade < 2.0	GPA																		
DNY	1000C	Discover New York	2,679	6%	3.3	2,932	9%	3.2	2,884	10%	3.2	2,403	10%	3.2	2,065	10%	3.2	2,824	8%	3.3	2,713	7%	3.3
ENG	1000C	English Composition	2,755	8%	3.1	3,184	9%	3.0	2,732	11%	3.0	2,230	8%	3.1	1,983	10%	3.0	2,687	8%	3.1	2,785	9%	3.2
ENG	1100C	Literature in a Global Context	1,576	13%	2.9	2,258	13%	2.9	2,357	11%	3.0	613	11%	3.0	795	10%	3.0	2,496	13%	3.0	2,458	10%	3.1
HIS	1000C	Emergence of a Global Society	1,910	13%	2.9	2,331	16%	2.8	2,494	15%	2.8	1,446	15%	2.8	1,492	13%	2.9	2,694	14%	2.9	2,648	13%	2.9
PHI	1000C	Philosophy of the Human Person	2,806	15%	2.85	3,424	15%	2.87	3,514	15%	2.88	2,052	18%	2.76	1,766	18%	2.78	3,242	19%	2.76	3,019	20%	2.73
PHI	3000C	Metaphysics	2,265	9%	3.2	2,719	11%	3.1	2,810	12%	3.0	1,337	9%	3.1	1,460	11%	3.0	2,239	13%	3.0	2,178	11%	3.0
SCI	1000C	Scientific Inquiry	1,799	10%	3.08	2,520	12%	3.08	2,445	12%	3.04	1,474	11%	3.02	1,525	14%	2.90	2,141	15%	2.89	1,997	13%	2.92
SPE	1000C	Fundamentals of Public Speaking	1,866	4%	3.3	2,404	6%	3.2	2,441	6%	3.2	1,350	6%	3.3	1,428	3%	3.3	2,610	5%	3.3	2,418	5%	3.3
THE	1000C	Perspectives on Christianity: A Catholic Approach	2,413	11%	3.1	2,911	15%	3.0	3,294	13%	3.1	1,835	13%	3.0	1,733	13%	3.0	3,482	11%	3.1	3,220	10%	3.2
HON	1000C	Discover New York	103	2%	3.8	152	1%	3.7	197	1%	3.7	256	0%	3.7	233	1%	3.6	207	0%	3.8	198	2%	3.6
HON	1010C	Philosophy of the Human Person	69	1%	3.7	151	3%	3.5	160	1%	3.6	75	3%	3.5	77	9%	3.5	166	2%	3.5	167	5%	3.5
HON	1020C	Fundamentals of Public Speaking	74	0%	3.7	115	1%	3.7	132	2%	3.7	94	3%	3.5	92	1%	3.5	145	1%	3.7	140	3%	3.6
HON	1030C	English Composition	23	0%	3.6	74	0%	3.6	61	3%	3.5	50	4%	3.6	54	6%	3.5	71	0%	3.7	61	2%	3.6
HON	1050C	Perspectives on Christianity: A Catholic Approach	61	0%	3.7	131	2%	3.6	133	4%	3.6	72	3%	3.5	60	0%	3.8	116	0%	3.7	133	3%	3.7
HON	2010C	Metaphysics	29	3%	3.8	80	0%	3.9	101	0%	3.8	62	0%	3.8	55	2%	3.8	112	0%	3.8	120	0%	3.9
HON	2150C	Literature in a Global Context	26	0%	3.8	71	1%	3.8	113	1%	3.8	29	0%	3.7	29	0%	3.7	94	0%	3.8	95	1%	3.8
HON	2200C	Emergence of a Global Society	33	0%	3.3	103	2%	3.6	112	0%	3.6	55	2%	3.5	59	2%	3.4	115	1%	3.6	103	0%	3.8
HON	2700C	Scientific Inquiry	40	8%	3.5	64	0%	3.7	70	0%	3.6	52	0%	3.6	57	0%	3.8	82	2%	3.6	55	0%	3.7

**Table 6. Fall-to-Spring and one-year retention: Students with GPA<2.0 in PHI 1000C and/or SCI 1000C, 2002-07**

One or both of PHI 1000C and SCI 1000C with grade of C or below	Cohort 2002			Cohort 2003			Cohort 2004			Cohort 2005			Cohort 2006			Cohort 2007			2007 minus 2006
	# of Students	Fall-Spr Retention	1-year Retention	#	F-S	1-Yr	#	F-S	1-Yr	#	F-S	1-Yr	#	F-S	1-Yr	#	F-S	1-Yr	1-Yr
	N	%	%	N	%	%	N	%	%	N	%	%	N	%	%	N	%	%	%
One	365	94%	75%	360	94%	69%	277	90%	64%	306	87%	63%	457	93%	71%	423	92%	62%	-9%
Both	33	97%	61%	49	100%	65%	15	93%	60%	24	75%	46%	49	100%	73%	39	97%	59%	-14%

**Note:**  
 This table presents the freshmen who were enrolled in one or both of PHI 1000C (Philosophy of the Human Person) and SCI 1000C (Scientific Inquiry) in either the fall or spring semester and got a grade below C. Their fall-to-spring and one-year retention rates are provided. For instance, during the 2007-2008 academic year, there were 423 Fall 2007 freshmen who got a grade below C in one of the two courses, and their one-year retention was 62%; there were 39 freshmen who got a grade below C in both courses, and their one-year retention was 59%.

This table reveals the relationship of course grades to retention. As St. John's data indicate, there are other variables affecting retention. The grades of the two courses presented in this table, therefore, may be only one of the factors that explain their retention.