ST. JOHN'S UNIVERSITY

SELF-STUDY DESIGN

Submitted to:
The Middle States Commission
on Higher Education

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I. <u>INTRODUCTION AND BACKGROUND</u>

A. Description of the Institution

St. John's University was founded in 1870 by priests and brothers of the Congregation of the Mission, popularly known as the Vincentian Community, who responded to an invitation from the first Bishop of Brooklyn, John Loughlin, to found a university that would educate New York City's immigrants and their children. From its inception, therefore, St. John's has been **Catholic, Vincentian,** and **metropolitan.** For all of the years that have followed, this mission has been central to the University's endeavors. Currently St. John's is one of the largest Catholic and urban institutions in the nation, with a remarkably racially and ethnically diverse population of more than 20,000 students, many of them the first in their family to attend college, and a full and part-time faculty of over 1,500. The University offers associate, baccalaureate, masters, doctoral, and professional degrees through six schools and colleges: St. John's College of Liberal Arts and Sciences and five professional schools, specifically, The School of Education; the Peter J. Tobin College of Business; the College of Pharmacy and Health Sciences; the School of Law; and the College of Professional Studies.

B. Mission

As the University looks forward to celebrating its sesquicentennial in 2020, it is remarkably different from the institution that was founded in 1870 in Brooklyn. Its mission, however, remains timeless, and initiatives to strengthen and enhance that mission have been significant since the last self-study and submission of the Periodic Review Report.

Full degree programs are offered at three locations within the City of New York: the main campus in Queens, a campus on Staten Island, and a campus in Manhattan. In addition, graduate-level programs in business and in political science are offered at a campus in Rome, Italy. A number of programs are offered in the distance learning format, and individual courses are offered through distance learning in programs that are not offered completely online. Learning outcomes

assessment has strengthened academic programs, and a number of new academic programs have been developed to meet emerging societal needs.

For more than 125 years, St. John's was exclusively a commuter institution. The first residence halls were opened on the Queens campus in 1998, transforming the University by adding geographical diversity to the racial and ethnic diversity that have come to characterize the institution. Today St. John's students come from 47 of the 50 United States, District of Columbia, Guam, Puerto Rico, U.S. Virgin Islands and 116 countries around the globe. Yet, consistent with its founding commitment to serve students from New York City, 44% of the student body continues to come from New York City, with an additional 17% from neighboring Nassau County.

Perhaps the most significant challenge to mission has been the precipitous decline in the number of members of the University's sponsoring group, Vincentian priests and brothers. For most of the University's history, the priests and brothers were a visible presence on campus, occupying key administrative positions and serving on the faculty. The 1995 self-study noted that there were 36 Vincentians serving the institution; in 2005, the time of the University's last self-study, there were only 12 who served on a full-time basis. As the University prepares for its 2015-16 reaccreditation, the number of Vincentians stands at 9, of whom 3 are faculty members. In 2005, St. John's undertook a selected topics self-study. One of those topics was "Mission: with an emphasis on Vincentian mission." The major outcome of the study was a commitment to develop programs and initiatives that would embed the mission into the very fabric of the institution so as to assure its continued vitality. The Periodic Review Report submitted in 2011 reported on those initiatives, and the current self-study will continue to assess their effectiveness.

The University's Catholic mission has also been challenged, as the percentage of Catholics in the student body has declined. *Ex Corde Ecclesiae,* the central document on the relationship between the Church and Catholic universities promulgated in 1990 by His Holiness John Paul II, speaks to the need for a "critical mass" of Catholics in order for a Catholic university to retain its identity. A number of programs have been instituted since submission of the Periodic Review Report in order to strengthen the Catholic mission and, particularly, the number of Catholic students.

C.   Important Recent Developments

As noted above, St. John's, like many institutions sponsored by religious communities, has suffered a precipitous decline in members of the sponsoring community. In 2006, the Board of Trustees, in conjunction with its overall responsibility for succession planning, passed a resolution that, following the retirement of the then-President Rev. Donald J. Harrington, C.M., a national search would be undertaken for the next President. In the event that a candidate who was not a Vincentian was adjudged to be the most qualified, the Board indicated its willingness to waive the requirement that the President be a member of the Congregation of the Mission in that instance. On July 31, 2013, Rev. Donald J. Harrington, C.M., retired after 24 years of service as President. A national search for his successor was begun. Rev. Joseph L. Levesque, C.M., who had served as Chair of the University's Board of Trustees for almost a decade and who had recently retired as President of Niagara University, served as President for the 2013-2014 academic year. On July 1, 2014, Conrado M. Gempesaw, Ph.D. assumed the Presidency as the first non-Vincentian and first lay President in the University's history.

There have been other changes in senior leadership as well. James P. Pellow, Ed.D. left the position of Executive Vice President for Operations, Chief Operating Officer and Treasurer in 2012, and Dr. Julia A. Upton, R.S.M. ended her service as Provost, also in 2012. Robert Mangione, Ed.D., R.Ph., formerly Dean of the College of Pharmacy and Health Sciences, became Interim Provost and was subsequently elected as Provost by the Board of Trustees. Martha K. Hirst, who had a long career in civil service within the City of New York, became Executive Vice President, Chief Operating Officer and Treasurer. Due to the needs of the Vincentian Community several changes in the Office of Mission occurred during this period as well. The incumbent, Rev. Bernard Tracey, C.M., formerly a member of the University's Board of Trustees, assumed the position of Executive Vice President for Mission on July 1, 2014.

Another major development was the sale of the University's Manhattan campus and its subsequent relocation to more efficient and newer rented quarters nearby. The significance of this

development is vested in the fact that the sale realized the sum of $223 million, most of which was added to the University's endowment, substantially improving the institution's fiscal strength.

The 2008-2013 strategic plan engaged the University community in development and implementation of strategies around the major themes of Mission, Global and Engagement. Two of these themes were directly linked to the 2005-06 self-study: Mission, which has already been explored, and Engagement, which emanated from the self-study's selected topic of Residence Life and its Impact and the institution's own recommendation to enhance engagement among *both* residential and commuter students. As part of proactive efforts to respond to external priorities and challenges, particularly those created by the economic collapse of 2008 and subsequent questioning by the public of the benefits of higher education, given its high costs, a Repositioning of the Plan document was developed for the period 2011 - 2014 with a focus on "articulating, enhancing, measuring and marketing the value of a St. John's education." The current self-study, with its comprehensive view, will carry this component of the plan forward and inform development of the goals and objectives for the next plan.

II. NATURE AND SCOPE OF THE SELF-STUDY

Preparation for self-study began with an assessment of the type of study to be undertaken. In both 1994-95 and 2004-05, St. John's used the selected topics approach. Both of these self-studies were enormously valuable to the institution. Outcomes of the 1994-95 self-study included the institution's first-ever strategic plan and a significant revision of the core curriculum. Outcomes of the 2004-05 self-study included, as noted above, development of multiple initiatives designed to embed the University's Vincentian mission into the fabric of the institution. Assessment was selected as a topic for both self-studies and provided impetus for development and then enhancement of a culture of assessment.

Given the extraordinary benefits that St. John's accrued as a result of use of the selected topics approach, it should not be surprising that there was major support for again using this

approach. A number of factors, however, eventually resulted in the decision to undertake a comprehensive self-study:

1. As noted above, St. John's current strategic plan was initially for the period 2008-2013. It was continued through what was called a "repositioning document" that carried the University through the 2013-14 academic year. As a result, self-study and development of a new strategic plan were to be undertaken simultaneously. The thought was that the self-study should inform the strategic plan and that *Characteristics of Excellence* would constitute an appropriate external benchmark for institutional assessment and planning;

2. The arrival of the University's new President at the beginning of the self-study offered a unique opportunity to provide him with a "snapshot" of all aspects of the University; and

3. The very fact that the University's last comprehensive self-study was undertaken in 1985 – thirty years ago—suggested that such an approach was due.

III. <u>INTENDED OUTCOMES OF THE SELF-STUDY</u>

The self-study is coming at an opportune time as St. John's University is simultaneously transitioning to the leadership of a new president, conducting a comprehensive academic program review, and beginning a new strategic planning cycle. The comprehensive process will provide the entire University community with an opportunity to come together to reflect and evaluate accomplishments over the past 10 years, assess current and future challenges, identify new opportunities and inform new strategic planning efforts. Major intended outcomes of the self-study are:

- To develop a concise and constructive document that examines and demonstrates how well the University is meeting and exceeding the Middle States Commission on Higher Education's 14 Standards of Excellence, and also serves as a valuable tool for institutional education and awareness, planning, growth and improvement;

- To determine how well the institution is meeting the objectives of its mission;

- To determine how well positioned the institution is in meeting the priorities outlined by the president:

1.	A focus on the student success pipeline (enhancing admission, retention, persistence, graduation rate, and post graduation success);

2.	A focus on the University's employees (faculty, administrators and staff) to ensure that they are given the opportunities and resources to give their best to the University (i.e. re-investing in human capital—hiring, retention, recognition, development);

3.	Improving the learning environment (facilities etc.);

4.	Creating and enhancing community and global partnerships.

IV. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

The primary goal in structuring the steering committee and study working groups was to assure broad based participation by key institutional constituents: faculty, students, and administration, with an emphasis on faculty participation essential to the credibility of the study. Each working group includes at least one representative from each instructional unit of the institution and the University Libraries. Each working group also includes two undergraduate students and one graduate student.

Faculty governance at St. John's is accomplished through a Faculty Council within each instructional unit. For all units except for St. John's College of Liberal Arts and Sciences, which has a representational body, the Faculty Council is comprised of all full-time faculty. Having a faculty member from each unit in each working group means that there is someone who is able to report on group deliberations as well as solicit input from his or her colleagues on a face-to-face basis at Council meetings and assures that the institution's faculty as a whole is kept apprised of the progress of the study through direct communication as well as through the website which is being established for the study.

Consideration was also given to assuring representations from all campuses of the institution and to assuring, to the extent possible, a balance of gender, racial and ethnic diversity in working group membership.

The co-chairs of each working group serve on the steering committee. This further enhances communication. The steering committee also includes several individuals with

institutional responsibilities, who can keep individuals in their areas apprised of the progress of the study and offer input. To assure that the Board of Trustees is cognizant of the self-study and assumes a participatory role, a member from the Board has been named to the steering committee.

The Steering Committee

Name	Title
Dr. Clover Hall, Co-chair	*Vice President for Institutional Research and Academic Planning, Office of Institutional Research*
Dr. Vijaya Korlipara, Co-chair	*Professor, Department of Pharmaceutical Sciences, PHARM; Director of the Institute for Biotechnology*
Dr. Elizabeth Ciabocchi	Vice Provost for Digital Learning, Office of the Provost
Dr. Christopher Cuccia	Academic Assistant Vice-President for the Staten Island Campus
Dr. Russell DiGate	Dean, PHARM
Dr. Jeffrey Fagen	Dean, SJC
Dr. Maura Flannery	Professor, Division of Computer Science, Mathematics and Science, CPS; Director of the Center for Teaching and Learning
Prof. Caroline Fuchs	Associate Professor and Librarian, University Libraries, Queens
Dr. Anne Ellen Geller	Associate Professor, Department of English, SJC; Director, Writing Across the Curriculum, Institute for Writing Studies
Rev. Patrick Griffin, C.M.	Special Assistant to the President
Mary Harper Hagan	Senior Vice President for Human Resources and Planning
Dr. Kathryn Hutchinson	Vice President of Student Affairs
Dr. Thomas Kitts	Professor, Division of English and Speech, CPS
Dr. Kathleen V. MacDonald	Dean, CPS
Dr. Robert A. Mangione	Provost
Dr. Kathleen Marks	Associate Professor, Division of English and Speech, CPS
Theresa Maylone	Dean, University Libraries
Dr. James O'Keefe	Vice Provost, Staten Island Campus
Dr. Somnath Pal	Professor, Dept. of Pharmacy Administration and Allied Health Sciences, PHARM; Associate Director of the Institute for Biotechnology
Dr. Linda Sama	Professor, Dept. of Management; Associate Dean for Global Initiatives, TCB
Dr. Michael Sampson	Dean, EDU
Dr. Laura Schramm	Associate Dean, SJC
Dr. Sharon See	Associate Clinical Professor, Dept. of Clinical Pharmacy Practice, PHARM
Linda Shannon	Associate Provost for Administration, Office of the Provost
Dr. Victoria Shoaf	Dean, TCB
Patricia Skarulis	Senior Vice President and Chief Information Officer, Memorial Sloan-Kettering Cancer Center; Member, Board of Trustees, St. John's University
Michael Simons	Dean, LAW
Rev. Bernard Tracey, C.M.	Executive Vice President for Mission
Prof. Benjamin Turner	Associate Professor and Librarian, University Libraries, Queens
Sharon Hewitt Watkins	Vice President Business Affairs and Chief Financial Officer
Scott Williams	Associate Vice President, Alumni Relations
Charles Taylor	Graduate Student, Health and Human Services, CPS
Richard Cantoral	Undergraduate Student, Chemistry, SJC
Catherine Sheehan	Undergraduate Student, English, SJC

CPS: College of Professional Studies   *LAW: School of Law*   *SJC: St. John's College of Liberal Arts and Sciences*

EDU: The School of Education   *PHARM: College of Pharmacy and Health Sciences*   *TCB: The Peter J. Tobin College of Business*

Working Group #1: Mission, Goals, Integrity, and Institutional Assessment – Standards 1, 6, 7

Dr. Kathleen Marks, Co-chair	*Associate Professor, Division of English and Speech, CPS*
Michael Simons, Co-chair	*Dean, LAW*
Dr. Sandra Abrams	Assistant Professor, Department of Curriculum and Instruction, EDU
Dr. John Angelidis	Professor and Chairperson, Department of Management, TCB
Dr. John Conry	Clinical Professor, Department of Clinical Pharmacy Practice, PHARM
Dr. Joann Heaney-Hunter	Associate Professor, Department of Theology and Religious Studies, SJC
Dr. Neil Jespersen	Professor, Department of Chemistry, SJC
Dr. Mary Jane Krebbs	Associate Dean, EDU
Dr. Yuxiang Liu	Director of Institutional Assessment, Office of Institutional Research
Dr. Blythe Roveland-Brenton	University Archivist and Associate Dean, University Library
Andrew Simons	Vice Dean Emeritus, LAW
Massimiliano (Max) Tomassini	Rome Campus Administration
Oscar Diaz	Graduate Student, International Communication, CPS
Kassidy Daly	Undergraduate Student, Homeland Security, CPS
Allison Scacalossi	Undergraduate Student, Speech Pathology and Audiology, SJC

Working Group #2: Planning, Resource Allocation, Institutional Renewal and Resources – Standards 2, 3

Dr. Kathryn Hutchinson, Co-chair	*Vice President of Student Affairs*
Dr. Somnath Pal, Co-chair	*Professor, Department of Pharmacy Administration and Allied Health Sciences, PHARM*
Larry Cunningham	Associate Academic Dean and Professor of Legal Writing, LAW
Dr. Ronald Fechter	Associate Professor, Division of Computer Science, Mathematics and Science, CPS
Dr. Mary Ellen Freeley	Associate Professor, Department of Administration and Instructional Leadership, EDU
Dr. Simon Moller	Vice Provost of Graduate Education and Research, Office of the Provost
Dr. Cynthia Phillips	Assistant Professor, Department of Accounting and Taxation, TCB
Dr. Kevin Rioux	Associate Professor, Division of Library and Information Science, SJC
Dr. Carolyn Vigorito	Associate Professor, Department of Psychology, SJC, SI Campus
Richard Waller	Director of the Davis Library, LIB/Manhattan
Conner Quinn	Graduate Student, Sport Management/International Communication, CPS
Kezia Harris	Undergraduate Student, Accounting, TCB
Sarah Hanna	Undergraduate Student, Biology/Theology, SJC

Working Group #3: Leadership, Governance and Administration – Standards 4, 5

Prof. Caroline Fuchs, Co-chair	*Associate Professor and Librarian, University Library, Queens*
Dr. James O'Keefe, Co-chair	*Vice Provost, Staten Island Campus, Office of the Provost*
Dr. Emily Ambizas	Associate Clinical Professor, Department of Clinical Pharmacy Practice, PHARM
Dr. William Byrne	Associate Professor, Department of Government and Politics, SJC
Dr. R. Mitchell Casselman	Associate Professor, Department of Management and Associate Dean for Learning and Innovation, TCB
Dr. David Masur	Head Coach, Men's Soccer Team
Dr. André McKenzie	Vice President, Division of Academic Support Services
Dr. Judith McVarish	Associate Professor and Chairperson, Department of Curriculum and Instruction, EDU
Dr. Steven Mentz	Professor, Department of English, SJC
Dr. Rosemary Salomone	Professor, LAW
Dr. Francis Schanne	Associate Professor, Department of Pharmaceutical Sciences, PHARM
Jeffrey Walker	Assistant Dean, International Program, LAW
Dr. Gregory Wilson	Professor, Division of English and Speech, CPS
Elizabeth Sheehan	Graduate Student, Government and Politics, SJC
Stephen Eng	Undergraduate Student, Pharmacy, PHARM
Jasiel Martin-Odoom	Undergraduate Student, Criminal Justice, CPS

Working Group #4: Student Admissions, Retention and Support Services – Standards 8, 9

Dr. Sharon See, Co-chair	*Associate Clinical Professor, Department of Clinical Pharmacy Practice, PHARM*
Dr. Victoria Shoaf, Co-chair	*Dean, TCB*
Dr. W. Ryall Carroll	Associate Professor and Chairperson, Department of Marketing, TCB
Dr. Manouchkathe Cassagnol	Associate Clinical Professor, Department of Clinical Pharmacy Practice, PHARM
Dr. Fred Cocozzelli	Associate Professor, Department of Government and Politics, SJC
Dr. Raymond DiGiuseppe	Professor, Department of Psychology, SJC
Dr. Jacqueline Grogan	Associate Provost for Student Success, Office of the Provost
Robert Harrison	Associate Dean of Admissions and Financial Services, LAW
Prof. Joseph Kenny	Associate Professor, Division of Administration and Economics, CPS, SI Campus
Dr. Yvonne Pratt-Johnson	Professor, Department of Human Services and Counseling, EDU
Jorge Rodriguez	Associate Vice President for Student Financial Services
Dr. Lara Vapnek	Associate Professor, Department of History, SJC
Rahul Patel	Graduate Student, Pharmacy, PHARM
Xavier Buck	Undergraduate Student, History, SJC
Chiara Miuccio	Undergraduate Student, Government and Politics, SJC

Working Group #5: Faculty, Educational Offerings, General Education and Related Educational Activities – Standards 10, 11, 12, 13

Dr. Anne Geller, Co-chair	*Associate Professor, Department of English, SJC*
Dr. Thomas Kitts, Co-chair	*Professor, Division of English and Speech, CPS*
Dr. Linda Sama, Co-chair	*Professor, Department of Management; Associate Dean for Global Initiatives, TCB*
Eric Alvarado	Academic Technology Director, Department of Information Technology
Dr. Joanne Carroll	Associate Professor, Department of Pharmaceutical Sciences, PHARM
Prof. Cynthia Chambers	Associate Professor and Librarian, University Libraries, LIB
Dr. Andrew Ferdinandi	Associate Professor, Department of Human Services and Counseling, EDU
Rev. Patrick Flanagan, C.M.	Assistant Professor, Department of Theology and Religious Studies, SJC
Dr. Amy King	Associate Professor, Department of English, SJC
Dr. Woon-Kai Low	Assistant Professor, Department of Pharmaceutical Sciences, PHARM
Dr. Anna Martin	Professor, Department of Economics and Finance, TCB
Dr. Derek Owens	Vice Provost for Undergraduate Education, Office of the Provost
Deanne Southwell	Executive Director, Vincentian Institute for Social Action (VISA)
Margaret Turano, Esq.	Professor, LAW
Dr. Ivana Vancurova	Professor, Department of Biological Sciences, SJC
Dr. Christopher Vogt	Associate Professor and Chairperson, Department of Theology and Religious Studies
Dr. James Walters	Director of Residence Ministry, University Ministry
Dr. Robin Wellington	Associate Professor, Department of Psychology, SJC
Laura Lisabeth	Graduate Student, English, SJC
Mathew Seddik	Undergraduate Student, Pharmacy, PHARM
Jackeline Barillas	Undergraduate Student, Accounting, TCB

Working Group #6: Assessment of Student Learning – Standard 14

Dr. Christopher Cuccia, Co-chair	*Academic Assistant Vice President for Staten Island Campus*
Dr. Laura Schramm, Co-chair	*Associate Dean, SJC*
Prof. Benjamin Turner, Co-chair	*Associate Professor and Librarian, University Libraries, LIB*
Dr. Natalie Byfield	Associate Professor, Department of Sociology and Anthropology, SJC
Judy Chen	Assistant Provost for Academic Resource Management and Planning, Office of the Provost
Dr. Elaine Chiu	Professor, LAW
Dr. Judith DeSena	Professor, Department of Sociology and Anthropology, SJC
Nancy Garaufis	Coordinator of Accreditation and Program Registration, EDU
Dr. Marc Gillespie	Professor, Department of Pharmaceutical Sciences, PHARM
Steven Glogocheski	Associate Director of Academic Assessment, Office of Institutional Research
Dr. Nancy Kaplan	Associate Vice President, Division of Academic Support Services
Prof. Danielle Kruger	Associate Professor, Department of Pharmaceutical Administration and Allied Health Sciences, PHARM
Dr. Regina Mistretta	Professor, Department of Curriculum and Instruction, EDU, SI Campus
Dr. John Neumann	Associate Professor, Department of Economics and Finance, TCB

Mary Noe, J.D.	Associate Professor, Division of Criminal Justice and Legal Studies and Homeland Security, CPS
Dr. Cynthia Phillips	Assistant Professor, Department of Accounting and Taxation, TCB
Dr. Ellen Tufano	Associate Professor and Chairperson, Division of Computer Science, Mathematics and Science; Associate Dean, CPS
Abigail Banks	Graduate Student, SJC
Rebecca Brooker	Undergraduate Student, Graphic Design, SJC
To be determined	Undergraduate Student

V. CHARGES AND GUIDELINES FOR WORKING GROUPS

WORKING GROUP 1: MISSION, GOALS, INTEGRITY, AND INSTITUTIONAL ASSESSMENT - Standards 1, 6 and 7

Charge: The Mission, Goals, Integrity, and Institutional Assessment Working Group is charged with –

- Assessing the degree to which the University's mission and goals are relevant, articulated and executed, and whether they permeate the ethos and academic programs of the University;

- Determining the extent to which the University demonstrates adherence to ethical standards in its own stated policies of academic integrity, providing support for academic and intellectual freedom;

- Examining the ways in which the University has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Standard 1: Mission and Goals
The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

Research Questions

1. What evidence exists that the University's mission is clearly defined, that the University's goals are clearly stated, and that the goals specify how the University will fulfill its mission?

2. How do the University's mission and goals permeate the institution and shape our programs and practices?

3. What opportunities for renewal and revision of the University's goals are presented by the recent leadership transition to the first lay president in the University's history?

Standard 6: Integrity

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

Research Questions

1. How effectively does the University communicate and adhere to ethical standards and its own stated policies and procedures?

2. How effectively do the various educational programs within the University address intellectual dishonesty?

3. What protections are in place to ensure that the University has the controls, policies and practices to foster and maintain the highest ethical standards across the institution, particularly in light of recent events involving the misuse of University funds and conflicts of interest?

Standard 7: Institutional Assessment

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

Research Questions

1. To what extent has the University-wide assessment plan presented to the Commission in the Periodic Review Report been effectively implemented?

2. How effectively are the University's ongoing assessment results used to improve administrative and academic processes?

WORKING GROUP 2: PLANNING, RESOURCE ALLOCATION, INSTITUTIONAL RENEWAL AND RESOURCES - Standards 2 and 3

Charge: The Planning, Resource Allocation, Institutional Renewal and Resources Working Group is charged with –

- Identifying and documenting the extent to which the University conducts ongoing planning and resource allocation based on the mission and goals, develops objectives to achieve them, and uses the results of assessment activities for institutional renewal;

- Identifying and documenting the extent to which implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and maintain institutional quality;

- Identifying and documenting the extent to which the human, financial, technical, facilities and other resources necessary to achieve the University's mission and goals are available and accessible;

- Identifying and documenting the extent to which the effective and efficient uses of the University's resources are analyzed as part of ongoing outcomes assessment in context of the mission.

Standard 2: Planning, Resource Allocation, and Institutional Renewal
An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Standard 3: Institutional Resources
The human, financial, technical, facilities, and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Research Questions

1. What approach has the University taken in setting institutional goals and priorities?

2. How do the University's budgeting practices ensure that resource allocations are strategically aligned to support desired institutional outcomes and that institutional constituents have a sense of shared ownership in those outcomes?

3. How does the University need to respond to the changed and changing higher education landscape and economic environment (vis-à-vis, enrollment challenges, increased price sensitivity and college affordability) in order to remain viable and faithful to its Vincentian mission of providing excellent education, especially for those lacking economic or social advantages?

4. How are the curricular decision-making and larger planning processes related?

5. How and to what extent does the institutional planning process incorporate input from various internal and external constituencies?

6. How are assessment results cycled back into the strategic planning process at the institutional and unit levels?

7. What is the process for coordinating unit plans across the institution to ensure that interdependencies and related resource requirements are captured and addressed? How effective has this process been in providing necessary support for implementation of strategic priorities?

8. How is the resource allocation process integrally linked to the strategic planning process? How are short- and long-term priorities communicated up, down, and across the organization to ensure effective and efficient implementation of strategic objectives to achieve goals at the various levels of the institution?

9. What untapped or "under-tapped" opportunities, including philanthropic support from alumni and others, exist for the University to increase its non-tuition revenues?

10. What is the process for evaluating adequate and appropriate levels of faculty, administration and staff to support institutional goals?

11. What are the strengths and weaknesses of the institution's infrastructure including information technology resources and facilities, and how is the institution planning to ensure the adequacy of these resources in the future?

WORKING GROUP 3: LEADERSHIP, GOVERNANCE AND ADMINISTRATION - Standards 4 and 5

Charge: The Leadership, Governance and Administration Working Group is charged with –

- Assessing the impact, if any, of the transition to the tenure of a new president on the University's leadership, governance and administration;

- Determining the extent to which the University's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making;

- Determining the extent to which the University's governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development;

- Determining the extent to which the University's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance;

- Determining if the University's current institutional leadership, governance and administration are in alignment with the goals of the new president.

Standard 4: Leadership and Governance
The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Research Questions

1. In light of a new president, how has the University's leadership, governance and communication structures changed? What has been the impact of these changes? How might these changes affect the future leadership and governance of the University?

2. How do the governance documents of the University outline the roles and responsibilities of the Board of Trustees, administration, faculty, staff and students? To what degree do written policies of the University support effective communication and collegiality among the Board of Trustees, administration, faculty, staff and students?

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3. In what ways are administrators, faculty, staff and students invited to participate in the strategic planning and decision making processes? What is the impact of this participation? How does this participation reflect the mission and values of the University?

4. How is the fiscal and academic integrity of the University ensured by the Board of Trustees?

5. In what ways, if any, does the structure and governance of the University support the development of community and global partnerships?

Standard 5: Administration
The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

Research Questions

1. What standards are in place for hiring and evaluating administrators, faculty and staff? How have these standards changed in the advent of a new president?

2. What evidence demonstrates that the University hires, retains, supports and acknowledges exemplary administrators, faculty and staff?

3. In what ways has the University made concerted efforts to diversity leadership in administration inclusive of gender, race, disability, ethnicity, and socio-economic status?

4. In what ways does the organizational structure of the University support its learning and research/scholarship objectives of the institution? To what degree does each constituency adequately fulfill its role and utilize effective communication with other constituencies in achieving the University's mission and objectives?

WORKING GROUP 4: STUDENT ADMISSIONS, RETENTION AND SUPPORT SERVICES – Standards 8 and 9

Charge: The Student Admissions, Retention and Support Services Working Group is charged with –

- Assessing how the University admits students whose interests, goals, and abilities are congruent with its mission;

- Determining how the University works to retain students through the pursuit of students' educational goals;

- Determining the degree to which the University provides student support services necessary to enable each student to become an excellent professional with the ability to analyze and articulate clearly what is and also to develop the ethical and aesthetic values to imagine and help realize what might be.

Standard 8: Student Admissions and Retention
The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.

Standard 9: Student Support Services
The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Research Questions

1. How effective is St. John's University's Enrollment Management plan, including recruiting strategies and admissions goals in supporting the University's Academic and Strategic Plans?

2. To what extent are programs and services in place and effective in student success for all students, ranging from those whose academic and demographic profiles suggest that they may be "at risk", to those who show extraordinary potential for success?

3. How are the University's admission policies and criteria, and financial aid information conveyed so that prospective students can make informed decisions about applying to, and enrolling in, St. John's University?

4. How are lessons learned from studies of enrollment, retention, persistence, graduation rates and post-graduate success used to improve academic and student support programs?

5. How does the University ensure that comparable student support services, including instructional technology support, library/learning resources support, career services and campus ministry, are available to students across campuses (Queens, Staten Island, Manhattan, Rome) and modes of delivery (online)?

WORKING GROUP 5: FACULTY, EDUCATIONAL OFFERINGS, GENERAL EDUCATION, AND RELATED EDUCATIONAL ACTIVITIES - Standards 10, 11, 12 and 13

Charge: The Faculty, Educational Offerings, General Education, and Related Educational Activities Working Group is charged with –

- Determining the ways in which the University supports new curricular endeavors and the mechanisms for faculty involvement;

- Evaluating the University's policies, practices and communication of expectations related to recruitment, development, and retention of faculty who support the teacher/scholar model, and identifying the basis for any differences across departments;

- Reviewing and assessing the faculty development opportunities provided by the University across departments;

- Reviewing and assessing the degree to which expected student learning outcomes are communicated to the student;

- Evaluating the mechanisms that various academic programs employ to foster periodic consideration of academic content and rigor;

- Determining how learning experiences of students within the same course may differ;

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- Evaluating the mechanisms in place for identifying, selecting and assessing new educational offerings, including interdisciplinary studies;

- Determining how the core curriculum has changed since the periodic review report and evaluating effectiveness and alignment with mission;

- Assessing how effectively the core curriculum requirements and overall academic program requirements are linked and interrelated;

- Determining the extent to which the University's planning, resource allocation, and assessment processes reflect institutional commitment to its core curriculum;

- Determining how the University ensures success for all students including transfer students and "at risk" students;

- Assessing the processes involved in the development and maintenance of the academic quality and rigor of certificate programs, experiential learning, study abroad and on-line programs.

Standard 10: Faculty
The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals.

Research Questions

1. What evidence exists that the University is successful in hiring, retaining and promoting faculty who support the teacher/scholar model as defined by the University? How are expectations communicated about the appropriate balance among research, teaching and service activities as they pertain to tenure, promotion and faculty rewards? Are there differences in practices and communication of expectations across departments, and what is the basis for these differences?

2. What are the mechanisms for faculty involvement in academic program development, assessment and improvement? How have these mechanisms changed over the past five years? What has been the impact of these changes?

3. How have the retention, support and utilization of graduate student assistants, contract and adjunct faculty, and other professionals changed over the past five years? What has been the impact on student learning and success?

4. How are faculty development opportunities for individual faculty distributed? Has the level of institutional support increased, decreased, or remained stable over time? How do we measure the effectiveness of faculty development programs, and how effective have those programs been?

Standard 11: Educational Offerings
The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

Research Questions

1. How well communicated and how easily accessible are statements of expected student learning outcomes at the institutional, program and course levels, including courses with multiple sections?

2. What evidence demonstrates that academic content and rigor of the University's educational offerings are appropriate to the degree levels(s) and aligned with learning outcomes? What steps are taken to foster periodic evaluation of academic content, rigor and student learning?

3. How does the University ensure that transfer students are fully integrated into the coherence of academic programs?

4. How are the purpose and interrelationship of academic program requirements communicated to students? How does the Institution provide opportunities for students to synthesize and reflect on their learning to reinforce these purposes and interrelationships?

5. How are interdisciplinary studies facilitated? To what extent are students in different colleges encouraged or permitted to take courses and earn (double) majors/ minors/concentrations offered in other colleges? How does the institution help students who may change/add majors, minors or concentrations?

Standard 12: General Education
The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

Research Questions

1. To what extent is the core curriculum aligned with the mission and goals of the University?

2. How is the core curriculum assessed, and results used to modify the educational program and services? To what degree have modifications brought demonstrable improvement? What should be done in the future?

3. What evidence exists that the University's students develop, apply and practice essential competencies introduced in the core curriculum in both core courses and beyond, in order to meet expected, acceptable levels of proficiency upon graduation?

Standard 13: Related Educational Activities
The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Research Questions

1. What programs and services are available for underprepared/"at risk" students? To what degree do these programs and services achieve their stated student learning and development goals?

2. How does the institution assure that credit granted for experiential learning is warranted, defensible, and equitably applied?

3. How does the University assure that courses offered at additional locations are comparable in quality, rigor, and effectiveness to those offered on the main campus?

4. What evidence exists that students in distance education achieve learning outcomes comparable to those achieved by students in face-to-face courses?

5. What is the impact of study abroad programs on participating students? In what ways do these programs affect the institution's human, fiscal, technological, and other resources?

WORKING GROUP 6: ASSESSMENT OF STUDENT LEARNING - Standard 14

Charge: The Assessment of Student Learning Working Group is charged with –

- Demonstrating that expected student learning outcomes at all levels and for all programs and the core curriculum, consonant with the University's mission, standards of higher education and of the relevant disciplines are developed and clearly articulated;

- Documenting that an organized, robust and sustained assessment process is in place including the use of assessment information to improve teaching and learning;

- Demonstrating that assessment results provide sufficient, convincing evidence that students have the knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Standard 14: Assessment of Student Learning
Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

Research Questions

1. How are learning goals clearly communicated at the institutional, program, and course levels?

2. What methodologies are currently employed to assess student learning in academic programs and courses, and to assess academic programs themselves?

3. What learning outcomes assessments have been established and sustained in an effort to comply with the requirements of various discipline-specific accrediting agencies (i.e. AACSB, TEAC, ABA, etc.)? How have these assessments been used to improve the academic programs to which they are related?

4. What assessment measures have been implemented to evaluate the University's core curriculum? How effective is the University's core curriculum in meeting its student learning outcome objectives for all students, including designated core competencies and knowledge of the University's mission?

5. How do the current academic assessment practices tie in with non academic assessment (i.e. career services, student affairs, mission)?

6. How does the University engage stakeholders in the assessment process and communicate assessment results to its stakeholders to create a culture of continuous improvement? What university resources are available to assist various stakeholders in the assessment process to ensure compliance, communication and continuous evaluation?

7. In what ways does the University integrate assessment results of student learning into program and resource allocation for both academic and support services?

8. How is the University positively using assessment results to improve teaching, learning, and faculty development?

TEMPLATE FOR WORKING GROUP REPORTS

- An overview of the group's charge and the questions it addressed;

- An analytical discussion of the inquiry undertaken and the outcomes of that inquiry, including strengths and challenges;

- An explanation of how the working group's findings and conclusions relate to the Commission's Standards;

- Discussion of the connection of the working group's topic with those of other groups, and of any collaboration between groups that took place;

- Recommendations for improvement.

VI. INVENTORY OF SUPPORT DOCUMENTS

A great majority of the documents needed for the present self-study are freely available to the St. John's Community through the University's Institutional Research website. In addition, all pertinent supporting documents and data for this self-study are being assembled and stored

digitally on a secure site under the Middle States course pages on the University's Blackboard system

for convenient access and viewing by the Middle States Self-Study Steering Committee and Working

Group members. Working groups will continue to identify additional supporting documents as the

Self-Study progresses which will be added to the preliminary Document Roadmap that has been

developed thus far. Upon completion of the self-study, the Visiting Evaluation Team will receive the

final Self-Study Report and access to all supporting documents.

Documents identified to date are listed by Standard in the Appendix: Preliminary Document Roadmap.

VII. <u>ORGANIZATION OF THE SELF-STUDY REPORT</u>

The self-study report will be organized as follows:

    I.   Introduction/Executive Summary
        A. Annual institutional profile
        B. University Mission and Vision Statements
        C. Self-study approach and process
        D. Summary of major findings and recommendations of the study

    II.   Report on the study of Mission, Goals, Integrity and Institutional
        Assessment (Standards 1, 6 and 7)
        A. Charge to the working group
        B. Definition of key terms (as needed)
        C. Methodology of the study
        D. Findings relative to compliance with the Standards
              1. Strengths
              2. Challenges
        E. Recommendations

    III.   Report on the study of Planning, Resource Allocation, Institutional Renewal
        and Resources (Standards 2 and 3)
        A. Charge to the working group
        B. Definition of key terms (as needed)
        C. Methodology of the study
        D. Findings relative to compliance with the Standards
              1. Strengths
              2. Challenges
        E. Recommendations

    IV.   Report on the study of Leadership, Governance and Administration
        (Standards 4 and 5)
        A. Charge to the working group
        B. Definition of key terms (as needed)
        C. Methodology of the study
        D. Findings relative to compliance with the Standards

              1. Strengths
              2. Challenges
        E. Recommendations

V.   Report on the study of Student Admissions, Retention and Support Services (Standards 8 and 9)
        A. Charge to the working group
        B. Definition of key terms (as needed)
        C. Methodology of the study
        D. Findings relative to compliance with the Standards
              1. Strengths
              2. Challenges
        E. Recommendations

VI.   Report on the study of Faculty, Educational Offerings, General Education and Related Educational Activities (Standards 10, 11, 12 and 13)
        A. Charge to the working group
        B. Definition of key terms (as needed)
        C. Methodology of the study
        D. Findings relative to compliance with the Standards
              1. Strengths
              2. Challenges
        E. Recommendations

VII.   Report on the study of Assessment of Student Learning (Standard 14)
        A. Charge to the working group
        B. Definition of key terms (as needed)
        C. Methodology of the study
        D. Findings relative to compliance with the Standards
              1. Strengths
              2. Challenges
        E. Recommendations

VIII. Strategies for implementing recommendations within the context of the University's ongoing planning process

Each working group is responsible for the digital submission of a final report on the assigned Standards.

Co-chairs of each working group are charged with the organization of the report and the division of tasks among the members. Periodic drafts will be solicited by the co-chairs of the steering committee so that they can guide each committee's progress. The steering committee will compile and edit the reports of the individual working groups.

Format

1. Reports should be written and submitted using Microsoft Word.

2. The base font will be Frutiger 10 pt. If smaller font is needed for charts, graphs, etc. font size should be no smaller than 8 pt.

3. Documents should use default margin settings of 1" margins top and bottom, 1.25" left and right. The first sentence of each paragraph should be indented.

4. Documents should be double-spaced. Bibliography entries should be single- spaced, with double spacing between entries. Items in a list, whether bulleted or numbered, should be single-spaced, with double-spacing between entries, unless the items are longer than four lines.

5. Headers or footers should not be used.

6. Major headings are to be all in capital letters, boldfaced and flush left. Minor headings are to be at the left margin, boldfaced and have only the first letter of each main word capitalized.

Style

The style of each report should conform with St. John's University's Brand Identity Guide on

the University website:

http://www.stjohns.edu/sites/default/files/documents/adminoffices/adm_mkt_brand_guidline-

131211.pdf. Figures, tables and any photographs should be referenced in the text but included at

the end of the document. They will be incorporated into the main document at the time of final

editing.

Institutional Acronyms

CPS: College of Professional Studies

EDU: The School of Education

EPC: Executive Planning Committee

LAW: School of Law

PHARM: College of Pharmacy and Health Sciences

SJC: St. John's College of Liberal Arts and Sciences

TCB: The Peter J. Tobin College of Business

VIII. <u>TIMETABLE</u>

Fall 2013

November	Steering committee co-chairs selected
	Provost and steering committee co-chair attend Self-Study Institute

Spring 2014	Provost's Council and University Executive Planning Committee determine standards/issues of focus for comprehensive self-study
	Steering committee members appointed

Summer 2014	Working groups established
	Steering committee meets, prepares charges for working groups
	Working groups develop questions for study, which are reviewed and approved by steering committee
	Draft self-study design finalized and submitted

Fall 2014

September	Dr. Debra Klinman visits St. John's campus, approves self-study design
October - December	Working groups conduct their research, involving the University community
	Working groups and steering committee meet
	Communication of progress via web digest and website to University community

Spring 2015

January – March	Working groups finalize reports
	Team chair selected by MSCHE, SJU approves selection, dates set for team visit and for preliminary visit by Chair
	Self-study design sent to team chair
April	Steering committee reviews drafts
	Draft reports posted on website
	Town meetings/discussion boards on all campuses to discuss document

| Summer 2015 | Draft of self-study document prepared |

Fall 2015

September	Public comments on self-study
	Draft posted on University intranet
	Town meetings/discussions on all campuses
October	Preliminary visit of Chair
	Steering committee revises draft to reflect public comments
November	Final review of self-study document

Spring 2016

January - February	Final version of self-study document mailed to team and MSCHE
	Final preparations for visit
March - April	Team visit
	Team report and institutional response

IX. PROFILE OF THE EVALUATION TEAM

St. John's University respectfully requests that the Middle States Commission and staff consider appointing evaluation team members that have expertise with private, Catholic universities and, in particular, institutions that are sponsored by a religious community.

In addition, it would be helpful to have individuals familiar with the institutional profile of the University:

- Multi-location, urban environment;

- Culturally diverse student population;

- Professional schools and colleges offering undergraduate and graduate programs;

- Student profile that includes large percentages of students with very high financial assistance need and who are first-generation college students.

To facilitate this, following are a list of institutions; **preferred institutions are in bold**.

<u>Peer Universities (in alphabetical order)</u>

- **DePaul University – Chicago, IL (not a MSCHE institution)**
- **Duquesne University – Pittsburgh, PA**
- Pace University – New York, NY
- Rutgers, The State University of New Jersey - Newark Campus
- **Seton Hall University – South Orange, NJ**
- **Temple University – Philadelphia, PA**
- The Catholic University of America – Washington, DC
- The New School – New York, NY

<u>Aspirational Universities (in alphabetical order)</u>

- American University – Washington, DC
- **Drexel University – Philadelphia, PA**
- Fordham University – Bronx, NY
- **Georgetown University – Washington, DC**
- Rutgers, The State University of New Jersey - New Brunswick Campus
- SUNY at Stony Brook – Stony Brook, NY
- Syracuse University – Syracuse, NY
- **Villanova University – Villanova, PA**

APPENDIX

Preliminary
Document Roadmap

STANDARD 1: MISSION AND GOALS

Documentation demonstrating compliance with this standard:

☒ **Document Set 1: Statements of Mission, Vision, Values and Institutional Goals.**

1. Mission Statement http://www.stjohns.edu/about/our-mission

2. Vision Statement http://www.stjohns.edu/about/our-mission/vision-statement

3. University Statutes

4. University Strategic Plan and Reports: http://www.stjohns.edu/about/leadership/strategic-planning

    a. Repositioning the Strategic Plan 2011-2014

        – Appendix B: Supporting Data
        – Combined Outcomes Measures – Quarterly Updates

    b. Staten Island Strategic Plan 2014 – 2017

    c. Progress Report - September *2013*

5. School/College Strategic Plans: http://www.stjohns.edu/about/leadership/strategic-planning

    a. St. John's College of Liberal Arts and Sciences

    b. The School of Education

    c. The Peter J. Tobin College of Business

    d. College of Pharmacy and Health Sciences

    e. College of Professional Studies

    f. School of Law

STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

Documentation demonstrating compliance with this standard:

☒ **Document Set 2: Institutional Strategic Plan**

1. University Strategic Plan and Reports: http://www.stjohns.edu/about/leadership/strategic-planning

    a. Repositioning the Strategic Plan 2011-2014

        – Appendix B: Supporting Data
        – Combined Outcomes Measures – Quarterly Updates

b. Staten Island Strategic Plan 2014 – 2017

c. Progress Report - September *2013*

2. School/College Strategic Plans: http://www.stjohns.edu/about/leadership/strategic-planning

a. St. John's College of Liberal Arts and Sciences

b. The School of Education

c. The Peter J. Tobin College of Business

d. College of Pharmacy and Health Sciences

e. College of Professional Studies

f. School of Law

STANDARD 3: INSTITUTIONAL RESOURCES

Documentation demonstrating compliance with this standard:

☒ **Document Set 3-A: Financial Statements:** The two most recent externally-audited financial statements, including management letters with appropriate supporting documents to help the Commission understand the audited financial statements.

☒ **Document Set 3-B: Financial Plans:** The budget for revenues and expenditures, in detail, for the current fiscal year and the next five fiscal years.

☒ **Document Set 3-C: Analytical Narrative** that (1) provides information on the financial plan's underlying assumptions, (2) provides evidence of the viability of those assumptions, (3) reconciles the financial plan to the institution's strategic, operating, and other plans, and (4) assesses the institution's financial capacity and risk factors.

☒ **Document Set 3-D: Physical Facilities:**
  ☒ A thorough description of physical facilities, including space for instruction, library, student support services, and administrative services
  ☒ Capital facilities master plan

STANDARD 4: LEADERSHIP AND GOVERNANCE

Documentation demonstrating compliance with this standard:

☒ **Document Set 4-A: Bylaws:** The bylaws or other basic institutional documents identifying the group legally responsible for the institution.

☒ **Document Set 4-B: Governing Board:** Documentation of the structure, authority, and autonomy of the governing board, including policies and procedures manuals, and board and committee procedures. The documentation describes how the governing board regularly reviews basic policies.

☒ **Document Set 4-C: Governing Board Members:** A list of current governing board members, including the name, affiliation, and occupation of each member. Any members of the governing board who are remunerated by the institution through salaries, wages or fees; who are creditors

of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer, will be identified.

1. University Bylaws

2. University Statutes

3. Collective Bargaining Agreement

STANDARD 5: ADMINISTRATION

Documentation demonstrating compliance with this standard:

☒ **Document Set 5-A: Chief Executive Officer:**
  ☒ Resume or vita for the chief executive officer including the officer's name and title
  ☒ Evidence that the CEO was appointed by the governing board
  ☒ The appointment date of the CEO

☒ **Document Set 5-B: Administrative Organization:** The organizational chart for the institution, including names and titles of the individuals in each position identified in the chart

☒ **Document Set 5-C: Continuity of Leadership:** Institutional procedures for continuity of leadership in the event that the institution is sold, the owner or president dies, etc.

1. University Statutes

STANDARD 6: INTEGRITY

Documentation demonstrating compliance with this standard:

1. University and School/College Mission Statements

2. Human Resources Policy Manual: http://www.stjohns.edu/about/administrative-offices/human-resources/human-resources-policy-manual

3. University Statutes

4. Collective Bargaining Agreement

5. Student Handbook: http://www.stjohns.edu/about/administrative-offices/operations/division-student-affairs/student-handbook

6. Student Affairs Policy Handbook

7. Student Life Policies

8. Student Conduct Board Policies

9. Faculty and Union Grievance Committee Policies

10. Graduate Student Handbook

11. Conflict of Interest Policies

12. Institutional Review Board Policies

13. Law School-Code of Student Professional Responsibility

14. School/College and Discipline Accreditation Reports

15. American Association of University Professors Standards

16. Student Discipline Policies and Data Evidencing Results

17. Program Review

18. Post-Tenure Review

19. Student Honor Code

20. Curriculum Policies

21. External Speaker Policies

22. Tenure Policies

23. Publication and Grant Proposal Policies

24. Patent Policies

25. Scientific Fraud and Misconduct Policies

26. Plagiarism Policies and Electronic Means to Control

27. Academic Honor Pledge and its Application, Student Life

28. Institutional Research, Diversity and Reported events

29. Human Resources, Discrimination (and Harassment) Policies

30. Teaching Review Documents/Policies

31. Gay, Lesbian and Transsexual Organization Experiences

32. Law School Student Bar Association Activities

33. Admissions and Recruiting Policies

34. Marketing and Communications Policies

35. Student Program Audits from Deans

36. Graduation Rate Reports

37. Online Advisement Policies

38. Student Consumer Information http://www.stjohns.edu/about/student-consumer-information

39. American Bar Association Standard 509: "Required Disclosures"

40. St. John's University Fact Book

STANDARD 7: INSTITUTIONAL ASSESSMENT

Documentation demonstrating compliance with this standard:

☒ **Document Set 7: Institutional Assessment Documentation:** Documentation of an implemented, systematic, and sustained institutional assessment process.

1. Strategic Planning Outcomes Measures: http://www.stjohns.edu/about/leadership/strategic-planning

2. Institutional data / reports: http://www.stjohns.edu/about/administrative-offices/institutional-research

3. Academic Program Review: http://www.stjohns.edu/about/administrative-offices/institutional-research/academic-program-review-overview

4. Institutional Assessment / Surveys: http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys

   a. Institutional Assessment Plan

   b. Institute for Core Studies Assessment Report

   c. Alumni Attitude Survey

   d. Cooperative Institute Research Program (CIRP)

   e. Educational Benchmarking Inc. Climate

   f. Faculty Survey of Student Engagement (FSSE)

   g. Graduating Student Survey

   h. Institutional Priorities Survey (IPS)

   i. Higher Education Research Institute (HERI) Survey of Faculty

   j. National Survey of Student Engagement

   k. Student course Evaluations

   l. Student Satisfaction Survey (SSI)

   m. Weave Online Reports

5. Retention and Graduation Reports: http://www.stjohns.edu/about/administrative-offices/institutional-research/retention-and-graduation

6. Enrollment Reports: http://www.stjohns.edu/about/administrative-offices/institutional-research/additional-data-reports

STANDARD 8: STUDENT ADMISSIONS AND RETENTION

Documentation demonstrating compliance with this standard:

☒ **Document Set 8-A: Admissions Philosophy and Practices:** Documents and policy statements (in addition to the catalog) on the institution's admissions philosophy and practices

☒ **Document Set 8-B: Admissions Profile:** Number of inquiries, applications, admits, deposit-payers, and newly enrolled degree-seeking students, with appropriate cohort breakdowns, for the most recent year for which this information is available

☒ **Document Set 8-C: Enrollment Profile:** Current enrollment profile, with distributions by program or major, age, gender, racial/ethnic status, geographic origin, full-time/part-time status, and eligibility for financial aid.

☒ **Document Set 8-D: Enrollment Projections:** Five-year enrollment projections, with distribution by program or major, and the assumptions upon which these projections are based

☒ **Document Set 8-E: Financial Aid Profile:** Brochures and other publications on financial aid and most recent student loan default rate

☒ **Document Set 8-F: Retention and Graduation Rates:** Current and recent student retention and graduation rates, including clear definitions of each rate and how each is calculated

1. Retention and Graduation Rate Studies / Reports http://www.stjohns.edu/about/administrative-offices/institutional-research/retention-and-graduation-rates

2. Admission and Financial Aid policies. http://www.stjohns.edu/admission

STANDARD 9: STUDENT SUPPORT SERVICES

Documentation demonstrating compliance with this standard:

☒ **Document Set 9: Student Handbook:** The institution's student handbook and other documents addressing students and student development topics and giving evidence of comprehensive student services, including academic and financial services, and, as appropriate, personal, transfer, admissions, and career counseling services

1. Human Resources Policy 706 - Confidentiality

STANDARD 10: FACULTY

Documentation demonstrating compliance with this standard:

☒ **Document Set 10-A: Faculty Profile:** Current counts of all instructional staff currently employed by the institution, with breakdowns by full-time, part-time, and adjunct status and by location (on campus and at each off-campus location, as applicable)

☒   **Document Set 10-B: Faculty Data:** Names, titles, most advanced degree, field of experience, and current teaching load (in credits per semester or quarter and in hours per week) of each instructional staff person

☒   **Document Set 10-C: Faculty/Staff Handbook(s)**

1. University Statutes

2. Collective Bargaining Agreement

3. Faculty Resources on Office of the Provost's Website: http://www.stjohns.edu/academics/office-provost

4. Center for Teaching and Learning programs and reports http://www.stjohns.edu/about/administrative-offices/provost/center-teaching-and-learning

5. Minutes of the Faculty Councils for each College

6. WEAVE on-line and general assessment tools: http://www.stjohns.edu/about/administrative-offices/provost/assessment-tools

7. AFAR and PAF Forms/Process

8. Teaching Portfolios

9. Orientation Programs(University, College and Department Level)

STANDARD 11: EDUCATIONAL OFFERINGS

Documentation demonstrating compliance with this standard:

☒   **Document Set 11-A: List of Educational Offerings:** List of all educational programs, indicating whether they are undergraduate or graduate, if not provided in the catalog

☒   **Document Set 11-B: Graduation requirements of each program**, if not provided in the catalog

☒   **Document Set 11-C: Additional Academic Programs:** Information on existing, new, or planned programs that are not in the current catalog(s)

☒   **Document Set 11-D: Library and Other Information Resources:**
      ☒   Documentation of the nature and breadth of library/learning resources available on-site, at branch campuses, additional locations, and other instructional sites, and electronically, with documentation that resources take into account all instructional locations and formats
      ☒   Documentation of how the institution provides for access to and utilization of a broad range of library/learning and other information resources to support its academic programs, learners, and faculty
      ☒   Documentation of the nature and scope of bibliographic instruction, information literacy, and other programs for educating students and faculty in the use of information resources
      ☒   Copies of formal agreements with other institutions for the use of their information resources and/or reference services

☒   **Document Set 11-E: Academic Rigor:** Evidence that the content of every academic program is appropriate to the collegiate level

1. Course Syllabi

    a. St. John's College of Liberal Arts and Sciences

    b. The School of Education

    c. The Peter J. Tobin College of Business

    d. College of Pharmacy and Health Sciences

    e. College of Professional Studies

2. Program Reviews: http://www.stjohns.edu/about/administrative-offices/institutional research/academic-program-review-overview

3. Departmental and College Meeting Minutes

4. Minutes of Undergraduate and Graduate Education Policy Committees

5. WEAVE on-line and general assessment tools: http://www.stjohns.edu/about/administrative offices/provost/assessment-tools

6. Articulation Agreements

STANDARD 12: GENERAL EDUCATION

Documentation demonstrating compliance with this standard:

1. Assessment Tools http://www.stjohns.edu/about/administrative-offices/provost/assessment-tools

2. University Core Curriculum Committee Meeting Minutes

3. Core Course Syllabi

4. Senior Survey Data

5. Career Services Studies and Data

STANDARD 13: RELATED EDUCATIONAL ACTIVITIES

Related educational activities offered by the institution:

☒ Pre-college basic skills or developmental courses
☒ Certificate programs
☒ Experiential learning obtained outside of a higher education institution
☒ Non-credit offerings
☒ Branch campuses, additional locations, and other instructional sites (see the Commission's policy on Substantive Change for definitions of these terms)
☒ Courses and programs delivered through distance learning modalities, such as online offerings
☐ Contractual relationships to provide certain aspects of the education experience

Documentation demonstrating compliance with this standard:

1. Admission Policies, Bulletins etc. http://www.stjohns.edu/admission-aid/undergraduate-admission

2. OGS (Office of Global Studies) : http://www.stjohns.edu/global-studies - Discover the World and Passport Programs; MBA and MA directors in Rome, Italy (graduate programs in Rome); College administered international study programs (e.g., Global Destination Course Program in TCB)

3. Experiential Learning Programs – Descriptions and Learning Objectives (syllabi, Deans, Program Directors)

STANDARD 14: ASSESSMENT OF STUDENT LEARNING

☒ **Document Set 14: Assessment of Student Learning Documentation:** Documentation of an implemented, systematic, and sustained process to assess student learning outcomes, if not part of Appendix 7.

Other documentation demonstrating compliance with this standard:

Academic/Strategic Planning Documents

1. University Outcomes Measures (http://www.stjohns.edu/sites/default/files/documents/ir/strategic-plan/repositioning_of_the_plan_-_combined_outcomes_measures_sept._2014_final.web_.pdf)

2. SJU Institutional Assessment Plan 2011

3. Catalogued Program goals, learning outcomes, measures (direct and indirect), findings and Action Plans for colleges across the university WEAVE (http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys)

4. Current course outlines, examples of student assessment, college and university assessment resources found in DIGICATION (https://stjohns.digication.com/home_guest.digi?sid=4675&cid=0&tid=0&pid=0&)

Standardized Institutional & National Survey Data

5. Student Satisfaction Inventory (SSI) (http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys)

6. National Survey of Student Engagement (NSSE) (http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys)

7. The Association of College and University Housing Officers International (ACUHO-I) (http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys)

8. Alumni Attitude Study (AAS) (http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys)

9. Educational Benchmarking Inc. Climate (EBI Climate) (http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys)

10. Faculty Survey of Student Engagement (FSSE) (http://www.stjohns.edu/about/administrative-

offices/institutional-research/assessment/surveys)

11. Graduating Student Survey (GSS) (http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys)

12. HERI Faculty Survey (http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys)

13. Your First College Year (YFCY) Survey (http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys)

14. Institutional Priorities Survey (IPS) (http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys)

Institution/Unit Specific Measures and Assessments

15. Master Syllabi for programs, University shared drive (S:)

16. University mission statement (http://www.stjohns.edu/about/our-mission)

17. Law School employment and NY Bar exam pass rates (http://www.stjohns.edu/about/news/2014-09-04/st-john-s-law-makes-strides-measures-matter-most-students)

18. Detailed placement rates for Law School (http://www.stjohns.edu/law/career-development/placement-data-law-graduates)

19. College of Pharmacy Radiologic Technologist pass rates and job placement (http://www.stjohns.edu/sites/default/files/documents/pharm/program_effectiveness_data_2013.pdf)

20. North American Pharmacist Licensure Examination pass rate

21. Competency exam pass rate, 5th year Pharmacy Program

22. Physician Assistant PANCE pass rates (http://www.stjohns.edu/academics/schools-and-colleges/college-pharmacy-and-health-sciences/programs-and-majors/physician-assistant-bachelor-science)

23. School Psychology, Psy.D. Internship, Licensure and Credentialing Data (http://www.stjohns.edu/academics/schools-and-colleges/st-johns-college-liberal-arts-and-sciences/psychology/school-psychology-psyd-data#licensure)

24. Career Services learning Outcomes (http://www.stjohns.edu/about/administrative-offices/operations/division-student-affairs/career-services)

25. Academic Program Review (http://www.stjohns.edu/about/administrative-offices/institutional-research/academic-program-review-overview)

26. Retention and graduation rates (http://www.stjohns.edu/about/administrative-offices/institutional-research/retention-and-graduation-rates)

27. Assessment Tools for Core Curriculum (http://www.stjohns.edu/about/administrative-offices/provost/assessment-tools)

28. University Assessment Committee (minutes on file with university) established 2014

29. College Annual Reports

30. University Core Curriculum Council subcommittee report, "Mission Specific Competencies and the Core Curriculum", October 16, 2013

31. Recommendations from the Academic Planning Assessment subcommittee, "Assessment of the Core Competencies", n.d.

2006 Middle States Self Study Documents – St. John's University

32. St. John's University 2006 Middle States Self Study Document

33. MSCHE Visiting Team Report 2006

34. St. John's University MSCHE Periodic Review Report June 2011