



REPOSITIONING THE STRATEGIC PLAN  
2011 – 2014

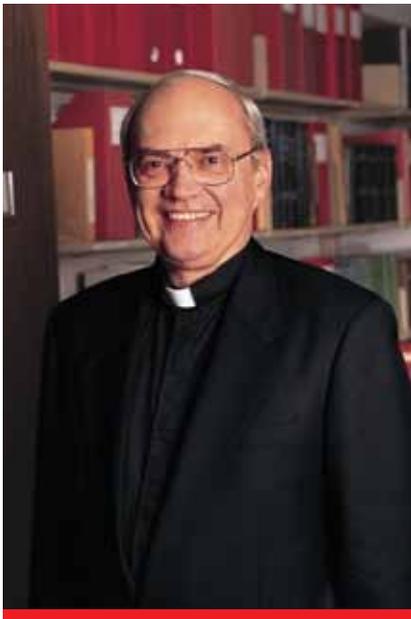
*August 2011*

# REPOSITIONING THE STRATEGIC PLAN

2011 – 2014

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Dear Colleagues,

In fall 2010, I shared with you the major progress we had made in implementing our 2008-2013 Strategic Plan - with our primary emphases of Mission, Engagement and Global – and our commitment to continue implementation of the remaining strategies. At the same time, I charged the university community with reviewing and making recommendations for repositioning the plan in the context of the volatile economic climate and other ongoing external challenges. I am grateful for the time and attention that the Cabinet, Executive Planning Committee, Provost's Council, Academic Planning Committee, University Senate, Faculty Councils, Board of Governors, and Board of Trustees among others have dedicated to this effort.

Those deliberations over the past six months resulted in a draft repositioning document extending the plan to 2014, and focusing on articulating, enhancing, measuring and marketing the value of a St. John's education. At its retreat in May, the Board of Trustees enthusiastically endorsed the recommendations while providing some additional areas of emphasis. These have been integrated into the document, which I am pleased to share with you.

The Board of Trustees will assume a more active role in monitoring progress against academic and institutional outcome measures. This will require a cultural shift from reporting progress against "activities" to focusing on the measurable outcomes deemed most important to our external constituents. Most notably we will emphasize improvement in the quality of the educational and student experience; retention and graduation rates; and career placement success. I know I can count on all of you for your continued commitment and participation as we implement the elements of the repositioning document within the context of our Strategic Plan. I am confident that we are all up to the challenge.

Sincerely,

Donald J. Harrington, C.M.  
*President*



*D'Angelo Center*



In the 2008-2013 Strategic Plan and subsequent Progress Report [www.stjohns.edu/strategicplan](http://www.stjohns.edu/strategicplan), importance was placed on the continuing evolution of the plan through a proactive approach to learning about and responding to external priorities and challenges. The University's President underscored this in his cover letters to both documents. At Town Hall meetings during the fall of 2010, the President and the University's senior leaders celebrated the significant progress and accomplishments of the University community in implementing various aspects of the strategic plan, and acknowledged some areas that required continuing focus.

While recognizing that the Vision, Mission and Institutional Goals, and the primary emphases of Mission, Engagement and Global, remain as foundational elements of the plan, the President charged university stakeholders with reviewing and making recommendations for repositioning the plan in the context of the volatile economic climate and other ongoing external challenges. Subsequent to that, the Cabinet, Executive Planning Committee, Provost's Council, Academic Planning Committee, University Senate, Faculty Councils, Board of Governors, and Board of Trustees among others responded to this charge. This repositioning document reflects the President's vision supported by collaborative research, deliberations and recommendations from the various constituencies.



## **CURRENT 2008 – 2013 STRATEGIC PLAN: SUMMARY OF ACCOMPLISHMENTS AND CHALLENGES**

*Despite spending much of 2009 and 2010 on expense reduction and restructuring initiatives such as the Voluntary Separation Offer (VSO), many of the objectives and strategies outlined in the 2008-2013 Strategic Plan have been accomplished, and several others are in progress and on target for completion by 2013, both at the institutional and college levels. The results are summarized in the October 2010 Progress Report made available to the University community at [www.stjohns.edu/about/strategicplan](http://www.stjohns.edu/about/strategicplan) and distributed to the Board of Trustees in December 2010. A sample of the institutional accomplishments and remaining challenges are highlighted.*

# Mission



*A major accomplishment was the development of the Vincentian Institute for Social Action (VISA), which is having a meaningful impact on students, faculty and the larger community, through:*

- A University-wide infrastructure and a successful collaborative and interdisciplinary approach in the development of programs, for example the academic and social support provided to Advantage Academy students and the involvement of faculty across disciplines in community-based service and research at host agency sites.
- Ozanam Scholars program which involves faculty, community partners and almost 90 students to date. Students complete community service, course work and research on poverty and related issues, and participate in national and international travel to develop as academic scholars, Vincentian leaders and global citizens. A Faculty Research Consortium directs the action-based research of the scholars.
- Continued and significant expansion of Academic Service-Learning (AS-L) programs and participation locally, nationally, and internationally by students and faculty (doubling between fall 2008 and fall 2009), with all first-year students now experiencing AS-L through their Discover New York course.

Remaining strategies will be implemented as planned including the development of the St. John's University Press to promote VISA research and the ongoing cultivation of partnerships on a national and international scale.



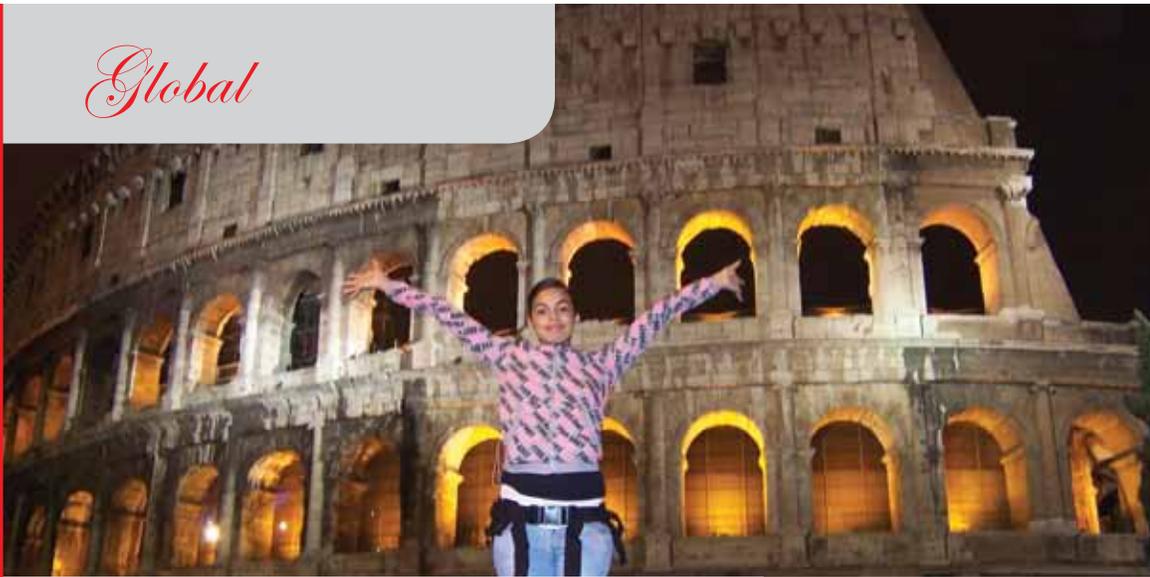
## *Engagement*

### *The increase and effectiveness of engagement efforts are evident:*

- The 2010 National Survey of Student Engagement results indicate that we have met or are on track to meet our targets relating to enriching educational experiences, active and collaborative learning, and student interactions with faculty.
- Ninety-four percent of our 2010 graduating seniors indicated that they were very satisfied or satisfied with their overall experience at St. John's.
- Ninety-eight percent of all freshmen participated in at least one activity in 2009-2010, and almost two-thirds attended 10 or more events.
- The Institute for Core Studies now integrated into St. John's College continues to help our undergraduate students transition to academic life by increasing full-time teaching in the core (exceeding the target of 50%), and active pedagogy in the three courses of English Composition, Scientific Inquiry and Discover New York (DNY). ICS' successful Freshman Passport program of a two-week study abroad component of DNY is being explored for potentially much broader implementation.
- There were significant increases in freshmen early intervention efforts known to contribute positively to student retention and success, including: a doubling of faculty participating in, and in the number of Early Alert submissions between spring 2009 and spring 2010; an almost 100% faculty submission of mid-term grades in spring 2010 compared to two-thirds in 2008; higher first-year GPA and retention of freshmen who used the Writing Center and/or other tutoring services vs. those who hadn't and concerted efforts to increase referrals; and sequencing of core courses.

Challenges around student engagement remain and will receive additional or renewed focus as part of the repositioning effort. These include retention and graduation rates; some areas of academic challenge and student satisfaction; enhanced definition of service in faculty responsibility; and internships and career placement.

# *Engagement*



*Progress continues to be made around Global efforts of study abroad, international recruitment, integrating global competencies and perspectives into the curriculum, and intensive language programs.*

- The number of students studying abroad continues to increase and reflects the diverse profile of our population. Efforts have resumed to explore the expansion of Study Abroad opportunities beyond Europe, initially delayed because of the economic climate.
- In an effort to achieve the 2013 target of 1,500 students studying abroad, additional strategies are being explored, including an assessment of the academic and financial implications of broadening the Freshmen Passport program to all students.
- The number of international students coming to St. John's to study continues to increase and is on track to meet the target of 1,500 by 2013.
- The Global Education Plan, developed by the University's faculty-led Academic Planning Committee, includes strategies to create a more global academic environment at home and abroad; and to develop and enhance global competencies of students, faculty, administrators and staff. The plan is available at [www.stjohns.edu/about/strategicplan](http://www.stjohns.edu/about/strategicplan).
- The former Intensive English Program (IEP) has been restructured and rebranded as "The Language Connection: The English Language Institute at St. John's University" and now provides new and innovative courses incorporating technology to international students preparing for university coursework, international visitors, teenagers on educational tours and members of the business community.



In addition, strategies that will continue to be addressed as outlined in the current strategic plan include implementing the Global Education Plan and increasing the ethnic diversity of faculty. Leveraging Distance Learning for global reach will receive heightened focus in the repositioning plan.

### **CONTINUING FOCUS**

As a result of the significant progress made, many of the strategies outlined in the 2008-2013 strategic plan can now be considered “business as usual” and efforts will continue to maintain and support them. As indicated above, there are some areas that remain a challenge and, in fact, require a heightened sense of urgency given the external landscape. These include significantly enhancing retention, graduation and career placement rates, the strategies for which are addressed in this repositioning of the strategic plan.



## I. *External Challenges and Implications*

### External Challenges

Since spring 2010, the President has engaged his Cabinet in a series of planning sessions around the mounting external pressures facing the higher education industry in general and St. John's in particular. Those discussions were extended to include the Executive Planning Committee, the Provost's Council, faculty members, the University Senate, the Board of Governors and the Board of Trustees. Informed by various articles on related topics, internal analyses of data and surveys and by discussions at retreats and meetings, the groups arrived at similar conclusions on the challenges and most important implications for St. John's.

The **common challenge** that emerged related to **the cost/value of higher education**, defined as the ever-widening gap between the cost of higher education and its perceived value. Contributing factors include: rising educational costs; weighing of public vs. private options for college, with attendant cost differentials; for-profit and online competitors; declining high school graduation rates in the Northeast; the ever-present threat of declines in Federal and State financial aid; parents and students demanding a higher return on investment; recognition that protracted recession did not translate to higher national graduate enrollment as in the past; and legislative and accreditation focus on student success and outcome measures.

Other related challenges are summarized below:

- **Volatility of the Economy**, exacerbated by the housing and financial crises and manifested through more limited funding to students, increasing student debt loads, and pressure on fund raising (corporate and foundations).
- **Job Scarcity** and an intensely competitive job market with a new workplace built around technology-team-based models for which students need to be prepared in order to succeed, and employers demanding global and cultural competence.
- **Changing Student Demographics** including a declining traditional-aged (18-24) student population; continuing ethnic shifts with Hispanics the fastest growing group; and an increasing proportion of under-prepared students.
- **Global** including increased competition from other nations for U.S. students; declining traditional-aged students in the U.S. necessitating heightened international recruitment, and ability of U.S. institutions to attract international students; need to extend study abroad options beyond Europe and into Asia and Africa; student and employer expectations for a global experience and competencies; and a push for service and sustainability.



- **Technology** including keeping pace with students' knowledge of and demand for new media, virtual environments and distance learning; impact on pedagogy and curriculum; faculty's ability to adapt to new learning models; potential of cost reduction and other implications in shifting from a bricks and mortar to a clicks and mortar environment; and new employer models and expectations for students' preparedness to succeed in increasingly global and collaborative workplaces.
- **Faculty Development** particularly around the ability to adapt to changing technology, student learning needs and employer models, and a lack of connection with industry, job market and internship opportunities.
- **National Policy Shift** with President Obama's call to increase college access and affordability and boosting graduation rates nationwide.

### Implications of External Challenges for St. John's

Through these discussions, it became apparent that we needed to effectively **articulate measure and market the value of a St. John's education so that it was clear to all constituents**. As a result, we needed to move quickly to reposition our current Strategic Plan with new or enhanced strategies, and focus on generating new and enhanced sources of revenue to fund them. We framed the emerging strategic questions as follows:

- How do we **define** and **articulate** the value of a St. John's degree, not only to prospective students and parents, but to employers, to alumni, to donors/ potential donors, to existing students, to employees, and to the community at large?
- How do we quantify this value? What are the indicators? How do we **measure** success?
- What strategies do we need to put in place and where and to what extent do results need to **improve** in order to enhance the value proposition to our constituents?
- How do we **market** our value, our strengths and differentiate ourselves?
- How do we generate new or enhanced sources of **revenue** to fund new strategic priorities?



## II. *Defining the Value of a St. John's Education*

Responses to these strategic questions yielded the most important indicators of the value of a St. John's education as seen through the lens of the external community. They were categorized into one of four groups shown below, with the realization that there is some degree of overlap. As expected, many of these indicators are already an integral part of the current Strategic Plan. They are included in this repositioning document because they are directly related to the value of a St. John's education and areas identified as gaps will receive heightened focus in the coming years.

### **1. Quality Education and Student Experience**

*We recognize that students come first, and we will provide a first-rate education for them, both in and outside the classroom, at a high level of satisfaction. Realizing that we cannot be nationally recognized in all academic programs, we will identify and highlight our flagship strengths, while ensuring that all programs provide rich and challenging curricula, and that student learning outcomes are achieved.*

### **2. Career Placement and Furthering Education**

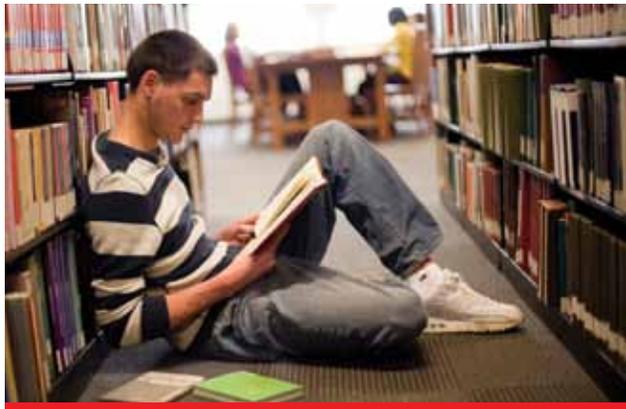
*Students need the skills and readiness to compete and succeed in a highly collaborative, global marketplace enabled by technology. Students/Parents need to know that there will be a solid return on their investment and that a St. John's degree will uniquely advantage our students for career opportunities. We must provide the best resources to assist our students in finding jobs and provide the experiential learning necessary to prepare them for tomorrow's workplace. Similarly, we must ensure that students who are interested in furthering their education distinguish themselves through their academic accomplishment to gain entry and funding, even in the most competitive graduate programs.*

### **3. Mission**

*The Catholic and Vincentian Mission will be integrated into all aspects of the student's experience. Each encounter is an opportunity to influence and is the added element to the educational experience that makes us distinctive. Embedding the mission enables St. John's to significantly enhance the quality of education it provides; it is a strength in preparing students for careers and life.*

### **4. Diversity and Global Awareness**

*Our students will develop the knowledge, competencies and experiences to enhance their personal growth as world citizens, gain an understanding of other cultures and nations, and succeed in today's global workforce. We will leverage our very diverse student body, promote our study abroad program as reflective of this diversity, and embed global perspectives throughout the curricula.*



### *III. Measuring and Enhancing the Value of a St. John's Education*

A separate document (Appendix) provides a table of the four categories of value indicators, with baseline measures, historical trends, benchmark data and 2014 targets. In summary, the most critical measures for assessing the value of a St. John's education are:

#### **1.) Quality Education and Student Experience**

- Retention rates
- Graduation rates
- Student and Alumni satisfaction
- Licensure examination pass rates
- Academic rankings
- Accreditations and third-party endorsements

#### **2.) Career Placement and Furthering Education**

- Internship and experiential learning rates
- Job Placement rates
- Students pursuing Further Education
- Employer perception
- Perspectives and successes of graduating students and alumni

#### **3.) Mission**

- Student participation in Academic Service-Learning and community service
- Vibrancy of a faith community
- Impact of Theology / Philosophy core requirements on student learning and development
- Student and Alumni perceptions of the impact of faith/ethics/ values/service
- Student Economic Profile

#### **4.) Diversity and Global Awareness**

- Number and profile of study abroad participants
- International students
- Profile and diversity of the student population



## Outcomes Considered Strengths

### Mission and Diversity/Global Awareness

The outcomes and strategies underway relating to *Mission and Diversity/Global Awareness* are generally considered institutional strengths. These indicators of St. John's value, along with other key areas of strength, will be incorporated into a comprehensive marketing plan. Strategies relating to these topics in the 2008-2013 Plan will proceed as outlined.

## Outcomes Requiring Improvement

Outcomes in need of heightened attention are primarily related to the other two categories of value – *Quality Education and Student Experience /Career Placement*, which will be a key focus of the repositioning. We must emphasize that results — outcomes and outcomes-based measures — are more critical than the quantity of activities.

### Quality Education and Student Experience

While there has been great progress in the areas of student engagement and satisfaction as noted earlier, measures that reflect a need for improvement include: *US News and World Report* rankings for the University (143 / 250), the Law School (95/200), the School of Education – graduate (104 / 280) and the Tobin College of Business (TCB) – graduate (131/440); Pass rate for the Certified Public Accountancy (CPA) in TCB; any deficiencies in key accreditation reports; and most importantly retention and graduation rates for full-time baccalaureate students.

Separate one- two- and three-year retention baselines and trends are provided in the appendix for our standard admitted students, our conditional students with lower SATs and / or high school averages who are admitted into the Liberal Studies (LST) program, and for the composite of the two groups. Data show a persistent gap between the actual retention rates, comparative data and 2014 targets where provided. For example, for one-year retention for the composite, the rates are 78%, 84%, and 83% respectively. The pattern is similar for six-year graduation rates (58%; 68%; 69%). It was decided to retain the targets set for retention and graduation rates. However, balancing the mission of providing access to those economically disadvantaged with the value and quality of the St. John's brand was also reaffirmed. Examining the relationship between students with very high financial need (currently at 48%) and the LST/conditional admitted population to determine the most effective strategies for admitting and serving these populations will be an element of achieving these retention targets.

The following strategies have been identified as supplemental to initiatives underway in the 2008-2013 Strategic Plan and are aimed at closing the gaps between our current state and the 2014 targets. Successful implementation will require heightened Institutional focus and in some cases additional resources.



## Strategies/Next Steps

### Academic Quality

- **Student Course Evaluations** – Examine and address low bands of faculty evaluations, provide reports of progress to the Board of Trustees, and strengthen use in the conferral of tenure.
- **Accreditations** – Establish regular reporting process to the Cabinet and to the Board of Trustees on deficiencies noted in key accreditations with action plans presented by Deans for status and improvement.
- **Licensures** – Develop plan within The Peter J. Tobin College of Business to significantly increase the CPA pass rate to above the industry average. Develop plan within Pharmacy to increase licensure passage rate. Plans should include support for review classes for licensure exams, and mapping curricula to assure a match with licensure exam emphases.
- **U.S. News Rankings** – Develop and implement plans to address the issues that will enhance the external rankings of the School of Law, The Peter J. Tobin College of Business and The School of Education to better leverage these strengths for broader reputational value.
- **Learning Outcomes** – Assess and report on the extent to which the defined learning outcomes are being achieved in the core curriculum and within each discipline. Specifically identify the extent to which the six Philosophy and Theology courses have strengthened competencies relating to core elements of the Mission and quantify the value of a liberal arts education. Develop and implement plans to correct any deficiencies.
- **Reporting** – Create a structure for monitoring and reporting these academic quality measures (student evaluation, licensure exams, learning outcomes, accreditations, rankings) to the Board of Trustees on a regular basis.

### Retention/Graduation Rates:

- The **University Freshmen Center** has been restructured under the new leadership of an Associate Provost of Student Success to heighten focus on retention of first-year students through aggressive implementation of Early Alert and other intervention strategies.
- A **Retention Task Force** led by the Associate Provost and Vice Provost will be established as a vehicle for ongoing assessment and improvement of existing policies and procedures, while addressing long terms strategic issues outlined below.



- Recognizing the differences in freshmen retention rates **by college and discipline**, a segmented approach for improving outcomes is being implemented. Deans will be held accountable for implementing targeted approaches with performance targets to improve retention rates within St. John's College of Liberal Arts and Sciences, The Peter J. Tobin College of Business and the Liberal Studies (LST) program within the College of Professional Studies. Success will be linked to faculty hiring requests and performance evaluation of the Deans.
- **LST program changes** are underway (requirement for tutoring included in course grading) and additional restructuring will occur for 2012. In addition, restrictive policies limiting internal transfers of LST students were lifted in the spring of 2011. Different enrollment models are being developed to assess the impact of significantly reducing the number of conditionally admitted (LST) students while investing resources to support remaining students.
- **A Summer "Bridge" program** will be implemented in Queens (2012) for selected at-risk students, to enhance their academic skills and ease them into higher education. A limited voluntary program will be implemented in Staten Island in 2011.
- Studies indicate that student utilization of the **Writing and Tutoring Center** improves both freshmen GPA and retention rates. As part of a deliberate effort to increase utilization, the level of tutoring by Doctoral Fellows will increase at the local level.
- An institutional process involving the academic sector and **Admissions** will be explored to determine if incoming students, particularly those most at risk, can be vetted in a different manner prior to acceptance.
- The **Faculty Service strategy** outlined in the 2008-2013 Strategic Plan, which establishes student engagement as an integral part of the criteria for Tenure and Promotion decisions, will be actively pursued. Through the Deans, we will reinforce a culture of engagement and publicly recognize faculty who excel (Hall of Fame).
- The Deans will be accountable for developing strategies that improve students' persistence rates and success at all levels – not only freshman year – through graduation.



### Technology:

Recognizing the evolving and growing role of technology in enhancing the teaching and learning processes, and ultimately the related outcome measures, the following strategies are proposed.

- Hire an **external consultant** to help shape a Vision and Plan for the future based on a comprehensive scan of best practice educational models; student expectations for the learning environment; emerging learning technologies in the immediate and longer term; the impact of these technologies on pedagogy; and input from employers on the changing needs of the workplace. Reactivate IT/Faculty Technology Advisory Board to participate in this process.
- Recognizing the potential for significant growth in **Distance Learning**, develop and implement an integrated Distance Learning approach that includes a comprehensive plan for academic programs, enrollment, marketing, revenue and global opportunities.
- Develop technology expertise and support for existing and new media within the academic sector at the department level where feasible to encourage broader **faculty utilization**. Develop and offer faculty incentives/reward/certificate for effective teaching and use of technology.
- Institutionalize the program – **“Transforming Teaching through Technology.”** This program currently funded through a US Department of Education Title III grant and which provides faculty with opportunities to explore the use of technology and information literacy in their teaching, should continue with University resources after the grant expires later this year.



## Career Placement and Furthering Education

Rankings in the Wall St. Journal and the Bloomberg PayScales study suggest that St. John's has an opportunity to build on its solid reputation for helping graduates obtain employment by enhancing key outcome measures around internships and job placement. As shown in the Appendix, in the most recent graduating student survey (2010 GSS), 53% of undergraduates and 60% of graduate students indicated that they had internships during their time at St. John's. These include experiences required in the course of study such as student teaching and clinical rotations. Study after study has shown that students with internships have a higher rate of success in securing a job in their desired field upon graduation. The Career Center's Outcomes survey showed that 45% of the 2010 graduating seniors had jobs in desired industries within six months of graduation and 35% were furthering their education for a total placement rate of 80%. An overlap of 14% was attending graduate school while employed. Significant improvement is needed in these measures, particularly career placement and internships. Following are the agreed upon targets: 75% of students will have a job in desired industry and 95% will be in a job or be in graduate school within six months of graduation; and all students who want an internship/practicum/Co-Op will receive one by senior year, regardless of discipline.

## Strategies / Next Steps

### Enhance Career Placement and Internships:

- Hire an external consultant who is expert in the Career Placement field to benchmark best practices, shape a vision, define an organizational model and develop specific strategies to dramatically enhance career placement outcomes. Components of a career placement vision would include:
  - Career Center — formally integrate operational structure with faculty, colleges, industry, employers, and alumni
  - Track and increase level of internships/practicum/co-ops for any student who wants one; and with faculty address the implications for the core curriculum, and major areas of study
  - Counsel/advise students toward majors that lead to occupations that are growing; start early- -during freshmen year
  - Leverage diversity of our student population and global competencies/study or work abroad and service as a distinct advantage for career placement



- Ensure curricula reflect industry/market/employer needs; increase faculty exposure to employers through outreach or externships
- Culturally shift faculty and administration's orientation to preparing students for the workplace
- Prepare students for a radically different technologically advanced, team-based workplace
- Help students translate the value of the Catholic, global, liberal arts (particularly Philosophy/Theology), service, experience into a marketable advantage; demonstrate value of the brand to employers
- Implement systemic process for obtaining current and future employer needs and perceptions of St. John's graduates
- Establish strategic employer partnerships among faculty, alumni, advisory boards and employers to significantly enhance relationships within and across multiple industries
- Use social media more effectively for internships and job placement
- Collect and maintain more detailed data on employment of graduates.

## *IV. Marketing the Value of a St. John's Education*

### **Strategies / Next Steps**

- Recognizing the importance of marketing the value of a St. John's education, the primary strategy being proposed is to hire an experienced Marketing Executive to develop and implement an aggressive plan. Steps envisioned include:
  - Review Brand Positioning/Vision Statements from the Strategic Plan to determine if statements are still valid or need to be modified; Extract key elements (Vincentian, Global, Service, Leaders, and Diversity) to package and market to a range of constituents.



- Quantify strengths. Build on strengths outlined in the SWOT analysis and repeatedly incorporate into marketing messages. These include:
  - Pharmacy; Education; Law programs
  - Accreditations
  - Student Diversity (% and ranking)
  - Participation in Academic Service-Learning and community
  - Overall satisfaction of graduating students (94% satisfied)
  - Global: Study Abroad and International students
  - Alumni network and perception
  - Boutique academic programs such as the School of Risk Management
  - Big East Basketball / NCAA Division 1 Athletic programs
  - New York, Rome and Paris Locations/Facilities
  - Vibrancy of the Faith community
  - Wall Street Journal – on Top 100 Employer List
  - Bloomberg Return on Investment (ROI) Pay Scales report
- Articulate the value of a Liberal Arts Education, using learning outcome measures of the core and incorporate into messages.
- Recruit and retain the best faculty and enhance the level of selective media placements to build on reputation. Identify true “industry experts” and ensure that external exposure is maximized.



## *v. Generating New and Enhanced Sources of Revenues*

A great deal of focus needs to be placed on generating new and enhanced sources of revenue to help to fund strategic priorities and to mitigate tuition dependency.

### **Strategies / Next Steps**

- Increase **external transfers** from community colleges: Engage Chairs in the recruiting process, for which limited additional investment will be required; and evaluate the adequacy and effectiveness of the internal processes and academic support resources.
- Additional opportunities exist to grow new and existing **graduate programs** with specific targets set by school and with accountability residing with the Deans and Enrollment Management; and with requests for additional faculty tied to growth in graduate program revenue.
- **Distance Learning:** Define and implement a broad strategic approach, including technology, marketing and enrollment needs with a particular focus on graduate program growth opportunities.
- **Summer Sessions:** Identify a leader from the Provost's Office to be accountable for working with Deans and Enrollment Management to manage program, leverage Distance Learning opportunities and increase course selection for visiting students.
- **Conference Services:** A restructured unit is in place with plans to increase utilization of the University's facilities, particularly during summer months, with minimal capital investment, and to increase net revenues by 100%.
- **Campuses:** Repositioning Plan approved by the Board of Trustees for Manhattan and Oakdale is expected to generate new net revenues with minimal new investment. In addition, an Academic Vice President was appointed on the Staten Island campus to create new approaches for generating additional revenue to reverse enrollment declines. A three year strategic plan for the Staten Island campus will also be developed.
- **Institutional Advancement:** Assess resources needed to expand growth in annual donations. Develop plan and dedicate resources to the 2020 Capital Campaign. Assess additional opportunities in **Athletics and Naming / Corporate Sponsorships**.

# *Continuing Evolution of The Strategic Plan*



We will continue to be proactive in learning about, and responding, to external priorities and challenges. This Strategic Repositioning Plan is a step in that process. We will continue to monitor our progress and make adjustments as conditions warrant. As in the past, the continued successful implementation of our strategic plan depends on the collaborative efforts of the entire St. John's community.

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## **Appendix**

Value of a St. John's Education: Indicators and Measures



**APPENDIX: VALUE OF A ST. JOHN'S EDUCATION  
INDICATORS/MEASURES  
August 2011**

**1. QUALITY EDUCATION AND EXPERIENCE**

- a. Retention Rates
- b. Graduation Rates
- c. Student and Alumni Perceptions
- d. Licensure Examination Pass Rates
- e. Academic Rankings
- f. Accreditation

**2. INTERNSHIPS, JOB PLACEMENT, AND FURTHER EDUCATION**

- a. Internships
- b. Job Placement and Further Education

**3. MISSION / SERVICE / VALUES / ETHICS**

- a. Academic Service Learning
- b. Vibrant Faith Community
- c. Student/Alumni Perceptions
- d. Third Party Endorsements

**4. GLOBAL AWARENESS/DIVERSITY**

- a. Study Abroad
- b. International Students
- c. Diversity Rankings/Endorsements

# Value of a St. John's Education

ID	Measure	St. John's Data							Comparative Data	Target/ Standard				
		Baseline 2004-08	Baseline 2008-13	Update						2008	2014			
<b>1. Quality Education and Experience</b>														
<b>1a. Retention Rates</b>														
	<u>Retention rate: Full-time baccalaureate</u>	<u>Fall '01 Cohort</u>	<u>Fall '04 Cohort</u>	<u>Fall'05</u>	<u>Fall'06</u>	<u>Fall'07</u>	<u>Fall'08</u>	<u>Fall'09</u>						
1171	b1) Standard Admit (1-year)	b1) 83%	<b>b1) 80%</b>	80%	81%	77%	80%	80%		b1) 86%	<b>b1) 86%</b>			
1172	b2) Standard Admit (2-year)	b2) 73%	<b>b2) 69%</b>	70%	71%	66%	69%							
1173	b3) Standard Admit (3-year)	b3) 68%	<b>b3) 65%</b>	66%	67%	62%								
1174	c1) Conditional-Admit (1-year)	c1) 78%	<b>c1) 75%</b>	68%	70%	70%	69%	64%			<b>c1) 70%</b>			
1175	c2) Conditional-Admit (2-year)	c2) 64%	<b>c2) 59%</b>	56%	59%	52%	55%							
1176	c3) Conditional-Admit (3-year)	c3) 57%	<b>c3) 53%</b>	51%	54%	48%								
1180	e1) Composite (1-year)	e1) 82%	<b>e1) 79%</b>	78%	79%	76%	78%	78%	<i>US News &amp; World Report, 2011 Edition</i> Average 1-year retention of selected 23 institutions with similar input: 80%. List of institutions and computation attached. Average 1-year retention of last 10 institutions in Tier Two: 84%. List of institutions and computation attached.	e1) 83%	<b>e1) 83%</b>			
1181	e2) Composite (2-year)	e2) 71%	<b>e2) 67%</b>	67%	69%	64%	67%	e2) 75%		<b>e2) 75%</b>				
1182	e3) Composite (3-year)	e3) 66%	<b>e3) 63%</b>	63%	65%	59%		e3) 71%		<b>e3) 71%</b>				
<b>1b. Graduation Rates</b>														
	<u>Graduation rate: Full-time baccalaureate</u>								US News & World Report: Average of Last 10 in Top 125  The 6-year graduation rate is an average of a specified number of classes. For the 2011 Edition, the rate is the average of four entering classes, from fall 2000					
		<u>Cohort 1996</u>	<u>Cohort 2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>								
1189	a) 6-year Graduation Rate	a) 67%	<b>a) 61%</b>	61%	58%	58%			<u>2008 Edition</u> 63%	<u>2009</u> 61%	<u>2010</u> 63%	<u>2011</u> 68%	a) 69%	a) 69%
1155	<u>Student Profile: All undergraduates</u> a) Gender (% male)	<u>Fall 2002</u> a) 42%	<u>Fall 2007</u> <b>a) 44%</b>	<u>2008</u> 45%	<u>2009</u> 45%	<u>2010</u> 44%					a) Monitor trends	<b>a) Monitor trends</b>		
1156	b) Religion (% Roman Catholic)	b) 50%	<b>b) 53%</b>	53%	51%	49%					b) Monitor trends	<b>b) Monitor trends</b>		
1157	c) Ethnicity (% Black, American Indian, Asian and Hispanic); including 2 or more races in 2010	c) 42%	<b>c) 42%</b>	44%	46%	50%					c) Monitor trends	<b>c) Monitor trends</b>		
1158	<u>Student Profile: Freshmen</u> d) Economic Need (% of students with very high need -- Pell eligible)	d) 47%	<b>d) 40%</b>	40%	48%	48%					d) 35% - Minimum	<b>d) 35% - Minimum</b>		
<b>1c. Student and Alumni Perceptions</b>														
	<u>GSS (Graduating Student Survey)</u> <u>Overall experience</u> <u>(Satisfied and Very Satisfied)</u>	<u>2002</u>	<u>2009</u>	<u>2010</u>										
1105	e) Undergraduates (%)	e) N/A	<b>e) 90%</b>	94%						e) Not Available	<b>e)</b>			
1106	f) Graduate students (%)	f) N/A	<b>f) 92%</b>	92%						f) Not Available	<b>f)</b>			

ID	Measure	St. John's Data								Comparative Data						Target/ Standard				
		Baseline 2004-08	Baseline 2008-13	Update												2008	2014			
2136	Alumni Attitude Survey Perception of overall experience Percentage of alumni who: Have Good / Excellent experience of the University	<u>2002</u>	<u>2007</u>							2007 CAAE: Council of Alumni Association Executives (Selected six colleges)										
2137	a) As students	a) 91%	<b>a) 90%</b>							<b>a) 92%</b>						a) 92%	<b>a) 92%</b>			
2138	b) As alumni	b) 61%	<b>b) 60%</b>							<b>b) 63%</b>						b) 62%	<b>b) 62%</b>			
	c) Rate decision to attend the University as Good / Great	c) 92%	<b>c) 91%</b>							<b>c) 94%</b>						c) 96%	<b>c) 96%</b>			
<b>1d. Licensure Examination Pass rates</b>																				
2125	a) <b>Law:</b> Summer Bar Exam passage rate	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2004 NYS</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>					
		<b>a) 85%</b>	87%	89%	91%	90%	92%	92%	87%	77%	76%	79%	79%	83%	80%	a) 90%	a) 90%			
2127	c) <b>Education:</b> NYS Teacher Certification Exam	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>		<u>2003-04 NYS</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>					
		<b>c) 93%</b>	95%	96%	93%	94%	94%	93%		96%	94%	95%	94%	94%	95%	c) 95%				
2128	<b>College of Pharmacy:</b> d) NAPLEX (North American Pharmacist Licensing Exam, May-August first-time takers)	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>		<u>2004 (National Average)</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>					
		d) 93%	d) 88%	96%	95%	94%	96%	93%		97%	93%	94%	97%	97%	98%	d) 90%				
2129	e) Physician Assistant National Certification Exam	e) 95%	e) 92%	76%	90%											e) TBD				
2130	<b>Tobin College of Business:</b> f) CPA (Certified Public Accountant) Passed some or all 4 parts of exam	<u>2004</u>	<u>2009</u>							Average of 19 local institutions <u>2009</u>										
		N/A	f) 46%							f) 52%							f) 55%			
2133	<b>St. John's College:</b> i) Clinical Psychology Licensing Exam	<u>2004</u>	<u>2010</u>																	
		N/A	i) 93%																	
2134	j) School Psychology (M.S. / Ph.D.) Licensing Exam	N/A	j) 95%																	
2135	k) Speech-Language Pathology Licensing Exam	N/A	k) 94%																	
<b>1e. Academic Rankings</b>																				
<i>US News &amp; World Report: US Universities</i>																				
1185a	a) Overall Score (out of 100)	2003 Edition	<u>2008 Edition</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>							Average of Last 10 in Top 125 <u>2008</u> 2009 2010 2011							
		a) 36	<b>a) 32</b>	a) 29	30	32							35 33 34 39							
1185b	b) Ranking in U.S. Universities (about 250)	b) 135th	<b>b) 138th</b>	b)143rd	142nd	143rd							121st 121st 121st 121st						b) Top 125	<b>b) Top 125</b>
1186	c) Academic Reputation (5-point scale before 2011; 100-point scale in 2011)	c) 2.8	<b>c) 2.8</b>	c) 2.7	2.7	59							3.0 2.7 2.7 63						c) 2.9	<b>c) 2.9</b>
<i>US News &amp; World Report: Graduate Schools</i>																				
3001	a) Law School (around 200 total) (The calculation of employment rate changed in 2012 edition.)	2002 Edition	<u>2011 Edition</u>	<u>2012</u>	Measure 3001 The calculation of employment rate (weight=18% of total) in Law School rankings changed from the 2011 to 2012 edition.															
		a) N/A	<b>a) 72nd</b>	95th	The numerator in 2011 edition = # employed or furthering education, plus 25% of those whose status unknown.															
3002	b) School of Education (280)	b) N/A	<b>b) 74th</b>	104th	in 2012 edition = # employed. The denominator in 2011 edition = # of total graduates, minus those not seeking employment. in 2012 edition = # of total graduates.															

ID	Measure	St. John's Data			Comparative Data	Target/ Standard	
		Baseline 2004-08	Baseline 2008-13	Update		2008	2014
3003	c) Tobin College of Business (440)	c) N/A	c) 125th	131st			
3004	d) Pharmacy (101) (most recent year ranking: 2008)	d) N/A	d) 61st	61st			
3011	<u>Washington Monthly</u> National universities rankings are based on their contribution to the public good in three broad categories: Social Mobility, Research, and Service. a) Ranking in U.S. Universities (about 260)	<u>2002 Edition</u> a) N/A	<u>2010</u> a) 66th	<u>2011</u> 62nd			a)
4022	TCB Risk Management received recognition in 2010 by the Society of Actuaries (SOA) as a Center of Actuarial Excellence (CAE), a distinction given to only 10 institutions in US.						
	<a href="#">1f.Accreditation:</a>						
	Accrediting Agency	Program/Unit Accredited	Action	Commendations	Follow-up required	Next Action	
4001	American Bar Association (ABA)	School of Law: J.D.	Awaiting ABA written report from spring 2011 site visit			Institutional review of and response to report	
4002	American Bar Association (ABA)	CPS: B.S. Legal Studies	Warning July 2011		Provide accurate and complete data on employment status of graduates - submitted 9/9/11	ABA review of 9/9/11 submission	
4003	Accreditation Council for Pharmacy Education (ACPE)	PHA: Pharm. D	Reaccredited 2010; effective until June 20, 2016 - Interim Report Due October 15, 2012		Interim Report Due 10/15/12 addressing brief description of status related to Standards 2, 3, 17, 19, 28, 29	Interim Report Due October 15, 2012; Next full review 2015-2016	
4004	Accreditation Council for Pharmacy Education (ACPE)	PHA: Continuing Education	Reaccredited 2009; effective through June 30, 2014.			Self-study due February 1, 2014	
4005	Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)	PHA: B.S. Physician Assistant	Reaccredited March 2007; effective through March 2013		Next site visit October 11-12, 2012; Application materials due August 16, 2012	Application materials due August 16, 2012 for site visit on October 11-12, 2012	
4006	American Library Association (ALA)	SJC: M.L.S.. Library and Information Science	Reaccredited 2004; effective through 2011; self-study submitted 9/9/11			Site visit 10/2011	
4007	American Psychological Association (APA)	SJC: Ph.D. Clinical Psychology	Reaccredited 2008; effective through 2015.			Self-study to be submitted 2015	
4008	American Psychological Association (APA)	SJC: Psy.D. School Psychology	Reaccredited 2007; effective through 2012.			Self-study submitted 9/26/2011; awaiting reviewers' comments	
4009	Association to Advance Collegiate Schools of Business (AACSB)	TCB: All undergraduate and graduate programs; Accounting separately accredited.	Reaccredited 2009; effective until 2015			Application submitted for maintenance of accreditation 6/16/2011; Self-study to be developed	

ID	Measure	St. John's Data			Comparative Data	Target/ Standard	
		Baseline 2004-08	Baseline 2008-13	Update		2008	2014
4010	Association to Advance Collegiate Schools of Business (AACSB)	TCB: Accounting		Reaccredited 2009; effective until 2015 .			Application submitted for maintenance of accreditation 6/16/2011; Self-study to be developed
4011	Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA)	SJC: M.A. Speech Language Pathology and Audiology		Accreditation reaffirmed July 14, 2011; effective 10/1/11 - 9/30/19	The CAA found the program to "meet or exceed" the following expectations for student achievement: Program completion rates, employment	Document progress in three areas: provision of a wide range of clinical experiences for students; improvements in clinical and research laboratory space as well as accessibility; provision of adequate clerical staff support	Submission of Annual Report 8/1/12
4012	Council for Accreditation of Counseling and Related Education Programs	EDU: M.S.Ed. School Counseling		Reaccredited through 3/31/2012			Site visit scheduled December 11-14, 2011 (with Clinical Mental Health Counseling)
4013	Council for Accreditation of Counseling and Related Education Programs	EDU: M.S.Ed. Clinical Mental Health Counseling		Initial application for accreditation pending.			Site visit scheduled December 11-14, 2011 (with School Counseling)
4014	Joint Review Committee on Education Programs in Radiologic Technology (JRCERT)	PHA: B.S. Radiologic Technology		Reaccredited 2009; effective through 2013		Application self-study due November 10, 2011; next on-site visit May 2012	Self-study due November 10, 2011; next on-site visit May 2012
4015	Middle States Association Commission on Higher Education (MSCHE)	Entire Institution		Reaccredited 2006; progress report submitted 2008; periodic review submitted June, 2011			Awaiting Commission action following its November meeting
4016	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	PHA: B.S. Clinical Laboratory Sciences		Reaccredited 2009; effective through 2011		Self-study submitted - May 2011; paper review of documents completed by NAACLS	Site Visit October 13-14, 2011
4017	Teacher Education Accreditation Council (TEAC)	EDU: All teacher preparation programs		Reaccredited August, 2011 - awaiting official written confirmation		Awaiting official written confirmation	Subject to pending written confirmation

2. Internships, Job Placement, and Further Education							
<b>2a. Internships</b>							
<u>Academic Internships (data from Banner)</u> Academic internships are based on courses coded as F - Field Work, I - Internship, N - Clinical Seminar, PR - Practicum, RO - Rotation, ST - Student Teaching, U - Clinical Practicum, X - Externship							
			<u>Spring 2010</u>	<u>2011</u>			
2146a	a) % of senior students having academic internships		<b>a) 25%</b>	<b>26%</b>		Not available	<b>a) TBD</b>
2146b	b) % of all undergraduates having academic internships		<b>b) 13%</b>	<b>12%</b>		Not available	<b>b) TBD</b>

ID	Measure	St. John's Data					Comparative Data	Target/ Standard	
		Baseline 2004-08	Baseline 2008-13	Update				2008	2014
	<u>GSS (Graduating Student Survey)</u> <u>Had internships, including student teaching and clinical rotation.</u>	<u>2002</u>	<u>2009</u>	<u>2010</u>					
2151a	e) Undergraduates (%)	e) N/A	e) N/A	53%			Not Available		e)
2151b	f) Graduate students (%)	f) N/A	f) N/A	60%			Not Available		f)
	<u>Alumni Attitude Survey</u> <u>University did a good or excellent job:</u>	<u>2002</u>	<u>2007</u>						
2144	d) At providing internships (STJ item)	d) N/A	d) 44%						d) 50%
	<u>2b. Job Placement and Further Education</u>								
	<u>Job placement statistics (Undergraduates):</u> <u>Career Center Outcomes Graduate Survey</u>	<u>Class 2002</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>Response rates etc. attached</u>	
2120	a) Employed, not furthering education		a & b) 64%	a) 19%			31%		
2121	b) Employed, furthering education	a & b) 64%	a & b) 61%	69%	56%	b) 8%	14%		
2122	c) Furthering education, not employed	c) 26%	c) 33%	24%	30%	c) 47%	35%		
2123	d) Total: Employed or Furthering education	d) 90%	d) 94%	93%	86%	d) 74%	80%		d) 95%
	<u>Baccalaureate earners who furthered their education within one-year of graduation:</u>	<u>Class 2002</u>	<u>Class 2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>			
2193	a) Furthered education at either St. John's (internal data) or other 4-year or higher institutions (Clearinghouse database)	a) N/A	24%	27%	24%	30%		Not Available	
	<u>Law School Career Placement</u>		<u>Class 2009</u>	<u>2010</u>				<u>Average of rankings 94 - 100</u> <u>US News &amp; World Report 2012 Edition</u>	
2195	a) % known to be employed 9 months after graduation		a) 80.3%	87.6%				a) 85.8%	a)
	<u>Alumni Attitude Survey</u> <u>University did a good or excellent job at preparing students for:</u>	<u>2002</u>	<u>2007</u>				<u>2007</u>		
2142	b) Graduate school/Further grad education	b) 75%	b) 75%				improvement against internal standards.	b) 78%	100% of students who want an internship receive one.
2143	c) Career preparation/success, & current work	c) 81%	c) 83%					c) 84%	
	<u>Bloomberg Businessweek: Payscale Survey</u>	<u>2002</u>	<u>2010</u>						
3021	Payscale survey of the return on investment (ROI) of Bachelor's degree earners a) St. John's University	a) N/A	a) 205/554						

ID	Measure	St. John's Data				Comparative Data	Target/ Standard	
		Baseline 2004-08	Baseline 2008-13	Update			2008	2014
	<u>Wall Street Journal: Recruiter Picks</u>  Wall Street Journal surveyed top corporate recruiters (whose companies hired 43,000 new graduates in 2010) and asked them to pick up the colleges whose bachelor's degree earners are most prepared and well-rounded academically, and fit well into their corporate cultures and over time have the best track record in their firms. One hundred colleges were on the pick-up lists, and the top 45 picks were published.							
3022	a) St. John's University was on the list of 100 colleges for pick-up, but not in the top 45 picks.							
<b>3. Mission: Service / Values / Ethics</b>								
<b>3a. Academic Service Learning</b>								
1402	b) # of faculty participating in academic service learning (Spring data)	<u>2002-03</u> b) N/A	<u>2007-08</u> b) <b>103</b>	<u>2008-09</u> 207	<u>2009-10</u> 253	Not available	b) 10% increase over 5 years	<b>b) 500</b>
1403	c) # of students participating in academic service learning (UG spring data)	c) N/A	c) <b>2,258</b>	2,490	4,342 Starting from Fall 2009, academic service learning has been integrated into the course of Discover New York	Not available	c) 10% increase over 5 years	<b>c) 5,000</b>
<b>3b. Vibrant Faith Community</b>								
2423	<u>University Service Day</u> a) # of participants in University Service Day	<u>2002</u> a) 180	<u>2007</u> a) <b>1400</b>	<u>2008</u> 1500	<u>2009</u> 1600	<u>2010</u> 1650	a) 25% increase each year	a) 1,700
1411	GSS (Graduating Student Survey) <u>Impact of St. John's Catholic and Vincentian Mission on student experience (Positively and Very Positively)</u> a) Undergraduates (%)		<u>2009</u> a) <b>69%</b>	<u>2010</u> 74%	<u>2011</u> 71%	Not available		<b>a)</b>
1412	b) Graduate students (%)		b) <b>61%</b>	63%	63%	Not available		<b>b)</b>
1413	<u>Development of a faith dimension (To some or a great extent)</u> c) Undergraduates (%)		c) <b>N/A</b>	70%	69%	Not available		<b>c)</b>
1414	d) Graduate students (%)		d) <b>N/A</b>	62%	59%	Not available		<b>d)</b>
1415	<u>Participated in any service activities</u> e) Undergraduates (%)		e) <b>N/A</b>	86%	83%	According to a survey by Solutions for New York's Future, two in three students (64%) attending a four-year independent (private, not-for-profit) college or university in New York volunteered in their communities in 2008, up 12 percentage points from 2002		<b>e)</b>
1416	f) Graduate students (%)		f) <b>N/A</b>	83%	82%			<b>f)</b>

ID	Measure	St. John's Data				Comparative Data	Target/ Standard	
		Baseline 2004-08	Baseline 2008-13	Update			2008	2014
	HERI Faculty Survey (F/T)	2001	2004	2007	2010	Private Univ. 2004 2007 2010		
2412	a) % of faculty who indicate they are very or somewhat familiar with the life and teachings of St. Vincent DePaul.	b) 67%	a) 75%	86%	83%	a) Not Available	b) 75%	a) 88%
2414	c) % of faculty who believe they have an obligation to cultivate a sense of social justice within their students.	d) 86%	c) 89%	86%	89%	c) Not Available	d) 90%	c) 90%
2415	d) % of faculty who believe that developing a moral character is important or essential.	e) 74%	d) 78%	82%	85%	d) 56% 76% 66%	e) 80%	d) 85%
1417	Other measures to be provided g)		g)					g)
	<b>3c. Student / Alumni Perceptions</b>							
2141	Alumni Attitude Survey University did a good or excellent job at preparing students for: a) Service/Contributing to community	2002 a) 69%	2007 a) 75%			Custom questions for St. John's/	a) 72%	a) 78%
1130	NSSE Students' experience has contributed <i>Very Much / Quite a Bit</i> to developing a personal code of values and ethics a) First-year students (%)		2006 a) 58%	2008 a) 67%	2010 64%	Doctoral Intensive (2010 participating institutions attached) 2006 2008 2010 a) 50% 60% 61%		
1131	b) Senior students (%)		b) 69%	b) 73%	70%	b) 51% 62% 62%		
	<b>3d. Third Party Endorsements</b>							
4051	Recipient of Distinguished Award in Service - highest honor in inaugural NYC Colleges Challenge for Service in 2010							
4052	Carnegie Community Engagement Classification in 2010							
	<b>4. Global Awareness / Diversity</b>							
	<b>4a. Study Abroad</b>							
1127	# of students studying abroad a) Undergraduate students	2002-03 a) N/A	2007-08 a) 285	2008-09 470	2009-10 570	a) Not Available		a) 1,350
1128	b) Graduate students	b) N/A	b) 79	105	159	b) Not Available		b) 150
	<b>4b. International Students</b>							
1129a	International students (Graduate and Undergraduate) c) # of international students	Fall 2002 c) 848	Fall 2007 c) 1055	2008 1236	2009 1295	2010 1380	c) Not Available	c) 1,500
1129b	d) % of international students	d) 4.4%	d) 5.3%	6.1%	6.4%	6.5%	d) Not Available	

ID	Measure	St. John's Data			Comparative Data	Target/ Standard	
		Baseline 2004-08	Baseline 2008-13	Update		2008	2014
	<a href="#">4c. Diversity Rankings / Endorsements</a>						
3023	<u>US News &amp; World Report: Best Colleges</u> a) Most diverse national universities (The index of diversity ranges 0 - 1, with 1 as the most diverse.)	2002 Edition a) N/A	<b>2010 Edition</b> a) <b>8th</b> (Index = 0.67)	2011 4th (0.69) One of top 20 most diverse in the US-Princeton Review and US News and World Report (2009: tied for 4th with 3 other institutions in US News and World Report 2011 Best Colleges; Racial Diversity: National Universities' list.			
3024	<u>Princeton Review: Best Colleges</u> b) Diverse student population	b) N/A	<b>2009 Edition</b> b) <b>17th</b>	2010 N/A			



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