



STRATEGIC PLAN *2004-2008*

May 2005



Office of the President

To: University Community

From: Rev. Donald J. Harrington, C.M.
President

Re: **Strategic Planning Document**

Date: June 9, 2005

Dear Colleagues,

Attached is the University's Strategic Plan through 2008. As you are aware, it has resulted from the collaborative efforts of all segments of the St. John's community – faculty, administrators, staff, students, and alumni – who have given careful and thoughtful attention to shaping the future of our University. The plan was unanimously endorsed by the University Senate in February and by the Executive Planning Committee in March and then unanimously approved by the Board of Trustees at its April 8-9, 2005 Board Retreat.

The document, part of our ongoing planning process, is intended to provide an institutional framework for each of the individual units as they develop and implement their own plans. It is a living document which will be subject to review and updating, informed by your comments and suggestions, and responsive to internal challenges and changes in the external environment.

The six academic priorities articulated within the plan demonstrate our ongoing commitment to attaining academic excellence and enhancing our institutional reputation. The other priorities are supporting activities that will enable us to build on our strengths, extend our vision, and seize opportunities emerging from a changing environment.

I look forward to working with you to implement the plan. Through it I believe that we can realize our vision of gaining national recognition as a distinctive, student-centered learning community for the 21st century.



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STRATEGIC PLAN: 2004-2008

INTRODUCTION

"In a particularly fortuitous coincidence, the 1994-95 academic year was not only the year of preparation of the self-study document by St. John's University but the year of the institution's 125th anniversary as well. The theme chosen for the anniversary celebration, 'The mission continues,' became the focal point for both occasions: an opportunity to celebrate, reflect upon, and assess the University's past accomplishments and an occasion to contemplate and plan for the institution's future."

These sentences introduced the 1994-95 self-study document and set forth the context for what was one of the most meaningful self-assessments in the institution's history. In Fall 1993, Father Donald Harrington, president, had articulated his vision for St. John's, focusing on development of a more vibrant teaching and learning community and identifying four components critical to the realization of such a community: development of an undergraduate core curriculum to provide a holistic view of knowledge, a focus on learning, and a basis for advanced study; opportunities for faculty development; an environment which fostered respect for all persons and advanced cultural diversity in an interdependent world; and a program of outcomes assessment which enabled us to measure our institutional effectiveness.

These four institutional priorities became the selected topics for the self-study. In addition, and perhaps most important, Father Harrington's vision statement became the foundation for development of the first strategic plan in the University's history, which was completed as a part of the self-study process.

Now, ten years later, a radically transformed St. John's enters the 21st century. The University's transformation is rooted in the implementation of the original strategic plan and in the achievement of many of the recommendations that the institution set for itself, particularly meeting the twin goals of fostering a culture of academic excellence and expanding physical facilities. Perhaps one of the most significant areas of expansion has been the development of residence halls, transforming the University from a 100% commuter institution and affecting every aspect of University life. Another major transformational agent in the past ten years has been

technology, particularly educational technology. As this next phase of strategic planning moves forward, technology and the technological infrastructure will continue to undergird all areas of the University, but especially academic programs and learning outcomes as St. John's University strives to reach new planes of achievement and reputation.

Committed anew to academic excellence and its Catholic, Vincentian, and metropolitan character, the University moves confidently into a new century and new millennium with an ambitious and challenging agenda while remaining firmly rooted in its past. As in 1994-95, the mission continues as the University builds on its strengths, extends its vision, and seizes opportunities emerging from a changing environment in order to become a nationally known model for distinctiveness as a student-centered learning community for the 21st century.

PLANNING PROCESS: SUMMARY OF ANNUAL AND LONG TERM

A formal planning process began in 1995 with the cooperative and constructive efforts of all members of the University community. The first Strategic Plan was completed early in 1995. The Board of Trustees approved the Plan in April and the document was distributed in June 1995. Through this Plan, St. John's community proudly expressed the University's Mission, its shared Vision for the future, 15 strategic goals and numerous strategies to be accomplished within a five-year timeframe through the efforts of all units of the University.

The planning process continues to evolve, with progress reports issued on the 1995 plan; a Board retreat in May of 2000 articulating the most critical issues facing the University; a vision statement and four institutional goals formulated in 2000; a core curriculum implemented in 2001; and a university-wide academic program review completed. An Executive Planning Committee (EPC) was established, co-chaired by the University's senior administrative and academic leaders (Executive Vice President/Treasurer and the Provost) and comprised of broad, campus-wide key membership with the knowledge and authority to steer the institution towards actions both embracing the mission and developing plans to advance key institutional priorities that require collaboration across functional areas. A Planning Office was established in 2002.

Strategic planning and the budget process were linked and all academic and administrative units began developing new short term and long-term initiatives with supporting rationales. A newly introduced performance management system for administrators and staff (Partnership for Performance) links the institutional planning process with expectations for individual employees and provides a mechanism for assessing and reviewing desired outcomes.

The Institutional Strategic Advisory Team (ISAT), a subcommittee of the EPC (chaired by the Senior Vice President for Human Resources and Institutional Planning) was appointed in 2002 to focus on an integrated strategic planning process. ISAT has guided and enabled the planning process through its broad academic and administrative representation and by its provision of extensive internal and external data, benchmarking, surveys, articles and best practice analysis to identify and plan ongoing activities to set, meet and measure progress toward achieving institutional goals.

The Board of Trustees endorsed the strategic recommendations presented at the April 2003 retreat, primarily addressing the strategic question, *"Whom do We Wish to Serve and What are the Implications?"* The following questions were introduced with a commitment by University leaders to explore further during the 2004 academic year. 1.) *How do we want to be perceived? What is the St. John's University image we want to project?* 2.) *What Products and Services will reinforce this image? What are or should be our academic centers of distinction and priorities?* 3.) *How will we know we have succeeded? What will be the measures of success?* The outcomes of this retreat, as

well as the collaborative planning efforts initiated to respond to the remaining strategic questions, formed the foundation for the development of this strategic planning document.

The document is a reflection of the ongoing collaborative efforts of a wide cross-section of faculty, deans, senior managers, students, Board members, administrators, staff, alumni, and other constituents. This has included: participating in the University's first institution-wide academic program review process, which identified the major themes for the strategic academic priorities; planning retreats; assessment surveys, focus groups and interviews; Core Curriculum committee; Title III Grant committee; planning / assessment committees and task forces; or providing the various data and support that sound planning requires. In addition, a draft of the plan was provided to the University Senate and later to the entire faculty for review and input. This document incorporates comments and suggestions of these bodies. The plan was unanimously endorsed by the University Senate in February and by the Executive Planning Committee in March and then unanimously approved by the Board of Trustees at its April 8-9, 2005 Board Retreat.

INSTITUTIONAL PROFILE

St. John's University is a 135-year old independent private Catholic university, offering associate, baccalaureate, masters and doctoral degrees. It serves approximately 19,800 urban and suburban students, with almost 15,000 undergraduates (*Appendix A*). More than 40% are first-generation college students, 39% are students of color, and 85% commute daily to campus.

Accreditation: The University is accredited by the Middle States Association of Colleges and Schools, and all undergraduate and graduate academic programs are registered with the New York State Education Department, as required by New York State education law. The next decennial accreditation visit by the Middle States Association will occur during the 2005-2006 academic year; the self-study is being undertaken during the 2004-2005 academic year. Many of the University's academic programs are individually accredited by accrediting bodies that include AACSB, ABA, ACPE, ALA, and APA.

Current Academic Program Offerings: The University offers a range of academic programs for credit, at the associate and baccalaureate levels (over 100 majors) and post-baccalaureate level, (more than 50 masters programs and 11 doctoral and first-professional programs). The University's six colleges are: St John's College of Liberal Arts and Sciences; The School of Education; College of Pharmacy and Allied Health Professions; Peter J. Tobin College of Business; School of Law; and College of Professional Studies. The University offers undergraduate and graduate programs on three campuses within the City of New York: Queens, Staten Island and Manhattan. Graduate programs are offered at an extension center in Oakdale, New York; and a Graduate Center in Rome, Italy.

Student Demographic Characteristics: Eighty-seven percent of the students are from New York. The remaining 13% originate from 43 other states, The District of Columbia, Puerto Rico, The Virgin Islands and 97 foreign countries. The average SAT's for all students increased from 971 in Fall 1997 to 1051 in Fall of 2004 and the number of students with SAT's >1250 increased from 102 to 300, or 194%, representing 9.9% of the freshman class in Fall 2004. More than 75% of undergraduate students work to defray college expenses and 48% of freshmen surveyed in 2003 reported that neither parent had completed college. More than 90% of undergraduates receive financial aid; with 41% qualifying at the highest need levels. Other student demographics are summarized on the chart that follows and detailed in *Appendix B*.

SUMMARY OF STUDENT DEMOGRAPHICS FALL 2004									
	White	African-American	Hispanic	Asian/ Pacific Islander	Un- known	Non- Resident	Male	Female	Catholic
Under-graduate	46%	15%	14%	14%	7%	3%	42%	58%	53%
Graduate	52%	8%	8%	9%	14%	8%	37%	63%	44%
Total	47%	14%	13%	13%	9%	4%	40%	60%	51%

Enrollment Figures and Trends: Since Fall 1998, (the year prior to opening our first residence halls), Enrollment Management has experienced significant changes in recruitment of students. By investing in a resident program and expanding recruitment to a national marketplace, the University appears to have been successful with its enrollment goals of increasing student demand, academic profile and geographic diversity. Applications have more than doubled from 7,268 in Fall 1998 to 17,632 in Fall 2004 (*Appendix C*). The majority of this growth comes from the secondary or national market, which expanded 25% in Fall 2004 vs. primary or local market growth of 7% (*Appendix D*). With national college-bound students expected to increase through 2010, we expect our growth in applications to continue. This demand has contributed to our enhanced student academic profile and our geographic diversity.

However, success brings challenges. National recruitment is highly competitive and unpredictable. Our conversion and yield statistics are changing and our effort to enroll need-based students will become more challenging. Technology pervades the marketplace, increasing opportunities, challenges and competition – more schools are reaching many more students, and students are beginning to apply and pay deposits more frequently to greater numbers of schools.

Faculty Characteristics: St. John's has approximately 600 full-time instructional faculty members, 36% female and 18% faculty of color. About 90% of full-time faculty members hold a Ph.D. or other appropriate terminal degree. Seventy-three percent are tenured, including 80% of the males and 60% of the females. An additional group of adjunct faculty (approximately 800) provides instruction annually, the number varying according to enrollments. Most of these adjuncts hold terminal or graduate degrees, have previous college teaching experience, and often bring practical experience from business, law, education, and the health professions. The student-faculty ratio of 18:1 provides individual attention and a supportive environment for students.

Locations: In 1955 the University moved to its current location in Queens, with the Brooklyn campus remaining open until 1971. The Staten Island campus was incorporated in 1972; the Rome campus was opened in 1995; the Oakdale site was purchased in 1999, and The College of Insurance

was incorporated as our Manhattan campus in 2001. All locations encompass 47 buildings and 2.8 million square feet of space on more than 300 acres.

Financial Information: St. John's University has grown substantially in size and complexity since the mid-1990's. A review of the University's operating budget for the 10 years from fiscal year 1996 through 2005 (*Appendix E*) shows consistent trends of increasing revenues and positive operating margins as revenues exceed expenditures each year. Total revenues have increased 77% to \$307.4 million from fiscal year 1996 to 2005 and are projected to increase to \$344.4 million by fiscal 2008.

During this time, the University's commitment to providing sufficient financial aid based on academic ability and economic need has allowed us to enhance the academic profile of our students and to continue to fulfill mission: access to the materially poor. Over the last 10 years the financial aid budget has increased 372% from \$19.4 million in 1996 to \$91.5 million in 2005. As evidence that these funds help provide access, the number of Pell-eligible students increased 23% from 1,000 in Fall 1996 to 1,226 in Fall 2004, representing 41% of the Fall 2004 freshman class.

The University has invested more than \$382 million in capital to improve its facilities and infrastructure over the past seven years. This investment includes the construction of a residential village as part of the master plan, and the acquisition of the Manhattan campus and Oakdale site. One implication of this substantial growth has been the increased burden of debt service on the University's operating budget. The University has assumed \$393 million in debt since 1996 to prepare for and implement these and other academic initiatives, including \$60 million issued in March 2005 to begin to fund the initiatives outlined in this plan. Debt service has increased from \$4.9 million or 3.1% of revenues in 1996, to \$24.7 million or 8.0% of revenues in the 2005 budget. This has also resulted in the increased leverage of the University's balance sheet.

An additional indicator of the University's general financial health is often reflected in the percent allocation of expense to the academic sector. Following is a reflection of St. John's overall standing relative to benchmark institutions.

School	Instruction %	Research %	Academic Support %	Total %
Catholic University	43	13	10	66
Villanova University	42	2	12	56
Fordham University	40	2	14	56
St. John's University	38	2	16	56
Seton Hall University	33	1	20	54
Hofstra University	44	2	7	53
Boston College	42	5	6	53
DePaul University	37	2	13	52
Providence College	37	0	11	48

MISSION STATEMENT



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

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

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

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

St. John's is a metropolitan university. We benefit from the cultural diversity, the intellectual and artistic resources, and the unique professional educational opportunities offered by New York City, Rome and other international cities. With this richness comes responsibility. We encourage these metropolitan communities to use our resources to serve their needs. On the local, state, national and international levels, our alumni serve as effective leaders and responsible citizens. We pledge to foster those qualities required for anticipating and responding to the educational, ethical, cultural, social, professional, and religious needs of dynamic cities in a dynamic world.

Mission Statement of St. John's University, New York
Approved by the Board of Trustees, March 15, 1999

CORE VALUES

Our Vincentian tradition is our foundation and the source of the core values, which we strive to embody: truth, love, respect, opportunity, excellence, and service. The University's core values both serve as a catalyst to drive behaviors across the institution and link profoundly to the University's internal and external image.

TRUTH

Knowledge in accord with reality, behavior faithful to ethical standards

LOVE

Focusing and extending minds and hearts to nurture one's own and another's good

RESPECT

Awareness of and esteem for all individuals

OPPORTUNITY

Circumstances favorable to serving others and preparing one's self for a fulfilling life

EXCELLENCE

Striving, growing, never being complacent

SERVICE

Vincentian spirituality in action, a response to God's call to give of ourselves

VISION STATEMENT

St. John's vision is clear, direct and collegially shared across the institution. Embedded in this vision is our clear commitment to creating a learning environment for success in the 21st century while remaining rooted in our timeless mission.

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

(Donald J. Harrington, C.M., President, November 2000)

INSTITUTIONAL GOALS

The institutional goals outlined below were established and refined through the Executive Planning Committee as a result of the May 2000 Board of Trustees Retreat during which the external challenges facing higher education were examined in light of St. John's internal strengths and weaknesses. They have been widely shared with the University community and are an integral part of planning and budgeting efforts. They remain the guiding principles for this next stage of St. John's University's strategic plan.

GOAL I

- DEVELOP OUR ACADEMIC AND INSTITUTIONAL CULTURE TO BE STUDENT-CENTERED AND COMMITTED TO LIFELONG LEARNING.

GOAL II

- ENHANCE RESOURCE DEVELOPMENT AND PRIORITIZE RESOURCE ALLOCATION TO ACHIEVE OUR VISION.

GOAL III

- BUILD AN ORGANIZATION OF STRONG LEADERS WHERE FACULTY, ADMINISTRATORS AND STAFF ARE ENABLED, MOTIVATED AND ENGAGED.

GOAL IV

- INSTITUTIONALIZE OUR NEW VISION AND PLANNING CULTURE IN THE CONTEXT OF MISSION AND EXTERNAL CHALLENGES.

RESULTS OF STRATEGIC PLANNING EFFORTS

A brief summary of accomplishments over the last five years organized by the four strategic goals follows.

GOAL I:

- **Develop our academic and institutional culture to be student-centered and committed to lifelong learning.**
 - Core Curriculum successfully initiated.
 - Comprehensive University-wide Academic Program Review complete.
 - Academic Computing Initiative successfully implemented with over 3,000 freshmen receiving laptops in each of the last two academic years and training for more than 400 faculty members.
 - Enhanced measures of student satisfaction collected and disseminated for Student Satisfaction Index, SIR II course evaluation.
 - Improved Quality of Life issues (facilities plan, study of classroom space, faculty office needs, learning and study spaces for students).
 - Targeted growth areas identified for graduate programs (Oakdale and Manhattan).
 - Service Quality Training modules were designed and rolled out to 550 administrators and staff.
 - Diversity Awareness training was introduced to 919 administrators, staff and faculty.
 - Public Safety's Master Plan was implemented.

GOAL II:

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

- Freshman enrollment grew from 2,528 in Fall 1998 to 3,005 in Fall 2004, generating more than \$7.5 million in annual net revenue per class or \$23.8 million of incremental annual income after four years.
- Graduate enrollment grew from 4,459 in Fall 1998 to 4,965 in Fall 2004, generating more than \$6.0 million in annual net revenue.
- Total giving increased from \$9 million in fiscal year 1998 to \$25 million in fiscal year 2004, driven by the capital campaign (which recently surpassed \$230 million), while annual private gifts increased from \$2.2 million to \$4.8 million driven by the campaign and an increase in alumni donor participation rate (which grew from 7% in fiscal year 1998 to 16.2% in fiscal year 2004).
- External research funding and sponsored programs increased from \$5 million in fiscal year 1998 to \$9 million in fiscal year 2004, a clear indication of academic achievement and external validation of faculty efforts and quality as well as of an institutional focus in this area.
- Multiple tactics are underway to further enhance resources through growth in graduate programs, utilization of branch campuses, building staff in Institutional Advancement and strengthening faculty research.
- Debt service increased from \$8.0 million to \$24.7 million per year, primarily in support of the Residence Life program, academic facilities and technology.
- Major investments of resources were made in building the Enrollment Management office to recruit nationally, establishing a Marketing and Communications division to develop and implement a comprehensive marketing plan, building a strong Information Technology department and building the Human Resources department to support multiple strategies to strengthen our recruitment and retention of quality employees.
- Tight management of expenditures provided \$30 million in surplus over the past five years.
- Material re-allocation of funds was generated by several reductions in workforce and various strategic planning efforts such as the Athletic Department's reformulation.

GOAL III:

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

- Strengthened academic support systems, particularly the Office of Grants and Sponsored Research and the Center for Teaching and Learning.
- Faculty participated in SIR II, a university-wide, nationally-normed student evaluation system.
- Faculty participated in a performance-based reward system that recognizes outstanding academic and administrative achievements.
- Through the Center for Teaching and Learning, a cadre of committed faculty has implemented new uses of information technology in redesigning course syllabi and content in core curriculum and in upper division courses.
- Decreased faculty workloads through effective collective bargaining efforts, including a reduction in overall credit load for faculty teaching large sections in the core curriculum and an equalizing of the credit load for undergraduate and graduate credits.
- Partnership for Performance (PFP) system developed and implemented, strongly linked to institutional goals, with clear objectives, measures and, rewards based on objective evaluation of performance.
- Management and professional development programs introduced, with more than 6,000 attendees.
- Training and Development Certificate Program created for administrators, and staff; leadership training program developed for chairpersons.

GOAL IV:

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

- Unit planning and budgeting linked (academic departments, deans, Provost).
- University-wide planning office established.
- Collaborative planning process in use for institutional initiatives (e.g., development of Oakdale, data collection efforts relating to faculty hiring).
- Creation and staffing of planner's position in each academic unit over the past three years.
- Academic Program and Services Review completed.
- Initial assessment of Core Curriculum completed.
- Office of Marketing and Communications established and Institutional Marketing Plan completed.
- Outcomes Assessment Measures developed for vision, goals and initiatives. Comprehensive baselines, benchmarks, targets and a process to measure progress have been developed for each of the four strategic goals.
- Budget process linked with data and research (e.g., development and enhancement of enrollment projection models).
- New Strategic Plan developed for University Vincentian Mission.

ST. JOHN'S UNIVERSITY S.W.O.T.
Strength, Weaknesses, Opportunities and Threats

In preparation for the 2004-2008 strategic planning process the Office of Marketing and Communications compiled information from a wide variety of research and internal and external studies conducted over the last several years. Examples include: focus groups of faculty, staff, administrators, students and prospective students/parents; internal and external survey results on student engagement and perception of the learning experience, as well as faculty and alumni surveys; U.S. Census Data; External Student Demand and Competitive Analysis; financial and enrollment data and third party endorsements to name a few.

An analysis of this research yielded a composite of the University's internal strengths and weaknesses as well as the external threats and opportunities facing higher education in general and St. John's specifically. Understanding our strengths, weaknesses, threats and opportunities has allowed the University to proceed in a fact-based and candid manner, celebrating strengths while recognizing challenges.

It is clear that the University has significant, even unique, strengths that will enhance our ability to make a strategic leap forward. At the same time we need to rapidly embrace opportunities and be vigilant in addressing potential threats and realistically resolving weaknesses. A summary of this analysis is shown in the charts that follow.

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

STRENGTHS

Image & Reputation	<ul style="list-style-type: none"> o Service (Vincentian values and spirit) * o Fostering a 'comfortable' environment, sense of community (benchmark St. John's - 57; peer - 51 (NSSE) o Safe campus * o Diversity - Institution encourages contact among student with diverse backgrounds; St. John's - 54; peer - 38 (NSSE) o New York City * o Growth in enrollment (19% - 477 new freshmen from '98 to '04)
Academic Programs and Services	<ul style="list-style-type: none"> o Reputation <ul style="list-style-type: none"> ▪ Law School (Top 100, U.S. News & World Report) ▪ Pharmacy (and the applied sciences – psychology, biology, toxicology) o Revenue-generation (undergraduate – top 5) <ul style="list-style-type: none"> ▪ Finance ▪ Communication Arts ▪ Criminal Justice ▪ Management ▪ Computer Science
Infrastructure Capability	<ul style="list-style-type: none"> o Fiscally sound/balanced operating budget, not over-leveraged yielding solid bond rating; major increase (117% over 5 years) in sponsored research/grants o Facilities – new residence facilities, 5 campus locations, Belson Stadium, Library Commons, podium classrooms, DaSilva Academic Building, Athletic Field House, MSG, St. Thomas More Church, Queens Campus graduate apartments; Ten-year master facilities plan o Technology – enhanced, wireless network/infrastructure, Academic Computing Initiative program, St. John's Central and new University web site. Rated by Intel in "Top 10 Unwired Colleges" and nominated for Computer World's "Search for New Heroes." o Disciplined planning processes and resource allocation methodology
Accreditation and Other Third Party Endorsements	<ul style="list-style-type: none"> o Accredited colleges/schools/programs (e.g., Middle States, AACSB) and none on probation o Law School and School of Education are in US News & World Report's Top 100 o One of Princeton Review's Best Colleges in the Northeast and Best 357 Colleges

Sources: *Student & Employee Focus Groups '02-'03
 Demand Study '03, NSSE, HERI Faculty Survey, *US News & World Report*
 Title III Planning Grant Application; Banner

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

WEAKNESSES

Image and Reputation	<ul style="list-style-type: none"> ○ Academic gap in the classroom; only 22% of faculty perceive students to be well-prepared (HERI 2002) ○ Level of Academic Challenge in the classroom benchmark mean 51 compared with 55 for peer institutions (NSSE 2002) ○ Rapid and pervasive change in past 5 years, perhaps losing our focus * ○ Concern we're ignoring the local market/disadvantaged student * ○ Ability to support diverse 'groups' (gender, religious, academic level, ethnicity...)*
Academic Programs/Services	<ul style="list-style-type: none"> ○ Still in progress, additional work requested re: 'maintain but monitor' defined programs ○ Tobin College of Business decline in enrollment ○ Faculty ratio as it relates to the Common Core (33% full time) ○ Large class size in writing intensive Common Core courses
Infrastructure Capability	<ul style="list-style-type: none"> ○ Tuition dependency (83%, FY 2004) ○ Insufficient housing to meet demand <ul style="list-style-type: none"> ▪ Tripling in the residence halls ▪ Housing not guaranteed past sophomore year ○ Significant deferred maintenance – classrooms and general use facilities <ul style="list-style-type: none"> ▪ Facilities: Classroom Utilization; Student Union / University Center; Existing Athletic Facilities
Accreditation and Other Third Party Endorsements	<ul style="list-style-type: none"> ○ Tier 3 in US News & World Report – with the development of Top 125, Tier 3 does not have the status nor get the exposure that it once did

Sources: *Student and Employee Focus Groups '02-'03
 HERI Faculty Survey, NSSE, Alumni Attitude Survey, Title III Planning Grant Application

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

OPPORTUNITIES

Image and Reputation	<ul style="list-style-type: none"> ○ Nationally – Basketball, Catholic (good values), Private (Quality), NY * ○ Regionally – Soccer and Law School came up occasionally * <ul style="list-style-type: none"> ▪ Those that know us think we foster a comfortable atmosphere (support diversity) *
Campus Community	<ul style="list-style-type: none"> ○ Manhattan and Oakdale Campuses ○ Core Curriculum assessment (delivery & outcomes) ○ Financial Aid Leveraging/FALA (41% freshmen in high need category) ○ St. John's keeps 'good company' (schools we directly compete with for students: Fordham, Stony Brook, Baruch, Queens College, NYU, Hofstra) ○ Athletics – Big East Competition, new basketball coach, national exposure, new partner contracts, multiple-sports, Alumni Hall renamed Carnesecca Arena; strength in Olympic sports; student-athletes 3.07 GPA (2004) ○ Large alumni base in NY-metro area (100,000 - 2004) ○ Capital Campaign over \$230 million pledged; goal- \$250 million
Communication	<ul style="list-style-type: none"> ○ Comprehensive Internal and External Communication Plan ○ Brand Positioning Work ○ PR opportunities, leveraging demonstrations of faculty/student achievement (e.g., Faculty selection to national policy committees, Marketing and Mock Trial competitions)
Student Demand	<ul style="list-style-type: none"> ○ Increasing pool of prospective students through 2010 that is yielding an increase in application' trend ○ St. John's offers 19 of the top 20 major areas of study favored by prospective students (<i>Appendix F</i>) ○ Enhancing campus life outside the classroom ○ Further leveraging technology in the classroom ○ Opportunity for enhanced student-faculty interaction and advising
Public Policy (societal needs)	<ul style="list-style-type: none"> ○ Service Learning that directly addresses the underlying issues of poverty and social justice ○ Education/Psychology/Pharmacy – funded applied research directed at meeting societal needs

Sources: *Prospective Student and Parent Research '02
 Clearinghouse, EPS, ASQ, Department of Education, US Census, Demand Study,
Postsecondary Education OPPORTUNITY, Alumni Attitude Survey

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

THREATS

<p>External Perception: Image and Reputation</p>	<ul style="list-style-type: none"> ○ On average, 50% (of students and parents) have not heard of St. John's University * ○ Knowledge of St. John's is rather generic, Catholic is sometimes seen in a negative light as too restrictive from an academic and a student life perspective * ○ Still a commuter school, therefore campus life is perceived by residential students as 'boring,' especially on weekends *
<p>Competition</p>	<ul style="list-style-type: none"> ○ Price/value equation – we're often seen as expensive relative to our competitive set (which includes SUNY/CUNY schools as noted prior) ○ Students are applying to 6-8 schools annually (up from 3-5 three years ago) ○ National marketplace – competition for higher-quality student
<p>Student Demand</p>	<ul style="list-style-type: none"> ○ Residence hall tripling, housing not guaranteed past sophomore year** ○ Campus Life – lack of a 24/7 'campus community' ** ○ Aging science laboratories and equipment** ○ We are not known for any of the Top 20 majors ○ Decline in first year Retention (2003-2004)
<p>Higher Education Landscape</p>	<ul style="list-style-type: none"> ○ Funding and policy uncertainty at state and federal levels ○ Gender shift (60% female; 40% male) ○ Education alternatives (University of Phoenix)

Sources: *Prospective Student and Parent Research '02
 **Student and Employee Focus Groups '02-'03
 EPS, Clearinghouse, ASQ, Demand Study, Department of Education, US Census,
Postsecondary Education OPPORTUNITY

STRATEGIC DIRECTION

At its April 2003 retreat, the Board of Trustees endorsed senior leadership's recommendation to shift the academic profile of incoming freshmen while maintaining integrity to a critical component of our mission---serving the poor. The analysis, discussion and predictive modeling leading up to this conclusion resolved a long-standing tension between the perceived ability to deliver a quality education and serve the economically disadvantaged. The University's direction for the future is to continue to achieve both goals while limiting the range of academic abilities among the students we serve and focusing our resources on the most critical academic priorities. We recognize that the quality of the educational experience is not exclusively driven by the incoming profile of freshmen. However, narrowing the range of abilities within the classroom does enhance the overall learning experience. Moreover, while third party endorsements alone do not constitute a validation of academic quality, we recognize that rankings significantly impact the perception of prospective students, parents, alumni and employers and also drive student demand. Sustaining this demand is critical to our long-term financial viability and to our ability to invest in future academic needs.

Conclusions determined at the April 2003 Board Retreat relative to the question, *"Whom Do We Wish To Serve?"* presented a broad range of implications, which are explored in detail in this strategic plan. Following is a summary of these conclusions, which became the University's 2007-2008 aspirations:

Mission: We agreed that we would continue to focus on providing access to the economically disadvantaged as a critical priority within the context of achieving our academic and fiscal targets. We are currently at 41% Pell-eligible and will carefully monitor our student population to ensure that we remain above the Vincentian minimum of 25%. We will also continue to design and monitor our activities toward achieving our overarching vision of being known worldwide for addressing issues of poverty and social justice.

Undergraduate Education: To enhance the overall learning environment, we agreed to raise the academic profile of incoming freshmen incrementally and to narrow the range of academic abilities, thereby enhancing the quality of the learning experience. This will increase the ratio of "honors eligible" students from 7.5% to 10%; reducing the ratio of at risk ("conditionally-admitted") population from 20% to 15%; eliminating the extreme low end of SAT scores. By implementing admissions criteria that are more predictive of college success; increasing the average SAT score for standard admitted students to 1100, the University should achieve top 125 ranking in U.S. News and World Report by 2007-2008. This would enhance academic reputation; sustaining market demand and securing financial viability over time. By expanding residence capacity to attract a broader national market, the University would be able to manage the growth in our

undergraduate population to realize the desired academic profile. This will allow St. John's to be known primarily for teaching and the quality of the learning experience; measuring, tracking and improving our institutional performance as reflected in the framework developed. Initial recommendations for emphasis on specific academic programs and priorities are later outlined in this document.

Graduate Programs: The University will retain its doctoral intensive (formerly Doctoral I) Carnegie classification status. Such an institution is characterized by a wide range of baccalaureate programs and grants at least 10 doctorates a year across at least three disciplines. We will continue to offer graduate programs that: enhance our undergraduate programs; are clearly aligned with our distinctive mission; and are primarily professional in nature. We will achieve this goal by targeting growth in select academic programs.

Student Demographics: We will maintain the unique strength of our ethnic and religious diversity while monitoring our student profiles to ensure that: we reflect national trends for gender; our commuter ethnic profile mirrors the New York City college-bound population; and we retain a critical mass of Catholics in a spiritual, values-based culture. We will continue to monitor reporting and trends with respect to our Catholic population.

Financial Resources: We maintain our commitment to a balanced budget and to fiscal stability and to providing the facilities needed to serve our students effectively. We are also committed to generating new revenue and strategically reallocating resources in a manner consistent with our planning process, which will enhance programs and facilities and allow us to continue to attract and retain talented faculty, administrators and staff.

Institutional Positioning: Understanding these aspirations described above and having established the importance of academic reputation on the University's future health, we undertook a comprehensive effort to assess our distinctive strengths and attributes and develop a consistent brand positioning strategy. Essentially, we attempted to answer the strategic question, "*How do we want to be perceived? What is the St. John's University image we want to project?*" The essence of the following brand positioning statement provides the verbal framework for how we operate that will be embedded in all University communications:

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

As part of our Vincentian heritage, we believe that education should include both academic study and direct, shared experience helping those less fortunate than ourselves. Our curriculum is grounded by a comprehensive core of critical thinking and skill building enhanced by technology and linked to contemporary social challenges. Our programs involve students directly in volunteering, mentoring and "academic service learning," and such opportunities extend across the U.S. and internationally. Our community, one of the most comfortably diverse in the nation, reflects

this commitment to shared experience where people from all walks of life can come together in an atmosphere of respect and common purpose.

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

Institutional Assessment: Accrediting organizations such as the Middle States Association of Schools and Colleges increasingly expect a sophisticated institution-wide assessment process. In its definition of institutional standards, the Middle States Association lists the following standard for planning, resource allocation, and institutional renewal: *“an institution conducts ongoing planning and resource allocation based on its mission and uses the result 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.”* The University's self-study for submission to the Middle States Association as part of the re-accreditation process is currently underway. As part of this process, Middle States expects an institution to meet the following standards for institutional assessment: *“The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in: achieving its mission and goals; implementing planning, resource allocation, and institutional renewal processes; using resources efficiently; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.”* The institution-wide planning process clearly follows these standards and is a strong foundation for the current self-study.

Institutional Success Measures: During the last several years there has been an ongoing effort to define a comprehensive list of indicators, measures and comparative groups against which the University can assess its progress. This effort has reflected national trends in education that call for more precise indicators of student learning and other educational outcomes. Completion of this list with 2007-2008 targets has provided direction for answering the questions, *“How will we know we have succeeded? What will be the measures of success?”* This framework was achieved after initial development by a University-wide Outcomes Assessment Task Force, significant review by ISAT and the EPC, and broad involvement with the operations, mission and academic sectors, including a definition of “academic quality” developed by the Provost's Council (*Appendix G*).

Priorities: To achieve the aspirations set forth for our future, it is vital that we continue to attract and develop leaders throughout the University---faculty, administrators and staff. It is equally important that we maintain and nurture our values-based culture that appreciates diversity and encourages individual development. Focusing talented resources on specific academic and institutional priorities will ensure achievement of desired outcomes. Since 2001, we have outlined annual strategies that are aligned with our four goals and have allocated resources accordingly. Consistent with these annual strategies and organized around the four goals, the 14 most critical strategic priorities that will support our mission, vision, desired image and aspirations for 2007-2008 were developed.

ACADEMIC AND INSTITUTIONAL PRIORITIES 2004-2008

Results of the University's first institution-wide academic program review process which involved a wide cross-section of faculty, Chairpersons, deans, and others in the academic sector, suggested major themes for strategic priorities: the core curriculum, increased emphasis on applied programs and strength in science programs. Supported by this input as well as by the work of the faculty Core Curriculum and Title III Grant Committees, academic priorities began to take shape. Planning sessions and presentations among various constituencies including the Provost's Council, Executive Planning Committee and related faculty and administrative sub-committees, and Board of Trustees, as well as follow-up meetings among the President, Provost, and Senior Vice President for Planning, resulted in the following list, with objectives, strategies and measures developed for all, but with the focus on those clearly identified as **academic** priorities (items 1 – 6), following the request of the Board in May 2004. Priorities 7 – 14 are supporting activities to enable the achievement of our academic vision:

1. Continue to Develop and Assess the Core Curriculum
2. Support the Shift in the Academic Profile
3. Provide for the Sciences and Enhance Graduate Programs of Distinction
 - Pharmacy
 - Toxicology
 - Biological Sciences
 - Clinical Psychology
4. Leverage Investment in Technology
5. Determine and Develop the Appropriate Program Mix for Campuses (Other than Queens)
 - Staten Island
 - Manhattan
 - Oakdale
 - Rome
 - Distance Education
6. College-Specific Plans
 - Strengthen the Peter J. Tobin College of Business
 - Maintain / Support the School of Law as a Flagship
 - Enhance Selected Programs of Focus in the College of Professional Studies:
 - Communication Arts and Computer Science: High External Demand / High Margin
 - Criminal Justice, Legal Studies and Sport Management: High Margin / Unique Niche
7. Enhance Residence Capacity
8. Enhance Student Activities
9. Enhance Quality of Life

10. Commitment to the Value of Diversity
11. Development
12. Leadership, Training and Faculty Development
13. Marketing and Brand Image
14. Mission

Common Framework

Each priority is listed under one of the four institutional goals. Where appropriate, a common format is followed which outlines the related rationale; objectives; strategies in place or planned; and institutional or unit level assessment measures as available or anticipated, for each priority. The capital, operating, and space resources required are available in a separate document. It should be recognized that many priorities support more than one institutional goal, and many objectives, strategies and measures support more than one institutional priority.

When complete, the plan will also serve as a framework for schools/colleges and departments as they develop and implement institutional and unit level plans. Areas will be encouraged to review and update annual plans in light of the priorities, objectives, strategies, and measures put forth in this plan to ensure achievement of the 2007-2008 measurement targets. Input and suggestions from the faculty, colleges and units will also inform the ongoing review and update of the plan. It is a working document with flexibility to allow us to respond to changing internal strengths and weaknesses, as well as to external opportunities and threats. It is both comprehensive, looking at the University as a whole for selected priorities, and particular, focusing on the needs and possibilities of some of our individual schools, departments, and academic programs.

Academic Vision of the Provost

The first goal of the University's 1995 Strategic Plan was to "foster a culture of academic excellence." In the last ten years the academic community at St. John's has done just that, developing rapidly and strongly. The intention now is to build on that success by recognizing excellence where it exists, fostering it where it has the potential to emerge, and using all of this to make St. John's University recognized as a major Catholic University in the United States.

For seven years the faculty worked assiduously on a collaborative enterprise - develop a core curriculum which would serve as a defining element of a St. John's University education and enable our graduates to enter society with the skills and competencies needed to be leaders in their chosen fields. Beginning with the Fall 2001 semester, the core curriculum, which had been approved by the Board of Trustees in May 2000, was ready for full implementation with all entering students. Rather than simply offering students a single set of required courses, St. John's takes another approach. Through nine common courses and other distributed courses, the core curriculum aims to engage students in developing the competencies and skills they will need to be successful members of society. No one course bears the burden of this responsibility; rather the skills, knowledge bases and competencies are distributed through and across the curriculum, with the intention of providing an integrated experience for all students.

It was envisioned that, ideally, full-time faculty would teach a majority of the common core courses and that each of the courses would be "writing intensive." By having no class with enrollment larger than 35 students the goal was to have these courses encourage active learning and provide entering students with the best possible foundation for success.

Two courses in particular were developed across disciplines to meet the specific needs of students beginning their collegiate education. Discover New York, modeled on a similar program at DePaul with a decade of success, was developed as a first-year experience that would further develop students' critical thinking skills and information literacy skills, while engaging them in the University's mission and giving them an opportunity to explore the wonders of New York City through a particular academic lens. While the Core Finalization Committee was developing that course, the scientists among them began to realize that the students' future world will be increasingly dominated by the intersection of science and technology. They concurrently developed a course in Scientific Inquiry to provide all students with the opportunity to learn how science operates and how it determines and responds to key issues of the day. With only 20% of the full-time faculty teaching that course, however, it is difficult to insure the quality and commonality of the course.

The first group of students who have experienced the new core curriculum began to graduate in May 2005. Assessing the impact of the core curriculum, therefore, is an important

endeavor now. At the same time, it is even more important to implement some elements of the core that were not able to be implemented in Fall 2001 because of scarce resources:

- Limiting class size in the common core courses.
- Enticing more full-time faculty to become involved in teaching these courses.
- Providing faculty development opportunities that explore a broad range of active learning techniques.
- Insuring that the common core courses in particular become more integrated with each other and across the university so that they become the foundation of every major and professional program and are valued as such.

Because the Core Curriculum affects every undergraduate student at St. John's University, it is the Academic Sector's top priority.

Thirty-two percent of our undergraduate students elect to major in science in the broadest sense of that term, especially when one includes the social sciences. In addition to focusing attention on creating Scientific Inquiry sections as dynamic as Discover New York, the scientific community has specific needs. To significantly leverage the considerable investment made annually in scientific research, teaching and general education, St. John's needs to meet several objectives. These include maintaining and upgrading space and equipment, investing in and retaining outstanding faculty and the best graduate students, and seeking to leverage and increase institutional affiliations. St. John's has the potential to recruit a new generation of scientists from under-represented groups, an important component of our Vincentian mission. Maintaining an adequate capacity for scientific research is necessary to ensure this essential voice is heard in the complex and ethical debates science hosts.

In recent years we have been experiencing a shift in the academic profile. From 1996 to 2004 combined SAT scores have risen from 982 to 1051 with continuing increases. We noticed, however, that the best students were not being retained at expected levels. Fourteen percent of the students with four-year full scholarships were choosing to leave the University after their first year, which was a cause of concern. Attempting to understand the underlying forces of this phenomenon, we engaged honors-eligible students in conversation regarding their experience at the University. Responding to this study of honors-eligible, it was determined that the needs of the best students were not being met. In response, the university's college-specific honors programs were expanded to be university-wide and given additional attention and resources.

Since 1996 the University has been investing heavily in technology. This year the University installed a new integrated library management system that includes automatic lending, catalog, library, materials acquisitions, and serials management systems along with other modules that will continue to improve access to digital resources. The Academic Computing Initiative moved

flawlessly into its second year, providing a laptop to all incoming students, including transfers. A WiFi wireless network allows students to access the Internet from nearly every public space on all of our campuses, and we continue to explore additional functional improvements using wireless systems. Faculty Development courses, for example, the "Portable Professor" series and a variety of other initiatives through the Center for Teaching and Learning support our intention to leverage the investment in technology to significantly enhance the learning environment.

St. John's Central has been developed as the University's technology portal, bringing together information resources, websites for each course, the student information system and campus activities. Our aim now is to incorporate technology more fully into the curriculum in order to prepare students for their roles as leaders in society in the future.

Like all great Universities, St. John's undergraduate programs are built on a strong liberal arts foundation, now under-girded by the core curriculum. We also recognize the solid academic offerings of our education programs. We will continue to support and enhance our liberal arts and education programs through the annual unit planning / budget process. For this strategic planning period, The School of Law, and The Peter J. Tobin College of Business have been identified for particular investment because of their historic and/or strategic positions. Similarly, selected programs of focus in the College of Professional Studies have been identified for enhancement. Also of strategic importance is identifying and refining the appropriate mix of programs for each of the University's branch campuses, extension sites and distance learning opportunities.

(Julia A. Upton, RSM, Ph.D., Provost, September 2004)

INSTITUTIONAL GOAL I:

DEVELOP OUR ACADEMIC AND INSTITUTIONAL CULTURE TO BE STUDENT-CENTERED AND COMMITTED TO LIFELONG LEARNING.

Priority 1. Continue to Develop and Assess the Core Curriculum

In 2001, the University introduced the first University-wide Core Curriculum, which was designed to serve as a platform of excellence in the liberal arts and sciences for all undergraduate students. The core curriculum provides an integrated educational experience that is distinctive to St. John's University because students develop the competencies and knowledge bases necessary to become successful leaders in the context of the University's mission. It includes nine common courses and seven courses distributed across several disciplines, all of which build on competencies and knowledge bases identified as essential for success. These courses are identified in the table below and in *Appendix H*.

CORE CURRICULUM

<p>Common Core Courses</p> <p><i>9 Courses</i></p> <p><i>27 Credits</i></p>	<p>Discover New York English: Composition – Critical Analysis in Reading and Writing English: Literature in a Global Context History: The Emergence of Global Society Philosophy: Philosophy of the Human Person Philosophy: Metaphysics Scientific Inquiry Speech: Public Speaking for the College Student Theology: Catholic Perspectives on Christianity</p>
<p>Distributed Core</p> <p><i>7 Courses</i></p> <p><i>21 Credits</i></p>	<p>Aesthetics and Cultural Studies Fine Arts: Creativity and the Arts (and) Language and Culture (OR) Two courses in a second language Mathematics Philosophy Theology (two courses; one in Moral Theology / Ethics) Social Sciences</p>

These courses are designed for students to develop their skills in critical thinking, information literacy, writing and oral presentation, and to demonstrate quantitative reasoning as well as content based knowledge.

The expected effects of the core curriculum on knowledge acquisition and skill development were based on three design assumptions, which have not been fully implemented:

- An appropriate number of courses would be writing intensive.
- Courses would have a cumulative effect on knowledge acquisition and skills.
- Full-time faculty members would teach a majority of the courses.

We have examined the issue of increasing the ratio of full-time faculty teaching common core courses from 33% to 51%, which was earlier identified as an institutional target. Achieving this ratio is estimated to cost between \$1.62 million to \$2.12 million over three years.

Some specific objectives, strategies, resources and success measures relating to the other two design assumptions are discussed below.

A. Integration and Collaboration Across the Core

The common core courses by intention provide an integrated approach to developing skills and knowledge bases across the curriculum. However, the courses still stand as independent entities. There has been no mechanism in place either for integrating the courses or for faculty teaching them to collaborate on providing integrated experiences. In Spring 2005, the Provost spearheaded an effort to begin addressing this by forming a collaborative of faculty teaching common core courses and engaging in monthly seminars regarding these courses. These efforts will continue.

Objective

- Provide an opportunity for faculty to learn about the common core in total and develop a plan for providing opportunities for integration among faculty and students.

Strategies

1. Develop a plan for integrating the core curriculum with a series of activities for faculty and students beginning Fall 2005, including the idea of using a common text.
2. Prepare and disseminate integrated information about the core on the web and in print to faculty and students.
3. Establish a Humanities Center to bring together faculty, staff, students and scholars in English, Theology and Philosophy in both St. John's College and the College of Professional Studies for interdisciplinary exchange and collaboration.

Success Measures

See Assessment of the core curriculum below.

B. Assessment of the Core Curriculum

A very small-scale assessment which began at the end of the Fall 2003 semester, focused on the effects of the common core curriculum on student knowledge and skills. The Academic Profile assessment showed a widespread lack of proficiency in critical thinking and minimally acceptable levels of writing skills among only half the students. Extensive assessment efforts will continue in order to try to establish consistent evidence about content mastery and skills. Although much of the assessment revealed some success with the goals of the core, initial results also suggested areas that need to be strengthened, which are consistent with gaps identified relative to the initial design premise.

This past year, a group of tenured faculty who teach core courses, led by the Director of the Core Curriculum and the Special Assistant to the Provost, further clarified the competencies and knowledge bases, and added measurable learning outcomes. Below is a list of the competencies and knowledge bases. Related learning outcomes that students are expected to achieve from their studies in the core curriculum, have also been developed.

CORE COMPETENCIES AND KNOWLEDGE BASES

Competencies	Demonstrate: <ul style="list-style-type: none"> ▪ The ability to think critically in analyzing a complex problem+ ▪ Information literacy ▪ Skill in writing ▪ Skill in oral presentation ▪ The ability to use quantitative reasoning in a variety of contexts
Knowledge Bases	<ul style="list-style-type: none"> ▪ Describe the process of scientific inquiry and its results ▪ Identify the literary and aesthetic components of global traditions ▪ Describe the role of cultural/linguistic perspectives in shaping the contemporary world ▪ Analyze the social and psychological dimensions of human behavior ▪ Analyze the significance of the emergence of the global society since 1500 ▪ Apply key elements of Christian traditions to contemporary issues ▪ Articulate the concepts of Western philosophical and ethical traditions ▪ Describe the significance of St. John's University as Catholic, Vincentian, and Metropolitan ▪ Illustrate the diversity and richness of greater New York City

Objective

- Begin to implement a pilot assessment plan for the core curriculum.

Strategies

1. Disseminate information about the core on the web and in print to faculty and students.
2. Pilot assessment of competency learning outcomes by "volunteer" faculty teaching common core courses.
3. Increase faculty development by offering core competency discussions on writing, information literacy, and critical thinking.
4. Monitor the progress of the pilot assessment program through the University Core Curriculum Council.
5. Sponsor a Presidential Summit for faculty to encourage a culture of assessment of learning outcomes (February 6-7, 2006).
6. Analyze and report results of both direct (from pilot assessment) and indirect learning outcomes.
7. Report results at Chairs' Retreat.
8. Report results to faculty in department meetings for input on improvements and continuation of the assessment process
9. Continue to increase faculty involvement for 2006-07 and 2007-08.
10. Evaluate web-based electronic portfolio systems, beginning Fall 2006.

Success Measures

- Measures of achievement of skill competency levels and knowledge bases in the common and distributed core (appropriate achievement at lower and upper division levels).
- NSSE student engagement benchmarks.
- HERI faculty perception targets.
- SIR II targets.

C. Improvement of Writing Skills

Recognizing that writing is a fundamental outcome of a St. John's undergraduate education, one of the design assumptions on which the expected effects of the core was premised, was that an appropriate number of courses would be writing intensive. Initial limited assessment of the core indicated deficiencies in writing skills among almost half the students in the sample. Given the small sample size, results cannot be considered definitive. However, the initial results, coupled with the Accuplacer placement test pilot study where one-third of our incoming 2003 freshmen had less than adequate scores on their writing samples, suggest that writing needs to be strengthened. One of the difficulties that many of our faculty members face is that their classes are so large that

dealing with more than occasional writing assignments becomes excessively burdensome. In order to ease this difficulty, one of our initiatives is to reduce the size of specific courses.

An analysis of course evaluation data from the Student Instructional Report (SIR II) reveals an inverse relationship between class size for lecture/discussion, discussion, or lecture/lab courses, and overall evaluation of instructional quality and instructional vibrancy. In particular, undergraduate courses with class size greater than 35 consistently received lower ratings than classes of 35 or fewer.

The original Core Curriculum committee determined that each of the nine common courses would be writing intensive. An examination of the five common Core courses that are not restricted revealed that the average class size in Scientific Inquiry is approximately 35. The other four courses have average enrollments much higher than 35, which will be reduced as outlined below.

"Writing intensive" implies that writing is an integral and sustained part of the learning process. True writing intensive courses are still rare throughout the University. A "writing intensive" course can include in-class writing, online discussion responses, short essays, and longer research-oriented projects. For many St. John's students, their primary writing intensive course has been ENG 1000C- and depending on how the course is taught, it might not represent a writing intensive experience.

Research repeatedly confirms that revision must be taught to students if they are to improve as writers and critical thinkers. A revision approach requires students to submit multiple drafts of an essay or paper for feedback (from faculty and, ideally, peers), which then leads to a final draft. Conversations with faculty and feedback from Writing Center tutors indicate that most core courses do not emphasize revision.

During 2003-2004 153 sections of ENG 1000C were taught by English faculty in St. John's College and the College of Professional Studies (these were sections of English Composition, plus a few sections of Business Writing). Part-time faculty taught more than 92% of these courses. The vast majority of these faculty members are not specialists in composition theory and pedagogy. Effective writing instruction improves with training in writing theory and pedagogy.

An ideal level of staffing to enhance writing in core courses would be an administrator, full-time faculty providing yearly faculty training and development workshops, and full-time and part-time faculty trained in composition theory and pedagogy. Adding faculty would, by necessity, occur over a period of years.

Objective

- Improve Writing Skills among the student population.

Strategies

1. Limit class size to 35 in some common core courses.

The intent is to limit class size to 35 in Theology 1000 and Philosophy 1000 core courses beginning in Fall 2005, and in Global History 1000 and Metaphysics 3000 core courses beginning in Fall 2006.

2. Facilitate faculty development.
 - The Director of the Writing Center through collaboration with departments and their faculty in the common core courses will facilitate the enhancement of writing intensive efforts in the Common Core courses.
 - The Director of the Writing Center will develop suggestions for new curricula for writing intensive courses in the Core in collaboration with departments and their faculty.
 - The Director of the Writing Center in collaboration with the Director of the Center for Teaching and Learning will offer faculty development workshops and orientation sessions for new writing faculty at the beginning of each semester.
3. Create a Staten Island Writing Center and expand the Queens Campus Writing Center to support all undergraduates and graduates students needing tutoring in writing.
4. Ensure an ideal level of staffing for writing intensive courses.
 - Full-time writing specialists (hired over time) will enhance writing intensive courses in the English core courses and throughout the common core as requested.
 - Qualified doctoral students may be trained to teach writing intensive courses.

Success Measures

See Assessment of the core curriculum (page 33).

D. Strengthening Scientific Inquiry Course

One important outcome of the required Scientific Inquiry course is to develop a baseline literacy characteristic of all graduating students, so that they can apply that knowledge in the world. Strengthening the Scientific Inquiry course by ensuring consistent application of the syllabus and incorporating sophisticated use of information technology to infuse knowledge of scientific inquiry in all St. John's graduates who complete the core course is identified as critical. This ambitious program, which will require financial resources and investment of faculty time over five years, was the focus of a recently submitted Title III Grant application, which has been approved with expected funding totals of \$1.5 million over five years. With this funding, the University will be able to make a significant leap forward in course content, pedagogy, and student outcomes. In addition, a cadre of full-time and part-time faculty will increase their own information literacy

knowledge and skills. A team of faculty and others who were involved in the grant application process have been meeting to discuss the implementation process. Recommendations of the group will be incorporated into the Strategic Plan as soon as they become available.

There are many excellent science education programs that the University can use as a model and there are many programs on case-based learning, problem-based learning, and the use of simulations and databases with which our faculty should become familiar. Since the University has a number of high-quality science programs, it has the resources in terms of faculty to develop the potential of the Scientific Inquiry course. What is needed is a comprehensive plan for faculty development and support and a plan for integrating scientific issues more visibly into the University's culture.

Objective

- Strengthen the Scientific Inquiry Course.

Strategies

1. Convene an academic Task Force to develop action plans related to the course.
A task force of individuals who teach introductory science courses as well as representatives of the Core Curriculum and the Center for Teaching and Learning, has been formed to devise specific action plans to develop the Scientific Inquiry course and ensure that the course fulfills its goal of developing core competencies.
2. Design and equip a Faculty Learning Laboratory to be in use by Spring 2006, to assist faculty teaching Scientific Inquiry, in problem-based learning and curriculum enhancement.
3. Design and equip three Smart Classrooms for students to be used by faculty with the newly designed curriculum by Fall 2008.

Success Measures

See Assessment of the core curriculum (page 33).

Priority 2. Support the Shift in the Academic Profile

Consistent with the strategic direction endorsed at the April 2003 Board of Trustees retreat the University has undertaken a significant shift in its admission standards, raising the academic profile of its undergraduate students since Fall 2003. Setting a floor of 750 SAT for the Fall 2003 incoming freshman class resulted in an increase of 40 percentage points in SAT scores to a mean of 1040 for the class. This shift continued in 2004 with the establishment of an admissions validity index for recruitment based on SAT, high school grade point average, and qualitative high school ranking. Enrollment data for Fall 2004 indicate that the upward trend in the SAT continues (1051), although not as dramatic as in the prior year. The recently revised admission standards, as well as the definition and content of the Honors program (1200 SAT / 90 High school average) will be maintained for the 2005-2006 academic year.

This decision to shift the academic profile will profoundly change academic expectations for both faculty and students. Some other implications are summarized below:

- Increasing the proportion of honors eligible students from 7.5% to 10% with the goal of increasing the threshold for eligibility will accelerate the shift and require continued review and assessment of the program.
- Continuing to provide academic assessment and remediation for those students demonstrating weaknesses in reading, writing, computation and other survival skills.
- Addressing the range of academic ability - between Conditionally and Standard Admitted students - in the same core classes.
- Raising overall academic expectations among faculty and students, closing the gaps relative to perception of the learning environment as measured by the targets established through the National Survey of Student Engagement (NSSE) and the National Faculty Survey (HERI).
- Ensuring that we continue our tradition of providing access to higher education for the very high need (VHN) population as defined by Pell-eligibility, while continuing to shift the academic profile of our students, and that the VHN % be maintained above 35%.

Although the initial focus is on undergraduate students, the School of Law and other graduate programs will also explicitly address this institutional priority and the related effect on academic excellence, reputation, external perception and recognition. Common themes have emerged including:

- The recognition of the critical role to be played by faculty and the need to ensure the faculty's adequacy, competence, relevance, and external visibility.
- The important ongoing review and revision of curricula to make sure courses are as rigorous, challenging and relevant as possible.

- The need to continue improving the quality of the student population in terms of academic credentials and diversity of background.

Of special note is our School of Education's first appearance in *US News and World Report* as one of the 77 best graduate schools of education in the nation, among more than 700 schools offering graduate programs.

A. Under-Prepared Students

While the academic profile of incoming students continues to improve, a gap, though narrower than before, will remain between Standard Admitted and other students causing faculty to continue teaching to a range of academic preparedness in the same core class. In addition, there is a continuing need to provide academic assessment and development for those students demonstrating significant deficiency in reading, writing, computation and/or critical thinking skills. The Reading Workshop (RW) program, the Critical Thinking Skills (CTS) course, and Developmental Skills courses (English and Math- DES & DMS) provide instructional support for these students.

Objectives

1. Improve academic support services for under-prepared students.
2. Improve the in-class educational experiences for under-prepared students.

Strategies

1. Develop specific actions plans with Admissions, the University Freshman Center and the faculty to better identify first-year students in need of additional support.
2. Explore provision of academic assessment and support to any student demonstrating significant weaknesses in reading, writing, computation and/or critical thinking skills.

Success Measures

- NSSE benchmark for supportive campus environment.
- Retention rates.

B. Honors Programs

Objective

- Assess the Honors Program.

The genesis of the university-wide Honors Program was discussed under the Provost's vision earlier. The Program must be assessed by the end of Fall 2005, based on three years of experience with the program, with the goal of recommending any modifications or improvements for the Fall 2006 incoming class in concert with that enrollment cycle.

Strategies

1. Develop specific assessment strategies and measures for the Honors Program with the Office of Institutional Research.
2. Assess the program in 2005, based on three years of experience with the program.

Success Measures

- NSSE student engagement benchmarks.
- HERI faculty perception targets.
- Retention rates.

C. Promote Student Academic Achievement

Supporting the shift in the academic profile, calls for increased student engagement in research and special learning opportunities, with the support and mentorship of the faculty. These intellectual activities are valuable in their own right, define the special life of the university, and improve students' acceptance into competitive graduate programs. Promoting this engagement will help the University meet its 2007-2008 targets for improvement in the relevant student benchmarks. The proposals described below are aimed to increase student research and special learning opportunities.

Objective

- Increase overall academic expectations and close gaps relative to perception of the learning environment.

Strategies

1. Develop, enhance and promote a variety of research opportunities for students and faculty-student collaborations.
2. Develop and promote out-of-class academic and cultural activities for both students and faculty.
3. Expand the Graduate Admission Assistance Program (GAAP) by increasing faculty and student awareness and involvement.

Success Measures

- NSSE student engagement benchmarks.
- HERI faculty perception targets.
- Retention rates.

Priority 3. Provide for the Sciences and Leverage Graduate Programs of Distinction

As documented in the literature, the center of gravity in the sciences has been shifting in society and academically, from the physical to the biological and biomedical sciences. We can expect this shift to continue in the immediate future, with the genome revolution, rising expectations regarding cures for major diseases, increased concern with environmental and nutritional issues, and other related concerns.

The continuing success of the biological sciences and pharmacy reinforces the University's brand image as a serious contributor to scientific knowledge and, in the case of Pharmacy, a distinctive commitment to the urban environment. We also recognize the continuing excellence of Chemistry and Biology and the role they play in enhancing all the sciences. Maintaining our current level of excellence in the sciences, however, will require capital investment in office space, laboratory upgrades, and faculty development. The University's commitment is clear in the approval of \$20 million to enhance science facilities.

Following Program Review, four programs in applied sciences – pharmacy and toxicology in the College of Pharmacy and Allied Health Professions, and biological sciences, and clinical psychology in St. John's College of Liberal Arts and Sciences - were identified as programs of distinction and have been selected as candidates for enhancement and leveraging based on their strengths at the graduate level relative to other schools, quality, enrollment, service, and reputation. In addition, a demand study (*Appendix A*) indicated that prospective students in the NY-metro and national marketplace highlight sciences – pre-med / pharmacy / biology / psychology – among the program areas in greatest demand by entering students. There is a market for these programs and it is expected to continue. In the Fall 2004 cycle, the greatest number of applications for a single major came in for Pharmacy and then Biology (together these accounted for 15% of our total applications).

The SAT and high school GPAs are significantly higher for these programs than for the remaining freshman population, thus, beneficial to our shifting the academic profile and meeting '07 targets of 1100 SAT for standard admitted students (we're currently at 1097 for the '04 class). General objectives and strategies for the sciences are discussed first, followed by specific objectives and strategies for each program.

A. General Support for the Sciences

Objectives

1. Maintain / enhance the programs of distinction in the sciences to meet demand of high quality students and enhance the University's image.

2. Leverage strength of graduate programs to positively impact quality and other aspects of related undergraduate programs.

Strategies

1. Enhance science facilities and faculty.

In response to the need for a comprehensive and coordinated solution to the growing needs, a Science Master Plan was commissioned. The initial goals to be achieved included: enhance the attraction and retention of students and faculty; ensure that the sciences continue to support the University's tradition of excellence in teaching; and provide an education that reflects the role of science as a distinct but integral part of the liberal arts process. The master plan process was multi-disciplinary and collaborative, involving the Deans and Chairpersons of all the departments involved. Guided by outside consultants, the team developed a plan for \$55 million which would provide fully for the sciences and a phased plan for implementation within prescribed funding levels: \$5, \$10, and \$20 million. The resulting recommendations call for significant enhancements to both teaching and research space. The Pharmacy, Chemistry, and Biology departments would gain new and renovated teaching labs, research labs, and faculty office space. The completion of the third phase of the plan is projected to result in the renovation of about 40% of the space for all science programs. The master plan was presented to senior leadership and endorsed at the May 2004 meeting of the Board of Trustees.

2. Highlight the Sciences.

Highlight outstanding accomplishments of students and faculty associated with each program, those innovative programs and relationships that stem from our mission, and provide consistent themes in all communications across all media.

Success Measures

- US News – Top 125 ranking.
- US News – Academic reputation target.

B. Doctor of Pharmacy (PharmD)

Objectives

1. Determine the optimum size for the Doctor of Pharmacy (PharmD) program.
2. Maintain / enhance pharmacy as a program of distinction, leveraging its strength to positively impact quality and image.

Strategies

1. Conduct a comprehensive study to determine the right size for the PharmD program.

The Doctor of Pharmacy program continues to be the largest major at the University. This program continues to experience an enhanced academic profile of its students and enhanced retention. At

the request of the President, the Office of the Provost spearheaded a study to show how a change in enrollment in the PharmD program would impact several key factors critical to the University's success. The main conclusions are as follows:

- Enrollment should be held at 300 freshmen. A reduction of 50 students generates an estimated loss of approximately \$1.5 million in revenue, and also jeopardizes the University's ability to attain and hold Top 125 status in *US News* because of the superior academic characteristics of the entering students; negatively impacts Enrollment Management's goal to build a class with 15% Offer students and 10% honors eligible students by 2007-2008; negatively impacts the diversity of the PharmD program; and widens the gender gap at the University.
 - Consistent with the Dean's plan, the total number of full-time faculty should be managed to not exceed 68 full-time equivalent faculty (FTEFs) and a continuing effort should be made to seek qualified adjunct faculty, which will help to relieve fiscal pressure on the University's operating budget.
 - At an enrollment of 300 freshmen in the PharmD program and 68 FTEFs, facilities and space requirements for the College can be met with the planned \$20 million investment.
 - The Science Master Plan Implementation Committee must complete its work so that the number of offices, research laboratories, and student laboratories are consistent with the approved \$20 million St. Albert Hall Science master plan.
2. Establish the Urban Pharmaceutical Care Research and Education Institute as an "umbrella" for many of the College's initiatives relating to urban pharmaceutical care.
 3. Maintain full ACPE accreditation of the PharmD program as it relates to the new standards (including scholarship and research).
 4. Work with the Office of Marketing and Communications to highlight outstanding accomplishments of students and faculty.

Success Measures

- Pharmacy licensure examination pass rates.
- ACPE accreditation

C. Toxicology

The underlying principle of toxicology is to protect health and the environment from the harmful effects of chemicals. It is grounded in scientific research and applied in public policy. Thus, the toxicology curricula (undergraduate and graduate) are designed around the principles of scientific inquiry and Vincentian principles. The faculty constantly evaluates the Toxicology Program

in order to maintain a contemporary edge to both the scientific foundation of the science and the issues of focus.

St. John's is one of the few institutions in the U.S. which offers a triad of degrees (BS, MS, Ph.D.) in toxicology which enhance each other. Quality graduate research is the foundation on which scientific education rests and the undergraduate program opens the focus of issues and inquiry. A variety of structured mechanisms build on this cross-fertilization. These include undergraduate research, mixing of the toxicology community at events during the year (opening receptions, toxicology exposition), and the BS/MS degree. The College also benefits from its affiliation with the New York City and Long Island Poison Control Centers.

Toxicology is a scientific field that is generally unknown to the lay public. It is however, an area of great student interest as demonstrated by increased student applications. Continued promotion of the program and support of faculty research and education initiatives will strengthen the program.

Objectives

1. Maintain/enhance Toxicology as a program of distinction at the undergraduate and graduate levels (BS/MS/Ph.D.)
2. Leverage strengths and uniqueness of the program as a discipline to enhance the University's image and to attract outstanding students.
3. Promote a lively intellectual environment by supporting the research and academic activities of students and faculty.

Strategies

1. Work with Admissions (undergraduate and graduate), the Office of Marketing & Communications, and Development to promote internal and external visibility of the program by highlighting faculty and student achievements to the public and alumni.
2. Work with the Career Center, Pre-medical Advisory Committee, and Admissions (undergraduate, graduate) to foster awareness of career paths of Toxicology graduates (BS/MS/Ph.D.) in order to recruit and retain outstanding students.
3. Take advantage of the scientific environment at St. John's and serve as a resource to the university scientific community by identifying and initiating interdisciplinary projects (teaching and research), within the Department of Pharmaceutical Sciences, the College of Pharmacy & Allied Health Professions, and throughout the University.
4. Enhance and support faculty development and grant activities using departmental, college, and university resources.
5. Revise the content of laboratory courses in view of the University's \$20 million investment in the sciences.

6. Advance local and national recognition of the University's Toxicology Program through student and faculty off-campus activities.

Success Measures

- Scholarly activities (student and faculty publications, grant applications, presentations at local and national toxicology meetings).
- Awareness of St. John's as a leader in toxicology educations (as shown by admissions applications and external recognition).
- Professional and leadership activities (participation in professional societies, on-campus events).

D. Biological Sciences

In order to maintain and enhance Biological Sciences as a program of distinction, it is critical to make stronger efforts to recruit, retain, and support outstanding graduate students; explore the need to increase the number of research-level faculty in the Department of Biological Sciences (DBS); and provide the infrastructure (equipment, laboratory space, etc.) to support outstanding research. The University and the Department have been particularly successful in developing funded training programs focused on minority student development at both the undergraduate and graduate levels. These include Graduate Assistance in Areas of National Need (GAANN), Initiative for Minority Student Development (IMSD) and the McNair Scholars Program. We are beginning to leverage these programs into contacts with other institutions, leading to the development of collaborative research and student sharing that will strengthen our programs. Undergraduate enrollment has increased significantly from 373 in Fall 1998 to 514 in Fall 2004. The number of graduate students has remained at approximately 50, and the number of full-time faculty has remained constant at 16.

Objectives

1. Maintain/enhance Biological Sciences as a program of distinction.
2. Leverage strength of the graduate program to positively impact quality and other aspects of related undergraduate programs.
3. Leverage strength of program to enhance the University's image.

Strategies

1. Assess the proposal to increase the full-time faculty base over time.
2. Recruit and retain outstanding graduate students; continue to assess and adjust stipends.
3. Enhance visibility and reputation and promote the outstanding research accomplishments of faculty and students, thereby enhancing the University's image.

4. Further our relationship with North Shore University/LIJ Health System, which allows our students to conduct their research at this very well equipped facility, and give us access to their technology at nominal cost.

Success Measures

- Faculty publications.
- Public recognition of faculty expertise.
- Percentage of faculty with terminal degrees.

E. Clinical Psychology

Objectives

1. Maintain/enhance Clinical Psychology as a program of distinction.
2. Leverage strength of the program to enhance the University's image.

Strategies

1. Work with Office of Marketing & Communications to highlight the research productivity of the faculty and students.
2. Provide opportunities for faculty members to participate more fully in institutional consortia with leading medical centers in the area.
3. Encourage and provide support for faculty members who present papers to professional organizations and societies, activities that help to enhance the University's image.
4. Assess the feasibility of providing lab space to support experimental research.
5. Preserve the Department's reputation by providing software and training workshops for faculty to stay abreast of ongoing advances in correlational/multivariate data analysis, and provide adequate access to subject pools to permit faculty / leading scholars to grow their research programs.
6. Move aggressively with the support of administration, to establish formal affiliations with a leading medical center or medical school to provide hospital-based training opportunities to students and to conduct collaborative research with clinical populations.

Success Measures

- Accreditation -APA.

Priority 4. Leverage Investment in Technology

Much of the success of leveraging investment in technology will lie in the ability of faculty to develop expertise in making the fullest possible use of the Academic Computing Initiative (ACI) implemented in Fall 2003, and in finding imaginative and creative uses for the new wireless environment in the curriculum. ACI is an ambitious undertaking that provides freshmen, transfer students and all full-time faculty with laptops in a wireless environment. Using Campus Pipeline software from SCT, the University implemented an academic portal, St. John's Central, as part of the ACI. This one-stop web portal makes University resources available to students from the Internet and provides significant online pedagogical tools for faculty to use in their courses. It includes student productivity tools such as email and calendaring, communication tools like chats and discussion groups, and educational tools like course home pages, syllabi, library access, and course calendars. As a result of this effort, the University was recently recognized by the Computer World Honors Program – *"Search For New Heroes"* and was ranked as one of Intel's *"Top 10 Unwired Colleges."*

The faculty development component of the Academic Computing Initiative (ACI), now identified as the "Portable Professor" program, is empowering faculty to take full advantage of the electronic resources for enhancing classroom performance and for active engagement with their students provided by the laptops, St. John's Central, the wireless network and the wide range of classroom software available. St. John's expects ACI coupled with a comprehensive faculty development plan to become a powerful force in transforming student-faculty interaction, student research, and learner information literacy.

Objective

- Expand the role of information technology in helping to reshape how students learn, how faculty members teach, and how information is stored, accessed and transmitted.

Strategies

1. Continue to roll out and enhance the successful Faculty Institute / Portable Professor training program.
2. Continue implementation and support of the ACI.

Success Measures

- NSSE student engagement benchmarks.

Priority 5. Other Campuses

Following careful market research analysis and assessment, and the comprehensive program review process, the Deans and Task Forces developed recommendations regarding academic program offerings at Oakdale, Staten Island, and Manhattan. Decisions and recommendations to date, and preliminary proposals for each location, are summarized in the following pages. One general proposal is from the College of Pharmacy and Allied Health Professions, which in the past offered all programs of study only on the Queens campus. The College started offering professional continuing education programs at Staten Island, Manhattan and Oakdale (in addition to Queens) in 2004-2005. The College also looks forward to expanding its professional continuing education courses that are offered via distance education.

A. Staten Island

The summary of the report prepared by the Provost's Ad Hoc Committee for Academic Planning on the Staten Island campus is included below. This is a work in progress and will continue to sharpen focus through the 2005 – 2006 academic year.

The opening of the new DaSilva Academic Center in August 2004, together with major renovations and improvements in other academic buildings were major events for the Staten Island campus. They provide the faculty and academic leaders there with an unparalleled opportunity to take a second look at academics on the campus in order, as appropriate, to restructure some of our traditional offerings and develop innovative programs that make the most of the campus improvements.

Among the many benefits of the academic building program is that it makes possible a more rational distribution of faculty and administrative offices in the four schools of the campus and permits greater flexibility in using classroom space. New or improved office space, as well as a now adequate number of state of the art classrooms, will permit us to build on what is arguably the salient strength of this campus, namely the personal and caring attention our faculty give to our students, both inside and outside the classroom.

At the same time, we face a decline in enrollment, particularly in the programs of the College of Liberal Arts and Sciences. These losses – amounting to 6% campus wide over the last 10 years, if the High School extension students are excluded – have been offset in part by solid growth in some schools, particularly The College of Professional Studies, but the overall and long term picture for enrollment is cause for concern and for action. Local competition from Wagner College and the College of Staten Island is genuine and ongoing. With the new building and improvements in other buildings, the opinion sometimes heard that 'St. John's University on Staten Island has no campus' may now disappear. But it is clear that we must address the competition in

Staten Island by building on our traditional and well-known strengths – particularly our local reputation for excellent academics – with new, modified or expanded programs and approaches. With exciting and innovative programs in place within a flourishing and distinctive academic community, Marketing and Enrollment Management will have additional and more substantive means by which to attract more students and those with better academic credentials.

Objectives

1. Build upon the particular strengths of the Staten Island campus and define a distinctive identity for the campus (graduate vs. undergraduate, program mix etc.).
2. Halt and reverse declines in enrollment particularly, but not only, in some of the programs of the Liberal Arts College threatened by Program Review decisions.
3. Develop academic opportunities and offerings that Marketing and Enrollment Management can use to make the campus better known and more attractive to more and better qualified students, and integrate faculty more effectively into the recruiting process, where appropriate.

Strategy

- In June 2004, the Provost charged a cross-functional committee comprised of faculty and administration, to address these objectives. The committee has submitted its first set of recommendations relating to four proposals to the Provost for review. Additional analysis and exploration of these will continue through '05 – '06 under the direction of the Executive Vice President for Mission and Branch campuses. Decisions will be finalized by October 31, 2005.

Success Measures

- Will be identified as a part of the ongoing analysis.

B. Manhattan Plan Pending

An academic task force is developing a comprehensive plan for the Manhattan campus, for completion by the December 2005 Board meeting. The plan will include more refined recommendations for the School of Risk Management, an assessment of the appropriate undergraduate/graduate mix, business and non-business programs, internships, etc. to make best use of the Manhattan location.

Some of the strategies being proposed in connection with other academic priorities, and a part of this plan, include proposals for the Manhattan campus. In particular, the comprehensive plan for the Tobin College of Business, including its Manhattan component, is discussed in detail later in this document, under **College-Specific Plans**. Strategies underway or currently under review related to the **Manhattan Campus** are summarized next.

1. The Peter J. Tobin College of Business

The comprehensive plan includes the strategy to build reputation based on the MBA program and highly related MS programs centered on the metropolitan New York market, working toward international leadership in the areas of Financial Information, Taxation, Finance, and Risk Management and Insurance, and centered increasingly in Manhattan. The purpose of refocusing graduate program emphasis increasingly toward Manhattan is to take advantage of the proximity to the financial services industry and the working professionals within it, to take advantage of the resources of the School of Risk Management, and of the facilities in Manhattan that are much better suited to graduate education.

The Center for Professional Education is an ongoing operation that conducts over 70 semester-based public programs servicing over 1,100 students during the course of a year. It also develops, and presents custom programs to corporate clients. In FY06, the Center will be initiating executive education/management training programming, and expanding beyond the insurance industry market.

2. School of Law

The faculty has approved the implementation of a new live-client in-house clinic, the Securities Arbitration Clinic in Manhattan, which expands clinical opportunities for students. This will allow students to learn the skills of arbitrating broker-client disputes. The School is also offering selected courses toward its unique LL.M in Bankruptcy on the Manhattan campus and hopes to build a new clientele for the program there.

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

The College is proposing a new Master's of Fine Arts in Digital Media to enhance existing undergraduate programs, take advantage of the convenience of Manhattan to attract the leading practitioners in the field of digital design and enhance the application for NASAD accreditation.

4. School of Education

The School of Education is proposing to expand the Career Change Students program at the Manhattan campus to help fill the teacher shortage in New York City with "highly qualified" teachers as defined by the U.S. Department of Education. There are currently two cohorts of 20 students each in a program leading to professional adolescent certification.

5. College of Pharmacy and Allied Health Professions

The College has begun offering professional education programs at the Manhattan campus in 2004-2005.

C. Rome Campus – (Plan complete)

This plan targets graduate enrollment at 120. In addition, at the undergraduate level, the plan includes an expansion of the Study Abroad program, with an emphasis on bringing in students from other higher education institutions. There are also preliminary proposals in connection with graduate programs including the School of Law's indication that it will be analyzing the viability of the use of the Rome campus for various law-related programs, including distinguished Visiting Professor programs.

D. Oakdale – (Plan complete)

Consistent with the University's decision to develop Oakdale as a Graduate Center, graduate programs have been established by St. John's College, College of Professional Studies, and The School of Education, for the fall of 2004 and extending through 2007, including enhancements to the three existing degree programs. Minor expenses are anticipated for a targeted marketing program, facility renovations, and the library. The following is a brief summary of the new programs that have been launched or enhanced:

1. Master's in School Psychology- St. John's College expects strong demand for this program as the only other master's level program to the east of the St. John's Queens campus is a two-year old program at Adelphi University. Laptops have been provided to the first cohort.
2. MPS in Criminal Justice Leadership- This College of Professional Studies program was launched in the Spring 2004 semester with a cohort of 13 students from the Suffolk County Police Department taking 2 courses each. The program will run throughout the year with classes offered one night per week during the academic year. Laptops were provided to this cohort and they qualified for the one-third Law Enforcement Discount.
3. School of Education- Three new programs in the School of Education are proposed: a Dual Certification MS Program (qualifying graduates for certification in both Administration & Teaching), an MS in Education Administration (for persons already certified as teachers and seeking additional certification for administration) and a PD Program for Superintendents. Each of these three programs will be based on a cohort model with courses taking place on weekends. These programs assume the standard per credit tuition rate with laptops being provided to each student. No new faculty will be required the first year. A fourth, "Superintendents' Scholars" program, also at the MS level, will begin sometime in the fall semester with an estimated 40 teachers nominated by their superintendents. This group would receive laptops only in the second year.

E. Distance Education

Over the course of this strategic planning cycle, we will continue to consider the role of information technology in the delivery of courses. We will also continue to monitor the growing appeal of aggressive national competitors such as the University of Phoenix that offer complete degree programs on-line. Two national studies, "Distance Education Instruction by Postsecondary Faculty and Staff" (Fall 1998) and the follow-up detailed study in November 2002, "a Profile of Participation in Distance Education: 1999-2000" both show increasing student participation in distance learning classes at all academic levels and in all types of institutions. The 2002 report notes that over half of the nation's colleges and universities offer distance education courses, with a high degree of student satisfaction. We have already made the commitment to program development and a sophisticated technological infrastructure, which we will continue to monitor.

Enrollment in asynchronous distance learning programs in the New York area has grown dramatically in the last six years. For example, course enrollments in SUNY's distance learning program have grown from 119 in 1995-1996 to 70,000 this past year. Distance learning course enrollments at St. John's have grown from 130 in 1999-2000 to 1,214 this past year. Seventy-two students have been admitted to the University's new degree programs during this first year even though we are only offering three associate degrees and two graduate degrees and our tuition is substantially higher than our competitors. The University has received Institutional Capability Approval from the New York State Education Department, so that we can decide to offer a degree program through distance learning that it already offers on campus without waiting for state approval. Faculty in some schools, such as the School of Education are qualified both in terms of content and pedagogical knowledge to provide instruction.

Objectives

1. Meet universally growing demand for distance learning courses and programs from working adults and other who have difficulty coming to campuses regularly.
2. Leverage technology and other resources to extend the University's mission and reach globally.
3. Maintain teaching-learning relationships with alumni wherever they go.
4. Enhance the ability of faculty members to provide more student-centered active learning in all courses.

Strategies

1. Explore the feasibility of adding two distance-learning degree programs per year, strategically chosen to further the University's mission. An initiative is underway to provide Criminal Justice degrees with an emphasis on global security.
2. Explore corporate partnerships to provide distance learning to their employees.

3. Work with the colleges/schools to ensure that they satisfy the criteria for program approval, and with Enrollment Management and others to actively promote the programs.
4. Expand internet and print advertising to promote successful education and other courses.

Success Measures

- Overall student satisfaction.

Priority 6. Academic Areas of Focus

As mentioned previously, we recognize and celebrate our strong Liberal Arts foundation and solid academic offerings of our Education Programs. We will continue to support and enhance these programs through the annual planning / budget process. The following three areas have been identified through the program review and other processes, for particular attention in this strategic planning cycle.

A. Strengthen The Peter J. Tobin College of Business

In May 2003 the Provost's Council recommended that Business be considered an academic priority at St. John's University. This recommendation was based on major related external and internal environmental trends as identified in a series of demand studies, surveys and analyses and the comprehensive Academic Program Review, spearheaded by faculty.

Underlying the importance of Business as an academic priority is the strategic location and access in New York City, particularly with our centrally located Manhattan campus. Continuing declines in enrollment and deficiencies in some program areas have also been recognized, and will need focus and financial and other support. The strategic plan prepared by the new Dean for FY 2005 – 2009, summarized here and available as a separate document, focuses on building " a foundation of quality in programs, teaching, applied research and student service in areas that will maximize the value of our core faculty, our New York locations, the University's investment in technology, and our Vincentian mission." The strategic directions are grounded in a very comprehensive SWOT analysis and are geared to re-balance and infuse the faculty with new vigor, emphasize the applied business fields in which we have comparative advantage, build a new curricular base at the graduate level, move with speed and determination to establish the New York / Manhattan advantage in the marketplace, and rearrange our administrative approach to a more unified and service-oriented approach in all locations:

Objectives

1. Build a reputation based on the MBA program and highly related MS programs, focusing on the metropolitan New York market, working toward international leadership in the areas of financial information, Taxation, Finance, and Risk Management and Insurance, and centered increasingly in Manhattan.
2. Focus undergraduate education in Queens and Staten Island, with advanced and honors opportunities in Manhattan in the areas of Finance, Risk Management and Actuarial Science.

3. Expand CPA licensure programs through the Master of Science in Public Accounting and various BS/MS programs in Queens, Staten Island and Manhattan to take advantage of recent accreditation and a strong faculty base.
4. Maintain and strengthen professional education programs for the insurance industry, but expand offerings to the more general market, especially financial services.
5. Change the composition of the Faculty in the direction of the applied business fields, represented primarily in the graduate programs: Accounting; Taxation; Finance; Risk Management & Actuarial Science; Marketing; Information Systems; and Management, and to align faculty toward these applied fields.
6. Build academic reputation of the faculty by increasing efforts to attract and support junior undervalued faculty supplemented occasionally with established and well-known senior faculty members.
7. Use technology aggressively to close distances between campuses, and between faculty and students, to enhance faculty research, and to provide convenience to students both in curriculum and administration.
8. Expand and permanently fund uses of experiential learning and internships in the curriculum.
9. Expand inclusion of our Vincentian values of ethical practice and service to the underserved in both undergraduate and graduate programs.
10. Create a sense of program community, communication and cohesiveness among students, administrators and faculty by seeking to locate advising, office, classroom and community space in the same building on the Queens and Manhattan campuses, and by fostering a renewed commitment to student service.
11. Engage alumni and industry advisors in a variety of consulting, advisory and partnering processes that keep them engaged and keep the communication strong.

Strategies

1. Establish the Manhattan campus as a viable graduate campus for the Master of Business Administration, Master of Science in Management of Risk and the Master of Science in Taxation with increased offerings, permanent presence of graduate program staff, admissions and career services presence, and an appropriately funded marketing plan (FY05 and beyond).
2. Create new faculty hiring opportunities to allow more hiring in the applied areas of finance, marketing, management, risk management and actuarial science (FY05).

3. Redesign the MBA program, relate MS and certificate programs to the MBA program, decouple MBA from undergraduate business education, and establish more paths for entry into the MBA program (FY05).
4. Establish the Center for Professional Education as a resource generator for the College as it expands its programs into more general applied business subjects (FY05).
5. Enhance curriculum development by providing resources to faculty to develop experiential learning, technologically extended classrooms, and the application of business principles to opportunities for Vincentian service (FY05, FY06).
6. Enhance research support in financial services by providing faculty access to the related databases common in finance and related fields (FY05).
7. Establish investment center / trading room capability at both the Queens and Manhattan campuses to leverage the Student Managed Investment Fund, to provide a research platform for faculty, and to provide opportunities for experiential learning in a variety of subjects (plan and fund raise in FY05).
8. Develop an organizing academic focus for the Queens campus to complement the financial services focus intended for the Manhattan campus, enhance the distinctiveness of Queens, and provide balance to the academic portfolio (FY05, FY06).
9. Redefine undergraduate advising and student services to provide more timely on-line information and personal student service. (FY05, FY06).
10. Redefine graduate student services to provide services where the students are, initiate formal student feedback mechanisms, provide more extensive and professional career services and couple admissions more closely with them, and provide more opportunities for community building and communication (FY05, FY06).
11. Engage the Board of Advisors to help generate resources for the College, enhance its reputation in the business community through an annual business conference, work with faculty to incorporate experience in the classroom, and generate internships for our students in order for them to gain practical experience (FY05, FY06).
12. Explore establishment of a School of Accountancy to provide leverage for The Peter J. Tobin College of Business' recent award of specialized AACSB International accreditation in accounting.
13. Establish an "assurance of learning" system for measurement of student performance against stated curricular goals and objectives in degree programs, and begin implementation (FY05-FY08).

Success Measures

- Development of an "assurance of learning" system, specific measures, benchmarks and targets, and links to institutional and unit measures are under development.

B. Maintain the School of Law as a Flagship

The School of Law continues to be a flagship program at St. John's University, both for its academic excellence and its relevance to the University mission, ranking in the top 100 Law Schools in the nation in US News and World Report. The new Dean has identified the following three main objectives along with related initiatives, success measures, and investments, which will require institutional support and attention to ensure that the School of Law retains and improves its status within the nation's Top 100 law schools.

Objectives

1. Enhance the School of Law's academic program to ensure that students will develop the fundamental skills and professional values that are necessary to practice law in an increasingly competitive and technologically advanced environment.
2. Ensure that the faculty is of sufficient size and competence to implement the curriculum that was recently revised to make it more rigorous, challenging, and relevant to the needs of the profession today; to improve the academic reputation of the institution as reflected by faculty scholarship; to support such faculty scholarship through various incentives; and to publicize these scholarly endeavors
3. Improve the quality of the student population, by attracting entering students with superior credentials, along with increasing the diversity of the student body. The School of Law must expand the qualified applicant pool to include even greater numbers of highly credentialed students, along with even greater numbers of diverse students so that the School of Law will reflect both the excellence and the face of the Greater New York Metropolitan Area. This can be accomplished by the strategic use of available scholarship funds, augmented by additional developmental activities by the administration of the law school.

Strategies

1. Enhance the School of Law's academic program through:
 - 1.1. Implementation of the faculty approved new live-client in-house Securities Arbitration Clinic at the Manhattan campus is underway, expanding clinical opportunities for students and allowing them to learn the skills of arbitrating broker-client disputes.
 - 1.2. Implementation of the faculty approved new Child Advocacy Clinic, another live-client in-house clinic designed to address the needs of underprivileged, abused and underrepresented children of Queens County (Fall 2005).

- 1.3. Obtaining faculty approval and implementation of a Tax Clinic and a Community Economic Development Clinic, and continuing expansion of distance-learning initiatives.
- 1.4. Analyzing the viability of the use of the Rome campus for various law-related programs.
- 1.5. Reviewing the LL.M. program with a view toward expansion.
2. Ensure that faculty is of adequate size and competence by:
 - 2.1. Considering the funding of new faculty chairs and professorships.
 - 2.2. Increasing support for faculty scholarship and publications by providing special incentives and awards to increase scholarly output.
3. Improve the quality of the student population by:
 - 3.1 Pursuit of more aggressive and targeted recruiting through streamlining operations and marketing.
 - 3.2 Enhancement of the School's perceived and reported reputation.
 - 3.3 Utilization of scholarship funds strategically to increase the yield of highly credentialed students of diverse backgrounds.
 - 3.4 Use of increased scholarship funds to make legal education available to qualified students lacking the financial resources to attend law school.
 - 3.5 Use of the available University's residence halls and/or off-campus housing to increase the yield of highly credentialed students of diverse backgrounds.
 - 3.6 Enhancement of the Loan Forgiveness Program that will enable debt burdened students to pursue lucrative public interest jobs in the legal profession.
 - 3.7 Creation of a Public Interest Resource Center to attract applicants interested in working in the public interest sector and to further the Vincentian Mission.

Success Measures

- Bar examination pass rates.

Other measures to be determined:

- Improvements in academic profile of entering students: LSAT.
- Increase in diversity within the student body.
- Improvements in US News and other external ranking systems that reflect the School of Law's perceived and reported reputation.
- Faculty retention and perception of faculty among constituent units including students, alumni, employers, and members of the profession.

C. Enhance Selected Programs in the College of Professional Studies

Results of the University's first institution-wide Academic Program Review process suggested dominant implications for strategic priorities, one of these being increased emphasis on applied / professional programs. As a follow-up, the Office of the Provost and the Office of Marketing & Communications analyzed academic programs for their revenue producing capacity, grouping them into high, medium and low categories. Further analysis refined the groupings according to external demand resulting in five programs in the College of Professional Studies being identified as high margin programs at the undergraduate level: Communication Arts, Computer Science, Sport Management, Criminal Justice and Legal Studies. These programs were further refined into two strands:

- Communication Arts and Computer Science: High External Demand / High Margin
- Criminal Justice, Legal Studies and Sport Management: Significant Revenue / Unique Niche

Appropriate objectives and strategies for each program have been developed by the Dean and her team and are summarized as follows:

1. Communication Arts and Computer Science: High External Demand /High Margin

(a). Communication Arts – Mass Communications, Journalism, Television and Film (CAS)

The field of communications is among the largest revenue-producing industries in the tri-state area, and New York City is the communications capital of the nation and the world. St. John's is a major participant in this field through the CAS program, the largest in the College of Professional Studies, with 848 majors. Demand for this program remains very strong. In the most recent academic program reviews, the unanimous recommendations from the review team, Dean and Provost, were for enhancement on both the Queens and Staten Island campuses. The chair and faculty of the CAS Division believe that the Division is in an ideal position to offer students exciting academic and professional experiences. To maintain and improve the quality of the programs, several enhancements are crucial. An increase in the number of full-time faculty available for advising students and mentoring internships will improve the current very high student/faculty ratio. Professional development opportunities for tenured faculty will allow them to keep current in a changing technical environment. This changing environment also requires an upgrade of the equipment and facilities currently available to the program.

Objectives

1. Continue high margin contribution within the context of increased academic rigor.
2. Provide adequate faculty and faculty development opportunities.
3. Upgrade equipment and facilities needed for the program.
4. Continue development of new academic programs and external partnerships.

Strategies

1. Improve academic quality by:
 - 1.1 Implementing plans to raise student admission standards by re-instituting the admissions writing test for journalism majors and requiring students to maintain a 2.5 GPA to continue as a CAS major.
 - 1.2 Enhancing the internship program through standardized requirements, reporting and increased faculty involvement.
2. Provide adequate faculty and faculty development opportunities by:
 - 2.1 Increasing faculty positions for a positive student/faculty ratio.
 - 2.2 Providing structured professional development opportunities to enable senior tenured faculty to deliver programs grounded in contemporary and field-based knowledge.
3. Upgrade equipment and facilities needed to keep the program current by:
 - 3.1 Reviewing the needs for the new space as described by the consultants currently working with the College, which would provide adequate facilities for the program and a resource for the entire community.
 - 3.2 As an alternative, upgrading television and film facilities, other equipment, and appropriate software to support existing and new programs (as detailed in the Capital and Space Strategic Plan).
 - 3.3 Developing an animation lab, ideally in 449 Bent Hall.
4. Continue development of new academic programs and external partnerships by:
 - 4.1 Continuing work on M.S. in Media Management which is currently being developed for Faculty Council approval after discussions with the Vice Provost – Fall 2007.
 - 4.2 Continuing development of B.S. degree in Media Graphics- Fall 2007.
 - 4.3 Continuing discussions with LINK, TV to support M.S. in International Communications.
 - 4.4 Exploring the study abroad program with the London College of Communications.

Success Measures

- Overall instructional quality (SIR II).
- Improved student academic profile.
- Percentage of faculty who successfully complete formal training as evidenced by certificate or similar documentation or who have volunteered to spend part of their working week during one semester at an appropriate corporate site. Goal: 75%.

(b). Computer Science

A national trend, attributed in part to the "dot.com" losses in the late 1990's, reflects a sharp decrease nationally in the number of computer science majors. Enrollment of computer science/telecommunication majors has declined by 50% over the past four years from 854 in Fall

2000 to 424 in Fall 2004, representing an annual loss of over \$4 million to the University. More recently, many low-level computer science jobs are being shipped overseas as the global market becomes more competitive. At the same time, the U.S. is increasing its global market share in the higher end computer science job market in areas such as software applications development, cyber-security and networking. Data from Marketing & Communications, Office of Institutional Research, and external organizations point to significant projected growth in these areas. Organizations such as the Association of Information Technology Professionals (AITP) and the Long Island Association (LIA) suggest that regional job loss has bottomed out in this sector. The St. John's / CPS computer science program is not currently positioned to participate in this upswing. CPS proposes to re-engineer its programs for the emerging job market, which predicts 36% job growth (IR charts). This would stop current enrollment loss and regain computer science majors by offering the program they need for the current and future market.

Objectives

1. Re-engineer computer science programs to remain competitive in the changed environment.
2. Enhance faculty skills to reflect the needs of the current and emerging developments in the industry.
3. Provide adequate technical facilities and laboratory space for teaching and learning in the new environment.

Strategies

1. Remain competitive in the changed environment by:
 - 1.1 Revitalizing computer science offerings by a comprehensive review and updating of the curriculum to make it more relevant to today's needs.
 - 1.2 Developing new degree offerings to meet the needs of the market: network architecture; cyber-security; computer security systems; and security technology (2004 – 2007).
 - 1.3 Reallocating resources by closing the Telecommunications program on Staten Island and moving all resources to Queens to maintain focus.
 - 1.4 Establishing strong industry links.
2. Upgrade faculty skills to reflect the needs of the current and emerging developments in the industry by:
 - 2.1 Offering faculty development opportunities through certificate programs, corporate internships and industry specific seminars and workshops.
 - 2.2 Seeking new faculty with specializations in such areas as cyber-security, software applications development and network functions.

3. Provide adequate technical facilities and laboratory space for the specialized, advanced needs of the computer science students and the computer science program by:
 - 3.1 Establishing a dedicated networking laboratory (either in new space or by converting the lab in Bent 447).
 - 3.2 Establishing a dedicated software research laboratory.

Success Measures

- NSSE student engagement benchmarks.
- HERI targets relating to instructional methods.
- Revenue generation through increased enrollment.
- Student success in seeking jobs and pursuing graduate study
- Percentage of faculty who successfully complete formal training as evidenced by certificate or similar documentation or who have volunteered to spend part of their working week during one semester at an appropriate corporate site. Goal: 75%.

2. Criminal Justice, Legal Studies and Sport Management: Significant Revenue/Unique Niche

(a). Criminal Justice and Criminal Justice Leadership

The academic discipline of criminal justice, the profession of criminal justice leader and that of corporate security manager, have all been profoundly altered by the events of September 11, 2001. No longer are our criminal justice agencies relegated only to domestic law enforcement, keeping the peace, and service to the public. Post 9/11, they have also become the front line of defense in a war against a global enemy. Today, more than ever, our students and criminal justice and private security leaders must be properly educated to confront these new challenges. It is now imperative that they have: a global perspective; quality leadership education; executive, and technology training. A recent article in the New York Times indicated that counter-terrorism and homeland security courses are among the fastest-growing fields in the academy. In New York City both John Jay College of Criminal Justice and Metropolitan College of New York, have introduced master's programs that specialize in emergency and disaster management.

Objectives

1. Strengthen Criminal Justice undergraduate and graduate programs in the areas of homeland and global security.
2. Become a more productive criminal justice and global security applied research center.
3. Provide technology support for all levels of study from undergraduate through post-graduate and professional training.

Strategies

1. Strengthen our current Criminal Justice undergraduate and graduate programs in the areas of homeland and global security by:
 - 1.1 Developing courses in Homeland and Global security for the CJL MPS program.
 - 1.2 Re-engineering and renaming the Safety and Corporate Security undergraduate program to the Homeland and Global Security program.
 - 1.3 Developing a new graduate program in Global Security Leadership.
 - 1.4 Redesigning the existing international criminal justice specialization courses to be more reflective of today's global issues.
2. Become a more productive criminal justice and global security applied research center through establishing the H. Craig Collins Criminal Justice Institute based in Manhattan which would:
 - 2.1 Provide a forum for seminars, symposia and conferences which evidence the leadership position of the University's Criminal Justice programs.
 - 2.2 Provide continuing professional education for public and private institutions in the U.S. and in emerging democracies.
 - 2.3 Enhance our degree programs by making readily available a vigorous climate of intellectual challenge and exchange.
 - 2.4 Serve as a center for applied research.
3. Provide technology support for all levels of study from undergraduate through post-graduate and professional training by:
 - 3.1 Acquiring one computer lab to teach Global Positioning System (GPS), Global Information Systems, Crime mapping and other emerging technologies (see Capital and Space Strategic Plan).

Success Measures

- NSSE student engagement benchmarks.
- HERI targets relating to instructional methods.
- Revenue generation through professional training programs.

(b). Legal Studies

Enrollment in the Legal Studies Program has increased by 68% over the past six years from 261 students in Fall 1998 to 438 students in Fall 2004. In its Program Review, Legal Studies faculty attributed the program's growth to: continuing career opportunities for four year graduates in traditional and new areas of law; strength of the course curriculum; scope of the internships; and rising reputation of our students for excellence among employers in the metropolitan area. With

the infusion of new students and faculty, a strong Program Review, ABA approval and a dynamic and proactive Advisory Board, there exists the talent and enthusiasm to further increase the number of students and provide a cutting edge paralegal education.

Objectives

1. Strengthen the academic position of the Program as the only ABA approved B.S. degree in Legal Studies offered in the metropolitan area.
2. Focus the program on ethical leadership practice and providing access to justice for the poor.

Strategies

1. Strengthen the academic position of the program by:
 - 1.1 Upgrading curriculum and technology to meet the dynamic changes in the practice of law.
 - 1.2 Continuing access of legal studies to the Westlaw database, initiated in Fall 2004.
 - 1.3 Hiring additional faculty to reduce student/faculty ratios.
 - 1.4 Increasing Faculty/student interactions through faculty moderated co-curricular activities.
 - 1.5 Renewing ABA approval (2007).
 - 1.6 Offering the LES Certificate Program on the Manhattan Campus by Fall 2006.
 - 1.7 Offering the LES Certificate Program on the weekends on the Staten Island and Queens Campuses by Fall 2006.
2. Implement measures to help the Legal Studies Programs focus on ethical leadership practice, and providing access to justice for the poor by:
 - 2.1 Seeking grants and partnerships to increase student activity in programs providing legal services to the poor.
 - 2.2 Increase the number of service learning courses by twenty percent.
 - 2.3 Seeking out internships in the public sector.

Success Measures

- Renewal of ABA approval in 2007.
- Register a minimum of 10 students per year in the Certificate weekend programs.
- NSSE student engagement benchmarks.
- HERI faculty perception targets.
- Institutional success measures relating to revenue generation.
- Student success in seeking jobs and/or pursuing graduate study.

(c). Sport Management

The Sport Management program is the largest (non-physical education) program of its kind in the nation. With 389 majors it boasts a 76% increase in the last five years. The program has recently gained approval from NAASM-NASP, the national academic association. The program includes an extensive internship component. Students can spend a semester at Leicester University, U.K., at their prestigious Centre for Research into Sport and Society, where their course work is supplemented by internships. A value added course cluster leading to coaching certification is ready to be sent to NY State for approval. The growth of sport as a business and the growing international emphasis in sport have made graduate study-specifically in sport management and international sport management -a professional necessity. For this reason, the M.P.S. program, approved by the CPS Faculty Council and currently being presented to the Graduate Council, has an "international track" built into the program. Development of a Center for the study of Sport and Society which would complement and enrich the degree programs, is being prepared based on the model of seminars and guest speakers as piloted by the programs with Spike Lee and Senator Bill Bradley during 2004.

Objectives

Pursue initiatives that will augment the national recognition for the program and enhance its position as a center for the study of international sport management through:

1. Offering enhanced opportunities for students in the undergraduate program.
2. Offering a unique graduate program with an international component and opportunities for research and enrichment.
3. Focusing on ethics and responsibility in sport management in all levels of study.

Strategies

1. Offer enhanced opportunities for students in the undergraduate program by:
 - 1.1 Providing opportunities for international study, in addition to the semester at Leicester. Discussions have been initiated with the University of Chester (UK) and Trinity College in Dublin offering enriched study abroad opportunities in sport management.
 - 1.2 Increasing the academic profile of admitted students by raising admissions requirements as the University develops those requirements.
 - 1.3 Developing service learning courses with the goal of providing service learning experience in at least 15 percent of the course offerings.
 - 1.4 Highlighting new course offerings in the undergraduate program which are concerned with ethics in sport.

2. Offer a unique graduate program with an international component and opportunities for research and enrichment by:
 - 2.1 Proceeding with the approval procedure for the MPS in Sport Management including an international track.
 - 2.2 Investigating opportunities for additional international Sport Management relationships to provide a unique graduate experiences.
3. Focus on ethics and responsibility by:
 - 3.1 Developing a Center for Sport and Society through which ethics and responsibility at all levels of sport management, from school to international competition, would be the focus of research, seminars, visiting scholars, and professionals in the field.

Success Measures

- Increase in mean SAT score of admitted students.
- Increase in enrollment in undergraduate program.
- NSSE student engagement benchmarks at or above university goals.
- HERI faculty perception targets at or above university goals.
- Approval of MPS in Sport Management and successful implementation of the program.

Priority 7. Enhance Residence Capacity

The decision to establish a resident program was driven by the 1995 strategic plan to enhance the academic profile and geographic diversity of undergraduates. The initial master plan called for as many as 4,800 students to be housed in Queens and was later modified to 2,800 beds. The University currently operates 2,273 beds. An updated projection of housing needs, incorporating actual trends for the last five years, was developed and forecasts a demand for 3,062 beds by 2007 (*Appendix I*). We have already exceeded demand and our ability to house all students wanting to live on campus. For the first time, in Fall 2004, a housing lottery was implemented for upperclassmen to allocate the limited number of beds on campus. We expect this growth to continue. In having residence facilities, the University has been able to attract a higher-quality student (an institutional priority) and increase the geographic diversity on campus.

Alternatives to meet this demand include construction of additional on-campus housing, purchase of off-campus housing, and development of a housing referral program to facilitate students' independent efforts to locate nearby off-campus housing. The long-term solution may be a combination of the three alternatives: build, buy, and broker. The University will need to finalize these decisions about providing appropriate and sufficient housing for its entering students, during the next planning cycle.

In the near-term, the University will manage the residence capacity issues by pursuing opportunities to acquire apartments in close proximity to the Queens campus and by establishing an Off-campus Housing Office staffed by a professional to assist students in locating apartments in the neighborhood. The University has recently contracted to purchase a newly constructed complex of 12 3-family houses which will accommodate up to 105 students beginning in Fall 2005. Other off-campus opportunities are being explored.

In addition, to ensure that our residence life policies support our overall enrollment strategies, the University is reviewing its policies regarding students' eligibility to reside on-campus to include criteria such as academic standing and disciplinary problems in the housing lottery process.

It is critical that we actively monitor the housing situation beyond '07. While we expect demand for housing to continue into the near and foreseeable future, housing considerations will be driven in large part by our decisions concerning the following:

- Internal factors-further shift in the academic profile and policy decisions with regard to tripling.
- External factors-changing demographics in New York City, future growth opportunities and competition.

Analysis including projections and housing scenarios, beyond '07, is underway.

Objective

- Determine the optimum resident capacity scenario beyond 2007

Strategies

1. Analyze the impact of the resident population on the composition of the student body (Marketing & Communications – ongoing).
2. Assess impact on meeting Top 125 goals (Marketing & Communications-- ongoing).
3. Determine optimum fiscal scenario (Business Affairs).

Success Measures

- Achieving U.S. News targets.
- Increased financial resources.

Priority 8. Enhance Student Activities

Providing a robust student activities program is essential to the overall development of a thriving and engaging campus environment. The original Master Plan for the resident hall program in Queens assumed that the University would need a new Student Center to support the growing resident population. The University has already invested in new facilities and leveraged existing satellite facilities for student activities. This includes the use of resident village lounges and allocation of space in Montgoris Hall to student programs; renovation of the University Center in summer 2004; and conversion of the Alumni Hall pool into a fitness center. By Fall of 2005, the Athletic Field House will open and provide indoor open space for student use. By providing additional space for student activities, existing activities can be enhanced and additional student activities developed. During 2004 – 2005, a cross-functional team conducted a comprehensive assessment of the Student Life organization at all campuses. The scope of the effort included a review of process, compliance, organization / climate and student programming. Critical themes have been highlighted for priority areas of focus.

Objectives

1. Encourage integration, collaboration and consistency in meeting student needs across campuses.
2. Create dedicated space for students to congregate and organize activities, to permit enhancement of student activities and programs.
3. Design a philosophy and integrated approach to student programming that meets a broad cross-section of needs and creates a vibrant campus environment.
4. Dedicate focus and resources for a dramatic enhancement of resident students' experience.

Strategies

1. Assess alternative organizational model presented by the Student Affairs Assessment Committee.
2. Improve student facilities by:
 - 2.1 Major reconstruction of the University Center.
 - 2.2 Reconfiguring Montgoris Hall for a more open environment for students to gather.
 - 2.3 One-stop building space to reduce runaround.
3. Improve programming and activities by:
 - 3.1 Assessing student activity fees.
 - 3.2 Focusing on: transportation to and from Manhattan and between campuses; weekend and evening activities for both resident and commuter students; and social, cultural and educational events with broad University appeal.

4. Enhance the experience for resident students by:
 - 4.1 Creating opportunities for more social interaction through additional integrated programming and transportation options.
 - 4.2 Creating solutions to enhance the perception of room assignments, room changes, and tripling.
 - 4.3 Establishing regular forums with RHAs to engage students more actively in all communication and policy changes and decisions.

Success Measures

- Student satisfaction (SSI).
- Resident satisfaction (ACUHO-I).
- Retention.

Priority 9. Quality of Life

This priority seeks to improve the overall quality of the campus environment at the University to better support the academic mission. The primary initiatives focus on enhancements and improvements to the environmental comfort, functionality, and appearance of the campus and its buildings. This will be accomplished by the systematic investment in critical heating, ventilation, and air conditioning (HVAC) systems and by catching up on the previously deferred maintenance backlog. In addition, this priority includes improvements in the public safety areas, including the implementation of the Public Safety strategic plan with a focus on surveillance, technology enhancements, and emergency preparedness

In terms of comfort, the rationale centers on the age and condition of University buildings. On the Queens campus, 67% of the buildings are between 25 and 50 years old and in need of significant upgrades to meet contemporary standards for comfort. Although there has been significant spending to build new facilities over the past seven years, the investment in existing systems has lagged. The result is large deferred maintenance backlog with deteriorating systems and infrastructure.

While the Queens campus has grown nearly 40% in size and enrollment over the past six years, the annual operating budget for Facilities has only increased 14.3%. This reflects a variety of initiatives to improve efficiency and effectiveness. In addition to the benefits achieved from the funding of deferred maintenance initiatives from the capital budget, it is expected that additional operating funds will be needed to improve quality of life measures.

The University has invested about \$15 million in deferred maintenance initiatives over the past eight years. The Deferred Maintenance plan identifies a total deferred backlog of about \$154 million with about \$47 million being within the highest priorities. Based on the strategies identified within the plan, the University has proposed to fund this initiative over the next five years by committing \$6 million per year from the operating budget, as a way to systematically reduce the backlog, increase infrastructure reliability, and enhance comfort and quality of life.

In terms of public safety, the rationale centers on two issues: our change to a residential environment, and a significantly different view of safety in a post 9/11 world. The University's response was to develop a strategic plan to address safety within this changed environment. Many components of the plan have been implemented including staffing, deployment and basic technology. The proposed objectives for this priority focus on continuing that strategic plan with the full implementation of the technology and emergency planning components. Over the past five years the University has increased the operating funds for Public Safety by more than 43% and invested more than \$4.1 million in capital for safety and security enhancements. The plan calls for phased implementation of the additional initiatives over a proposed three-year period.

Objectives

1. Improve comfort and infrastructure
2. Enhance Public Safety

Strategies

1. Improve comfort and infrastructure by:
 - 1.1 Systematically reducing the backlog, increasing infrastructure reliability, and positively impacting comfort and quality of life by implementation of the deferred maintenance plan – including the annual investment for system repair and replacement – in a timely and cost-effective manner. The deferred maintenance plan has been endorsed by the Board of Trustees. The plan calls for funding this initiative on an annual basis for the next five years. Facilities and Construction has responsibility for implementation.
 - 1.2 Improving the quality and customer service of our service delivery model, this currently includes outsourced vendors. Facilities is reassessing its service vendor relationships and will be going out with a major Request for Proposal (RFP), The department is also looking to improve vendor accountability for the results of satisfaction surveys and other performance measures.
2. Enhance Public Safety by:
 - 2.1 Implementation of the technology components of Public Safety's Strategic Plan, which calls for additional emergency assistance stations, improved surveillance coverage and digital technology, in a timely and cost-effective manner. Public safety has overall responsibility for implementation of the strategic plan and the technology and emergency planning components. The current plan calls for a three to four-year rollout of the technology enhancements and a one-year rollout of the emergency plan.
 - 2.2 Implementation of the major components of the Emergency Response plan in a timely and cost-effective manner. This includes the full implementation of command centers at all campuses and rollout of the emergency communications and training components of the plan.

Success Measures

- Increase in overall student satisfaction in related areas.
- Increase in resident satisfaction levels in related areas.
- Increase in level of faculty satisfaction with the learning environment.
- Increase in satisfaction with heating, ventilation, and air conditioning (HVAC).

Priority 10. Commitment to the Value of Diversity

At many higher education institutions, including many elite private universities, there has been a major focus on the educational benefits created by bringing students of diverse backgrounds and experiences to enrich campus communities, and many initiatives have been developed to attempt to increase levels of student diversity. At St. John's, we also remain committed to the value of diversity as a fundamental foundation of our mission and vision. Unlike many other educational institutions, our unique location in the most diverse county, and of the most diverse cities in the country, has enabled us naturally to attract a very multicultural student body (*Appendix B*).

In Fall 2004, students of color represented 39% of the student population body, and students came from 44 states, and more than 100 countries. In recent years there also has been a steady increase in the number of female students, currently about 60%, mirroring national collegiate trends. A related area that also mirrors national trends is the disparity in six-year graduation rates by ethnic group: 73% for Whites; 65% for Asians; 60% for Hispanics and 56% for Black students. On the other hand, current one-year retention rates are highest for Asian students (83%) and almost identical for Whites (79%), Hispanics (78%) and Blacks (76%). Retention and graduation rates need to be monitored and objectives and strategies developed as warranted.

The University also fosters and values religious diversity. Catholics comprise about half of the student population, with the remaining student population representing many religious groups including all the major Protestant religions, Jewish, Russian and Greek Orthodox, Hindu, Islam, Buddhist and Mormon. As part of our Catholic identity, the University has been monitoring the gradual decline of Catholics in the student population over the last ten years, at 51% in Fall 2004, and the increase in the unknown religion category.

Our community of students, alumni, faculty, employees, and employers, recognize and consistently identify diversity (in surveys and focus groups) as one of the top strengths of the University. In the recent National Survey of Student Engagement, significantly higher percentages of our students in comparison with a peer group indicated that they had held serious conversations with students of different race or ethnicity and that the University encourages contact among students from different economic, social, and racial/ethnic backgrounds. St. John's was ranked ninth among racially diverse national universities in the 2006 edition of U.S. News & World Report's *America's Best Colleges* receiving a diversity index of .66, with 1.0 = highest.

At the same time, we are aware that although much progress has been made, the level of diversity of the faculty, administrators, and staff remains lower than that of the student body and that additional efforts should be made in this area (*Appendix J*).

Consistent with the University's mission as a Catholic, Vincentian and metropolitan institution of higher education, we endorse the principles below, as indicative of our commitment to the value of diversity:

- *"The University will not tolerate any form of overt or subtle prejudice or discrimination. Every effort will be made to create a hospitable, collegial, learning and working environment where students, faculty, administrators and staff of all backgrounds are welcome.*
- *In an effort to mirror more closely our student population, all academic and administrative units of the University will be committed to recruitment and retention of diverse faculty, administrators and staff.*
- *The University will build upon its progress in diversity, celebrate its achievements and continue to identify and respond to future challenges."*

These principles were developed by the President's Multicultural Advisory Committee, established in Spring 2004, and comprised of representatives of students, faculty, and administrators. The purpose of the committee is to address both the broad issues of multiculturalism in higher education and the specific multicultural needs of the St. John's University community, with the Committee defining multicultural as, *"a serious and sustained commitment to and practice of respecting all forms of diversity."* One of the Committee's functions is to provide recommendations that will help the University better serve its increasingly diverse population. Recommendations that were prepared by the committee in light of this particular function were submitted to senior managers for review. Objectives and strategies from the approved recommendations are summarized below:

Objectives

1. Ensure that commitment to diversity permeates all sectors of the University.
2. Increase the ethnic/racial representation of faculty, administrators and staff where appropriate to be more reflective of our student population.
3. Reinforce our commitment to diversity by offering development and programmatic opportunities that enhance awareness and skills needed to succeed in a diverse environment.

Strategies

1. Ensure that commitment to diversity permeates all sectors of the University by:
 - 1.1 Ensuring that messages are integrated in internal and external communication materials.
 - 1.2 Ensuring that student activities, curricula and employee events relating to diversity topics are easily accessible through a web presence.

2. Increase the ethnic/racial representation of faculty, administrators and staff by:
 - 2.1 Establishing targeted focus and accountability within the Academic sector, Human Resources department and within each college and functional unit throughout the University to increase diversity of the respective populations.
 - 2.2 Developing, implementing and tracking specific recruitment and retention efforts for each population to support the targets outlined in the institutional measures section of the plan.
3. Enhance awareness and skills needed to succeed in a diverse environment by:
 - 3.1 Reintroducing Diversity Training to faculty, administrators and staff.
 - 3.2 Introducing training for managing a diverse work force.
 - 3.3 Formalizing responsibility and accountability for developing, implementing and coordinating efforts to foster a diverse and inclusive living and learning environment for students.
 - 3.4 Allocating resources for University-wide student programming to enrich the overall life of the student body, consistent with a similar strategy under priority 8 relating to enhancement of student activities.

Success Measures

- Percent increase in faculty, administrators and staff of color.

INSTITUTIONAL GOAL II:

ENHANCE RESOURCE DEVELOPMENT AND PRIORITIZE RESOURCE ALLOCATION TO ACHIEVE OUR VISION

Priority 11. Development

In 1998, the University outlined the charge to develop, communicate and implement a University-wide Development Plan, focusing on the capital campaign and increasing both dollar and donor levels of annual giving. Since that time, there have been 34 additional professionals dedicated to this effort, which has resulted in a renewed alumni focus and significant increases in both revenue and donor participation.

The campaign for St. John's, "Fulfilling the Dream," originally had a goal of \$100 million for student support, faculty endowment, academic programs and facilities. In 2002, the goal was increased to \$200 million and in March 2004, the Board, again moved to approve an increase in the Campaign goal to \$250 million.

Objective

- Reach the quarter of a billion dollars goal for the "Fulfilling the Dream" campaign and prepare the University to embark on future campaigns.

Strategies

1. Continue to engage, cultivate and solicit over 4,000 major gift prospects.
2. Target select Foundations and Corporations and network with key alumni to assist in soliciting campaign gifts.
3. Partner with academic units and Deans to secure funding for academic priorities.
4. Partner with administrative units to secure funding for specific priorities (e.g. athletics, student affairs).
5. Execute plans to open the Parents, Employees and General Alumni solicitation phases of the Capital Campaign.
6. Continue to work with Government Relations to identify sources of revenue within the State and Federal legislative bodies.
7. Continue to partner with the Office of Grants & Sponsored Research to identify funding sources for University-wide initiatives on academic programs and research.

Success Measures

- Surpass the quarter of a billion dollars goal in Capital Campaign gifts and pledges, inclusive of Government Grants and Research, as well as Annual Giving.
- Increase undergraduate alumni giving to the institutionally approved target of 18% by 2007-2008.

INSTITUTIONAL GOAL III:

BUILD AN ORGANIZATION OF STRONG LEADERS WHERE FACULTY, ADMINISTRATORS AND STAFF ARE ENABLED, MOTIVATED AND ENGAGED.

Priority 12. Leadership, Training, and Development

A. Training and Development

Since 1999, the Human Resources department has implemented strategies aimed at attracting, motivating and retaining talented leaders at all levels in the institution in a cost-effective, efficient manner. Building organizational capability, differentiating performance and providing the tools necessary to succeed have been the cornerstones of the overall strategic approach. Since leadership was identified as a key institutional goal in 2000-2001, particular attention has been paid to designing and identifying training programs aimed to help professionals and managers with the skills and competencies necessary to address the many challenges facing higher education today. In the last two years, a three module Service Quality Training Program focused on delivering excellent service to students was introduced with over 700 participants in attendance. Other programs such as New Hire, Vincentian and Student Worker Orientations; Sexual Harassment Prevention; Effective Business Writing; Presentation Skills, Performance Management, and other Supervisory programs have been successfully introduced with robust participation and positive feedback.

The culmination of these efforts resulted in the introduction of a three-tiered Certificate Program, which supports our leadership goal and directly supports the development plan component of the University's performance management system, Partnership for Performance.

Objective

- Continue to offer programs, coaching and developmental experiences to ensure that administrators and staff have the knowledge, competencies and leadership attributes necessary to meet student expectations and address the ever-changing strategic challenges of higher education.

Strategies

1. Continue to communicate and encourage participation in the recently introduced Certificate Program for administration and staff.
2. Consider proposal for a shared leadership experience, which is currently under consideration by senior managers.

Success Measures

- Employee Retention; high performing.
- Employee Satisfaction.

B. Faculty Development

Faculty development is a crucial component of many of the academic priorities included in the strategic plan. Specific strategies are addressed under the core curriculum (page 31), leveraging investment in technology (page 46), and other priorities. The Center for Teaching and Learning (CTL) continues to promote and support faculty development through workshops, newsletters and other activities. With the continued success of ACI and the ongoing transformation in the design, delivery and assessment of courses across the curriculum, technology has to be an integral part of any comprehensive faculty development plans, and will require close coordination among the Center for Teaching and Learning, Information Technology and the Libraries.

Objectives

1. Provide faculty with adequate, appropriate and ongoing training and support to implement critical thinking fully into the new core curriculum and to assure consistent, high quality teaching and learning in all academic areas.
2. Enhance the use of information technology, particularly in the core curriculum but eventually spreading across all schools and colleges.

Strategies

1. Development of training and support programs related to the Academic Computing Initiative (ACI), including expansion of the "Portable Professor" series.
2. Conversations in Teaching, a series of three two-hour workshops, designed particularly for new full-time and adjunct faculty.
3. Faculty recognition and support programs.
4. Revamped Faculty Fellows Program, with more focus on technology in teaching and expansion of the Fellow appointment to two years.
5. Faculty development related to the core curriculum.

Success Measures

- Faculty Survey of Student Engagement.
- HERI Faculty Survey indicators.
- NSSE student engagement benchmarks.

INSTITUTIONAL GOAL IV:

INSTITUTIONALIZE OUR NEW VISION AND PLANNING CULTURE IN THE CONTEXT OF MISSION AND EXTERNAL CHALLENGES

Priority 13. Marketing and Brand Image

In the first quarter of 2001, the Office of Marketing & Communications was restructured and charged with the two-fold goal of supporting Enrollment Management objectives and enhancing the image and academic reputation of the University. The first step was to develop an integrated marketing plan, one that gave equal weight to the "4 P's" (product, price, place and promotion) versus the historic focus on advertising. The shift was driven by data garnered through image and awareness research, demand and satisfaction studies, competitive benchmarking and modeling (*US News & World Report* and Admissions Validity).

Using those resources, we were able to identify patterns that fed directly into our approaches to marketing, communications and branding. We developed a relationship management structure to actively plan and implement University-wide communications via print and electronic media encompassing creative design, media buying, production and tracking. This structure fostered a customer-centric approach that impacted our University web site, Customer Service Center and all communication initiatives. Relative to image, we identified awareness levels and internal and external perceptions of St. John's. We then implemented a brand identity platform to immediately generate consistency in look and tone of messaging and to positively impact the University's image over time. A key component of this platform, the brand positioning statement, highlighted earlier in this document, drove the design process and implementation and incorporation across myriad elements (i.e., web, events, PR, and publications).

These efforts have contributed to positive results as measured by shifting the academic profile while remaining 'true to mission,' peer recognition and recently being named one of Princeton Review's *Best 357 Colleges* (Fall '04 publication). We will continue to insure that our various constituencies have a consistent picture of St. John's – one that is aligned with who we are and what we stand for and what we are striving to become. In communicating the 'right' message (one that is believable, meaningful, sustainable and differentiating) in a consistent manner, we will enhance the perception of St. John's, thus, increasing our reputation score in *US News and World Report* and overall. The ultimate effect of this will be increased and sustainable demand.

Objective

1. Enhance the image and reputation of the institution by:
 - Developing consistent message and communication strategy.
 - Facilitating two-way communications with internal audiences
 - Disseminating pertinent information to external audiences
 - Establishing the "top five things" for which St. John's is known.

Strategies

1. Create and implement a communications platform that is integrated, comprehensive (multi-media), audience-specific, timely and cost-effective.
2. Ensure that brand identity flows consistently through messages – Vincentian / Catholic; general statistics / profiles; academic areas of distinction (e.g. sciences); value; continued investment in product and diversity. Our research has identified these elements as strengths to be leveraged.
3. Develop a Marketing Plan for Athletics aligned with institutional objectives, insuring a 4P-approach to Athletics versus historical promotional emphasis; launch Athletics "sub-brand" refresh project.
4. Enhance the Customer Service Center (CSC). Implement Outbound Telemarketing (OBTM) function to alleviate "cost center" approach and enhance institutional efforts. Relocate CSC gearing up for future in-house fulfillment opportunities.
5. Establish preferred Print vendor status in collaboration with IT/Office of Printing in order to achieve greater cost efficiencies and quality control in our printing operation.
6. Continue the market scan, which is currently in progress, to determine short- and long-term recruitment strategies regarding growth in primary/secondary markets.
7. Develop and implement the University's first comprehensive internal and external communications plan ('04-'05). This is the foundation for generating additional exposure for key areas of distinction as noted in 2 above. A Director of Internal and External Communications position has been created and filled to spearhead this initiative and necessary collaboration with the Deans and the faculty.
8. Evolve web capabilities (Internet and Intranet) beyond student recruitment purposes to support employee needs, communicate current events and integrate externally hosted sites (e.g. redstormsports.com).
9. Develop a communication platform that amplifies our emphasis on the applied sciences. This includes promoting the \$20 million investment in facilities and highlighting key faculty and their research. We will explore and further leverage internal and external science-oriented media opportunities (i.e., publications, symposia participation, speaker series, etc.).

10. Develop a structured research program to assess market potential and "customer" patterns; track competition; and generate a market-driven pricing/position strategy.

Success Measures

- Enhanced reputation score / US News targets.
- Increased awareness across key constituents.

Priority 14. Mission

Through the newly created office of Executive Vice President for Mission, the first University-wide Mission Plan has been developed. The plan includes four goals and related objectives for two academic years, a set of operating principles, a mission process design, and a list of basic mission resources. It also suggests a direction for evaluation. The plan has a two-fold focus of establishing baselines for further work and educating to the Mission itself. It is built on four major areas that support the overall institutional goals: Education/Formation, Academics, Service, and Mission Structure, and is limited to those activities and projects that are under the immediate purview of the Executive Vice President for Mission. Many other University units have developed specific strategic plans with mission-related components. A full report will be submitted to the Board by March 2006.

Objective

- Advance, operationalize and assess the Vincentian Mission as articulated in the University Mission Statement and the University Vision Statement.

Strategies

1. Provide educational and formation experiences that will assure that all personnel and students will have the opportunity to understand and articulate the Vincentian vision and tradition, subscribe to the core values of the University, and will be prepared and motivated to demonstrate these values in their various roles.
2. Arrange the environment and present a clear image of the Vincentian identity (Mission, Tradition and Vision of the University) in the physical surroundings, publications (print and electronic), signage, and promotional materials.
3. Integrate Vincentian values and traditions in academic programs, research, co-curricular activities, personnel incentives and support services so that the Vincentian distinctiveness of service, advancement of justice and amelioration of poverty will be recognized and respected within the community and beyond.
4. Encourage faculty to seek out the causes of poverty and explore concrete, effective responses.
5. Promote and facilitate within all University constituents (alumni, administration, faculty, staff and students) an attitude of service and establish the expectation that service is integral to the Vincentian mission and includes volunteerism, service learning, pro bono service, etc., and that public service careers are valued highly.
6. Assure that each unit of the University, through participation on the Vincentian Mission Council, or membership on a University-wide committee, or an individual's specific position

responsibility, has a channel of two-way communication with the Executive Vice President of Mission and that mission efforts are collaboratively developed across the University.

7. Convene a Vincentian Research Summit to discuss the various implications of indicators and measures proposed by a Mission Task Force as well as the findings from the range of University surveys conducted in 2004 that contain Mission items. Membership should include representatives of various units, research staff, and members of the Sponsoring Congregation.
8. Permeate the mission into the fabric of the University by:
 - a. Exploring the creation of an Institute for Poverty and Social Justice.
 - b. Identifying ways in which the mission is currently and could be further imbedded in the curriculum.
 - c. Exploring ways to make service learning mandatory.

Success Measures

- Mission related measures from HERI.
- Mission related measures from NSSE.
- 100% DNY classes including Vincentian Mission.
- PFP – core values.
- Community service / volunteer work.
- Participation in Service Day.

INSTITUTIONAL SUCCESS MEASURES

For each of the four strategic goals, institutional Success Measures have been developed to indicate annual and cumulative progress through 2007-2008. Assessment of institutional success and learning outcomes is increasingly required by external accrediting organizations. A summary of these specific measures is presented below for each of the goals.

Seven specific measurement components have been identified with established targets or standards to be reached by 2007-2008. Each component indicates the anticipated outcome, indicator of success, measures to be used, baseline data, comparative data, and numerical target to be reached by 2007-2008. Academic indicators include quality of the student learning experience, intellectual rigor (measuring students' learning and faculty perceptions), intellectual readiness of students, creative teaching techniques, quality of faculty/student interaction (advising, mentoring, coaching), employer satisfaction with graduates, student placement into employment or advanced education, graduate school success and alumni giving.

Each of these measures will be assessed by a variety of internal and external instruments, including national student and faculty surveys (HERI, NSSE), student evaluations of teachers (Student Instructional Report –SIR II), and external licensure examination rates. Many of the results will also be compared with national standards or with comparable institutions of higher education both to assess St. John's success in meeting its own strategic goals and its stated commitment to enhancing its image and reputation nationally. Unless otherwise noted, the measures identified on the following page and in *Appendix K* will be tracked at the institutional level. A number of additional measures (such as assessment of majors in the field, alumni perception and faculty vibrancy) will be tracked at the college or unit level (*Appendix L*).

INSTITUTIONAL SUCCESS MEASURES

Level Tracked: Institutional

Summary

GOAL I – Develop our Academic and Institutional Culture to be Student-Centered and Committed to Lifelong Learning

1. Quality of the Student Learning Experience
 - a. Core Curriculum Assessment
 - b. National Survey of Student Engagement (NSSE)
 - c. Student Instructional Report
2. Employer Feedback
3. Alumni Giving Rates

4. Incoming Student Profile (Academic, Economic, Demographic)
5. Third-Party Endorsements: Drivers for US News & World Report; Accreditation
6. Student Satisfaction (Residence and All)
7. Student Placement (tracked at College level)
8. Graduate School Success (tracked at College level)

GOAL II – Enhance Resource Development and Prioritize Resource Allocation to Achieve Our Vision

1. Revenues Exceed Expenses
2. Tuition Dependency
3. Capital Campaign
4. Net Assets
5. Bond Rating

GOAL III – Build an Organization of Strong Leaders where Faculty, Administrators and Staff are Enabled, Motivated and Engaged

1. Satisfaction and Diversity of Faculty, Administrators and Staff
2. Retention of High Performing Faculty, Administrators and Staff

GOAL IV – Institutionalize Our New Vision and Planning Culture in the Context of Mission and External Challenges

1. Community Service/Volunteer Work (Students)
2. Service Learning: Faculty and Student Participation
3. Mission Awareness (tracked at Unit level)

CONTINUING EVOLUTION OF THE STRATEGIC PLAN

The University will continue to pursue its four broad goals and 14 priorities within the context of mission, vision and values articulated earlier in this document, with annual reviews against the Institutional Success Measures and refining the implementation strategies as new internal and external conditions emerge. Particular attention will be paid to the issues of academic standards, institutional reputation and fiscal strength.

The plan has been shared with the faculty and their input and suggestions solicited and incorporated. It was endorsed by the University Senate and then approved by the Board of Trustees. The plan will serve as a framework for, and be informed by, schools/colleges and departments as they develop and implement comprehensive institutional and unit level plans with specific tasks, milestones, persons responsible, and resource implications. Recommendations from the 2004-2006 Middle States self-study and re-accreditation site visit will be incorporated into the plan as appropriate.

An online version of the Strategic Plan is available on the Intranet at <http://intranet.stjohns.edu/strategicplan>

APPENDIX

- A. TRENDS IN ENROLLMENT DATA: FALL 1994 – FALL 2004
- B. TRENDS IN DEMOGRAPHIC CHARACTERISTICS OF ALL STUDENTS: FALL 1994 – FALL 2004
- C. TRENDS IN ADMISSION DATA: FALL 1993 – FALL 2004
- D. TRENDS IN UNDERGRADUATE APPLICATIONS - PRIMARY/SECONDARY MARKETS: FALL 2000 – FALL 2004
- E. PROJECTED OPERATING BUDGET: FISCAL YEARS 2005 – 2008
- F. DEMAND STUDY SUMMARY
- G. ACADEMIC QUALITY DIMENSIONS
- H. CORE CURRICULUM
- I. RESIDENCE HALL DEMAND ANALYSIS – QUEENS CAMPUS
- J. ETHNIC DISTRIBUTION OF FULL-TIME FACULTY, ADMINISTRATORS AND STAFF: FALL 1998 – FALL 2004
- K. INSTITUTIONAL SUCCESS MEASURES - LEVEL-TRACKED: INSTITUTIONAL
- L. INSTITUTIONAL SUCCESS MEASURES – LEVEL TRACKED: COLLEGE/UNIT



**APPENDIX A
TRENDS IN ENROLLMENT DATA
FALL 1994 - FALL 2004**

UNDERGRADUATE											
	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
QUEENS											
St. John's College	2,081	2,105	2,149	2,135	2,176	2,235	2,387	2,397	2,555	2,716	2,761
The School of Education	581	581	589	542	527	462	503	480	521	526	523
The Peter J. Tobin College of Business	2,083	1,888	1,765	1,775	1,775	1,772	1,786	1,822	1,870	1,796	1,750
College of Pharmacy & Allied Health	2,138	1,917	1,700	1,675	1,665	1,623	1,571	1,526	1,467	1,567	1,550
Baccalaureate					1,395	1,134	805	540	342	430	416
Six-Year Pharm.D.					270	489	766	986	1,125	1,137	1,134
College of Professional Studies	3,871	3,941	3,877	3,730	3,787	3,994	4,237	4,336	4,295	4,069	3,920
Certificate	30	29	20	13	10	10	10	4	7	4	1
Associate	1,905	1,831	1,727	1,174	880	715	600	534	502	423	321
Baccalaureate	1,936	2,081	2,130	2,543	2,897	3,269	3,627	3,798	3,786	3,642	3,598
Metropolitan College			20	86	73	66					
Subtotal Queens*	10,754	10,432	10,100	9,943	10,003	10,152	10,484	10,561	10,708	10,674	10,504
High School Extension			1,983	1,466	1,288	1,351	1,215	1,339	1,431	1,593	1,512
Total Queens Undergraduate	10,754	10,432	12,083	11,409	11,291	11,503	11,699	11,900	12,139	12,267	12,016
STATEN ISLAND											
St. John's College	905	852	866	843	733	726	705	658	646	559	476
Certificate											
Associate	318	318	336	236	148	195	153	162	153	144	130
Baccalaureate	587	534	530	607	585	531	552	496	493	415	346
The School of Education	48	122	144	168	209	212	198	191	188	157	145
The Peter J. Tobin College of Business	470	458	466	490	534	519	514	508	492	469	428
College of Professional Studies	531	531	532	516	581	538	549	553	604	653	716
Certificate	8	2	3	3	2	1	1		1	1	2
Associate	259	257	255	215	223	180	159	173	179	157	160
Baccalaureate	264	272	274	298	356	357	389	380	424	495	554
Subtotal Staten Island*	1,954	1,963	2,008	2,017	2,057	1,995	1,966	1,910	1,930	1,838	1,765
High School Extension				463	529	537	564	564	540	722	965
Total S.I. Undergraduate	1,954	1,963	2,008	2,480	2,586	2,532	2,530	2,474	2,470	2,560	2,730
MANHATTAN											
The Peter J. Tobin College of Business								111	99	81	102
Subtotal Undergraduate*	12,708	12,395	12,108	11,960	12,060	12,147	12,450	12,582	12,737	12,593	12,371
Total Undergraduate	12,708	12,395	14,091	13,889	13,877	14,035	14,229	14,485	14,708	14,908	14,848
New Undergraduates											
<i>Queens</i>	2,159	1,867	1,840	2,082	2,068	2,240	2,443	2,230	2,516	2,523	2,597
<i>Staten Island</i>	418	429	420	444	460	456	439	446	450	428	378
<i>Manhattan</i>								13	10	25	30
Total New Undergraduates	2,577	2,296	2,260	2,526	2,528	2,696	2,882	2,689	2,976	2,976	3,005

Notes:

*All subtotals exclude High School Extension students

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



**APPENDIX A
TRENDS IN ENROLLMENT DATA
FALL 1994 - FALL 2004**

GRADUATE

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
QUEENS											
St. John's College	1,218	1,196	1,020	920	855	846	845	864	892	959	964
Metropolitan College			14	29	24	19					
The School of Education	859	957	932	1,103	1,126	1,227	1,260	1,054	1,246	1,320	1,403
The Peter J. Tobin College of Business	1,136	1,098	992	857	773	707	672	537	532	526	520
College of Pharmacy & Allied Health	252	221	212	215	185	204	233	228	442	563	570
College of Professional Studies							18	46	80	55	79
School of Law	1,202	1,117	1,133	1,060	1,014	971	942	950	938	994	982
Total Queens Graduate	4,667	4,589	4,303	4,184	3,977	3,974	3,970	3,679	4,130	4,417	4,518
STATEN ISLAND											
The School of Education	153	154	163	156	189	211	211	184	190	191	172
The Peter J. Tobin College of Business	292	284	230	221	188	156	132	112	100	79	69
College of Professional Studies										24	24
Total Staten Island Graduate	445	438	393	377	377	367	343	296	290	294	265
ROME											
St. John's College				15	28	32	32	38	46	58	56
The Peter J. Tobin College of Business				58	77	70	47	55	50	47	51
Total Rome Graduate				73	105	102	79	93	96	105	107
MANHATTAN											
The Peter J. Tobin College of Business								70	64	53	75
Total Graduate	5,112	5,027	4,696	4,634	4,459	4,443	4,392	4,138	4,580	4,869	4,965
SUBTOTAL*	17,820	17,422	16,804	16,594	16,519	16,590	16,842	16,720	17,317	17,462	17,336
Total Undergraduate & Graduate	17,820	17,422	18,787	18,523	18,336	18,478	18,621	18,623	19,288	19,777	19,813
Subtotal FTE*	15,086	14,668	14,135	14,126	14,212	14,239	14,239	14,733	15,385	15,579	15,578
FTE	15,086	14,668	14,752	14,710	14,740	14,790	15,060	15,285	15,965	16,288	16,330

Notes:

*All subtotals exclude High School Extension students

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



APPENDIX B
Trends in Demographic Characteristics of All Students
Fall 1994 - Fall 2004

	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Gender											
Male	46%	46%	45%	45%	43%	43%	42%	42%	41%	40%	40%
Female	54%	54%	55%	55%	57%	57%	58%	58%	59%	60%	60%
Total	100%										
Ethnic Distribution											
Non-Resident	4%	4%	3%	4%	4%	4%	5%	4%	4%	4%	4%
Black	11%	11%	11%	10%	10%	10%	11%	12%	13%	13%	13%
American Indian	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Asian	11%	11%	11%	8%	10%	10%	11%	11%	12%	12%	13%
Hispanic	11%	11%	11%	11%	11%	13%	13%	13%	13%	13%	13%
White	63%	60%	59%	55%	54%	51%	50%	49%	48%	49%	47%
Unknown*	-	4%	5%	11%	11%	11%	11%	11%	10%	9%	9%
Total	100%										
Religious Affiliation											
Roman Catholic	58%	57%	58%	49%	54%	55%	54%	53%	49%	50%	51%
Protestant	7%	7%	6%	6%	7%	8%	8%	8%	8%	9%	10%
Jewish	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%
None	15%	15%	16%	12%	11%	9%	7%	6%	5%	6%	6%
Other**	6%	5%	6%	7%	10%	13%	14%	15%	16%	16%	17%
Unknown	11%	12%	10%	23%	14%	11%	13%	13%	18%	15%	12%
Total	100%										

Notes:

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

**Other includes Buddhist(1%), Greek Orthodox(2%), Hindu(3%), Islam(3%), Non-Denominational(2%) and Other(6%). Figures in Parentheses represent 2004 data.



APPENDIX C Trends in Admission Data Fall 1993 - Fall 2004

YEAR	Total Inquiries	Total Applications	%Yield (Apps/Inquiries)	Total Accepted	%Yield (Accepts/Apps)	Total Paid	%Yield (Paid/ Accepts)	Total Enrolled	%Yield (Enrolled/Accepts)	%Yield (Enrolled/ Paid)
2004	118,937	17,632	14.8%	10,980	62.3%	3,725	33.9%	3,005	27.4%	80.7%
2003	106,223	15,383	14.5%	10,516	68.4%	3,626	34.5%	2,976	28.3%	82.1%
2002	93,120	12,274	13.2%	9,244	75.3%	3,515	38.0%	2,976	32.2%	84.7%
2001	83,934	10,256	12.2%	8,186	79.8%	3,160	38.6%	2,689	32.8%	85.1%
2000	67,819	9,999	14.7%	7,959	79.6%	3,347	42.1%	2,882	36.2%	86.1%
1999	51,393	8,384	16.3%	6,836	81.5%	3,059	44.7%	2,696	39.4%	88.1%
1998	39,691	7,268	18.3%	6,010	82.7%	2,708	45.1%	2,528	42.1%	93.4%
1997	39,583	7,472	18.9%	6,212	83.1%	2,704	43.5%	2,526	40.7%	93.4%
1996	38,725	7,730	20.0%	6,699	86.7%	2,249	33.6%	2,260	33.7%	100.5%
1995	36,820	8,318	22.6%	7,083	85.2%	2,408	34.0%	2,296	32.4%	95.3%
1994	-----	8,441	-----	7,216	85.5%	2,587	35.9%	2,577	35.7%	99.6%
1993	-----	7,834	-----	6,760	86.3%	2,431	36.0%	2,412	35.7%	99.2%

Notes:

"Total Applications" data include all applications received (i.e. complete and incomplete).

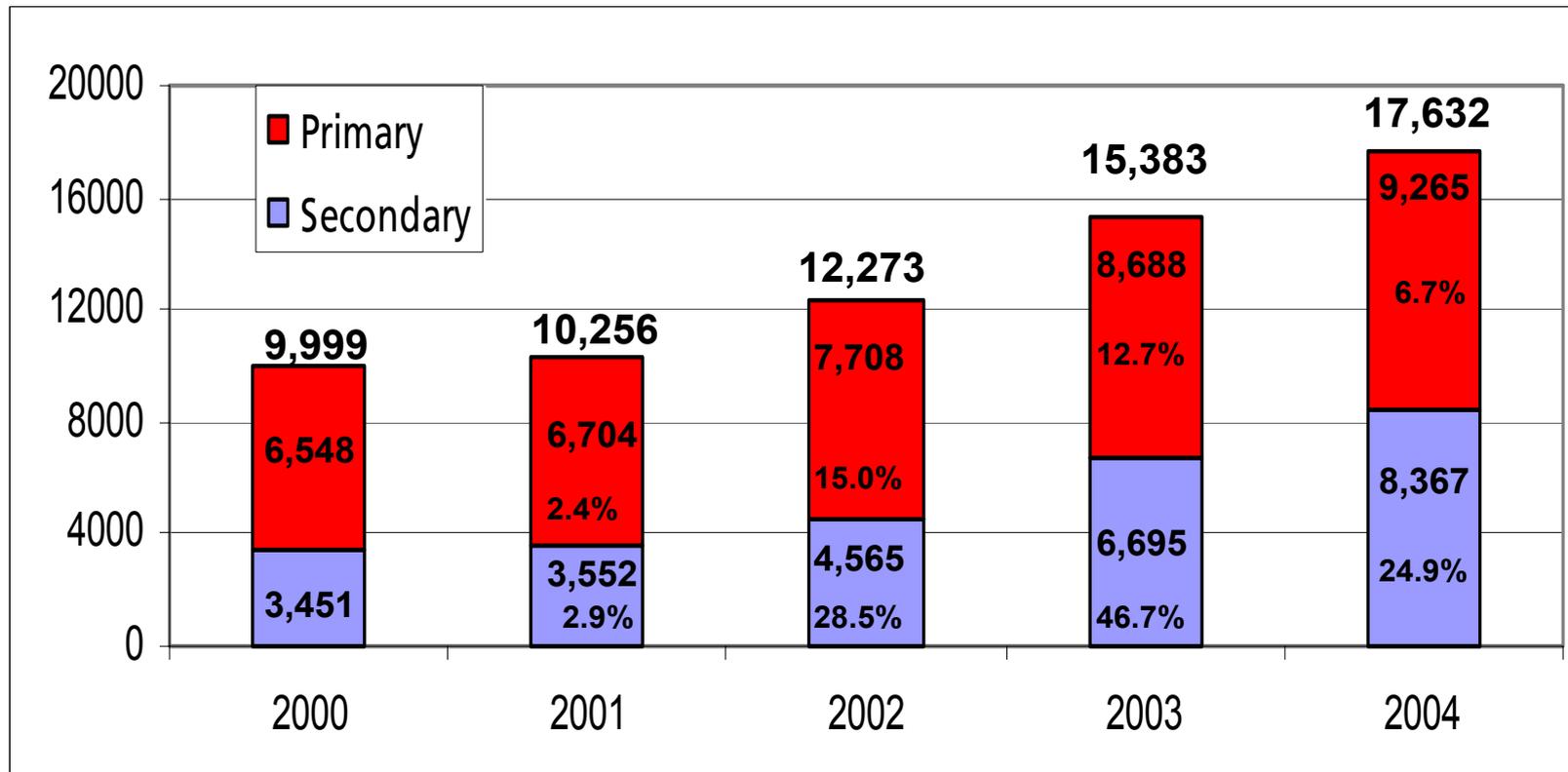
Since 1997, "Total Paid" data include students who paid after registration; these students were not counted as "paid" prior to 1997.

Fall 1997 is the first year that data were taken from the Banner system.

Source for *INQUIRIES* only - Anne Pagliuca, Office of Admission



APPENDIX D Trends in Undergraduate Applications: Primary/Secondary Markets Fall 2000 – Fall 2004





APPENDIX E
Projected Operating Budget
Fiscal Years 2005-2008

	ACTUAL								BUDGET	PROPOSED	PROJECTED		
	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
New Freshmen	2,296	2,260	2,526	2,528	2,696	2,882	2,689	2,976	2,976	3,000	3,100	3,200	3,250
Total Enrollment	17,422	18,787	18,523	18,336	18,478	18,621	18,623	19,288	19,777	20,007	20,447	20,910	21,179
Enrollment Change	-398	1,365	-264	-187	142	143	2	665	489	230	440	463	269
Tuition per Year	10,050	10,950	11,800	13,200	13,990	15,500	16,900	17,850	19,600	21,150	22,400	23,700	25,000
Tuition Increase	650	900	850	1,400	790	1,510	1,400	950	1,750	1,550	1,250	1,300	1,300
% Change in Tuition	6.91%	8.96%	7.76%	11.86%	5.98%	10.79%	9.03%	5.62%	9.80%	7.91%	5.91%	5.80%	5.49%
<i>(In Thousands)</i>													
REVENUES:													
Tuition and Fees	174,746	185,208	194,882	208,232	221,832	244,177	269,922	295,069	321,613	349,738	379,178	408,647	438,163
Less: Financial Aid	-19,366	-22,497	-26,759	-33,258	-39,980	-47,811	-57,236	-70,751	-79,250	-91,500	-103,326	-116,464	-130,573
Net Tuition and Fees	155,380	162,711	168,123	174,974	181,852	196,366	212,686	224,318	242,363	258,238	275,852	292,183	307,590
Investment Income & Net Gains	12,117	6,518	7,275	6,981	8,259	8,595	8,263	7,466	8,000	8,000	8,200	8,528	8,869
Private Gifts, Grants and Contracts	820	904	1,407	2,211	2,295	2,164	5,136	4,941	6,000	5,025	5,250	5,460	5,678
Government Grants & Contracts	373	382	355	342	369	457	2,124	2,181	2,000	2,080	2,163	2,250	2,340
Auxiliary Enterprises	3,631	4,676	4,808	5,596	12,517	19,283	22,066	26,870	27,670	30,005	31,237	32,503	33,818
Other Income	1,754	1,487	1,495	1,701	2,451	4,157	4,051	5,246	4,915	3,792	3,944	4,101	4,265
TOTAL REVENUES	174,075	176,678	183,462	191,805	207,743	231,022	254,326	271,022	290,948	307,140	326,646	345,025	362,561
EXPENDITURES:													
Instruction	68,271	69,742	72,537	71,554	75,989	77,969	85,012	87,105	97,994	102,327	107,029	111,848	116,883
Academic Support	25,304	27,113	28,100	26,590	27,216	29,265	30,947	32,494	37,549	38,804	40,355	41,976	43,658
Student Services	10,171	10,170	11,108	13,080	13,317	14,410	17,662	18,321	19,495	20,116	20,927	21,745	22,620
Institutional Support	23,697	26,593	29,881	33,951	37,628	41,314	45,386	48,631	52,738	55,312	57,537	59,852	62,260
Operation and Maint. of Plant	21,414	21,850	22,518	22,690	24,950	29,428	34,106	34,152	35,229	37,523	39,074	40,689	42,372
Auxiliary Enterprises	5,481	7,229	8,295	8,789	11,330	14,672	14,053	15,114	17,181	16,919	17,672	18,367	19,081
Debt Service	4,826	5,132	4,684	9,496	7,953	18,592	20,697	20,825	24,450	24,700	25,550	26,900	26,900
Annual Capital		1,500	2,317	2,037	3,421	2,804	2,817	4,160	5,000	3,000	3,750	4,500	5,700
Deferred Maintenance										4,000	5,000	6,000	6,300
Contingency									1,313	4,439	4,500	5,200	5,400
Incremental Debt Service on Capital Strategic Plan											1,950	1,950	1,950
											3,000	5,000	8,000
TOTAL EXPENDITURES	159,164	169,329	179,440	188,187	201,804	228,454	250,680	260,802	290,948	307,140	326,344	344,026	361,124
REVENUES LESS EXPENDITURES	14,911	7,349	4,022	3,618	5,939	2,568	3,646	10,220	0	0	302	999	1,438

Assumptions: All expenses inflate at 4% each year except Instruction which rises at 4.5%
New debt of \$30 million in FY05 to fund capital projects.



APPENDIX F

Demand Study Summary

Objectives:

- Identify what tri-state area schools prospective students are considering (including preference)
- Determine the most important factors and timing in selecting a college

Methodology:

- Internet survey (3/3-19/03) of high school juniors and seniors in the tri-state area
- Students were "searched" by St. John's
- 1694 respondents (732 seniors, 962 juniors)
- Respondents were asked to rate a variety of educational, communication, quality, student life and financial factors on a scale of 1(not important) to 7(extremely important).

Top-line Findings:

- 68% of students indicated they were staying in the tri-state area for college
- 20% of juniors have already determined the schools in which they will apply

Top 10 Factors (items receiving a score of 6+):

- Quality of Majors/Minors
- Career Preparation
- Availability of Majors/Minors
- Quality of Academic Facilities
- Availability of Financial Aid
- Overall Reputation of the College
- Availability of Merit Scholarships
- Value of Education for the Price
- Campus Safety
- Actual Cost of Attending

This is aligned with the national qualitative and quantitative studies conducted in 2002 and in Spring 2004 – quality and availability of majors/minors, cost and reputation appeared as the primary factors.

In the tri-state area, the top 11 schools respondents were considering (in addition to St. John's) include:

- NYU, Fordham, Rutgers, Stony Brook, Pace, CW Post, Baruch, Queens College, Hofstra, Adelphi, Hunter College

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This consideration ('competitive') set is fairly consistent with the Clearinghouse data.

St. John's was strongest in New York, followed by New Jersey, with little presence in Connecticut.

We found that seniors actually applied to those schools noted prior. 45% of prospects decide on which colleges to apply prior to the fall semester of their senior year.

45% of students had decided on a top choice, but depending on scholarship and financial aid offers, may attend elsewhere. 43% had decided and would definitely attend their top choice.

Top 20 Majors/Areas of Interest (Accounts for 75% of demand)

- Pre-Med
- Not Decided
- Education
- Psychology
- Business Administration
- Biology
- Communications
- Pre-Law
- Art
- Computer Science
- Liberal Arts
- English
- Political Science
- Pharmacy
- * *Nursing*
- History
- Finance
- Marketing
- Journalism
- Criminal Justice

* Not offered by St. John's



APPENDIX G

Academic Quality Dimensions

Introduction: Notions of Quality

Regardless of one's notion of quality—as a state of affairs in the academy or a philosophy of management—it is rooted in fidelity to a design through mission specification and goal achievement. Quality has been defined as “conformance to mission specification and goal achievement—within publicly acceptable standards of accountability and integrity” (Bogue and Saunders, 1992). Such a conceptual definition encourages sensitivity to institutional mission, vision and values in framing the dimensions of quality. It also promotes a deeper understanding of and commitment to the core purposes of the institution.

Many have searched for the holy grail of academic quality. Historically, accreditation agents sought to examine the conditions appropriate to learning. Later they were joined by legislatures and government agencies in focusing on the results delivered by higher education. Others joined the accountability chorus when process re-engineering and private sector techniques (e.g., TQM, client satisfaction) were added to the lyrics. Finally, sensing a void in the academic marketplace, popular periodicals began to report rankings of institutions on a range of quality indicators.

Searchers have one thing in common; quality means different things to different stakeholders depending on educational philosophy, academic purposes, and core values (Ratcliff, 1997). Discussions about quality education include implicit interrelated characteristics or distinguishing features (Silverstein, 1995) that provide “an involving, empowering and enlightening learning experience” (Gaff and Ratcliff, 1997 cited in Silverstein). Regardless of perspective, academic quality requires an operational definition, i.e., a way to define quality in terms that lead to measurement in the real world. It is through operational definitions that we can gauge the extent to which an institution is faithful to its mission, vision and values.

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Constructing Measures

Moving from an abstract notion of quality to observable measures and standards in the real world is made easier by constructing types of measures. These types serve to organize similar measures under a common heading. As the case with establishing a conceptual definition of quality, there are as many typologists offering differing ways to classify measures. The range of approaches is wide from Ewell's typology of outcomes and the work of NCHEMS to Bloom's famous taxonomy of educational objectives.

For our purposes dimensions of academic quality can be grouped into three categories: (1) necessary **conditions** or factors that affect processes and the likelihood of learning; (2) **activities** that facilitate learning; and (3) **results** achieved from completion of activities. In essence, these three categories reflect a systemic view of the academic enterprise: Inputs, Processes, and Outcomes. More important, a systemic view assumes some degree of causality yet a degree of interaction among the various components.

Each of these categories is further refined into a series of dimensions, e.g., Inputs is broken-down into student readiness, physical environment, technological environment, and instructional excellence. Next, each of these dimensions is refined into one or more measures. The final step, setting the standard of excellence or quality for each measure, remains to be developed. This last task will require the involvement of the academy. Setting a standard will be guided by criteria such as political feasibility, cost, mission sensitivity, competition, and among others, aspirations.

From Concept to Standards

Moving from concept to observable measures and standards should be guided by several design criteria. First, the measures and standards should be understandable by all stakeholders yet complex enough to construct an accurate picture of the institution (Darling-Hammond, 1992). Second, measures should be constructed with a minimum burden of data capture costs. Third, the process should be complementary to other quality assurance methodologies in place at the institution, e.g., Middle States Commission on Higher Education (2002). Fourth, the measures should incorporate comparisons to similar institutions and promote direct

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links to strategic planning, decision-making, resource allocation, and funding (Nedwek, 1996). Finally, the measures should reflect the institutional mission, vision, and values and should meet the tests of validity and reliability.

As a framework much work needs to be done. Some measures need to be further refined before a discussion of standards can begin. For example, further research on industry standards is needed, e.g., assignable square footage for effective faculty office space. Others may require considerable effort in establishing an inventory. This document should be read as an organizing framework to promote closure on what quality will mean at St. John's University.

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INPUTS, PROCESSES, AND OUTCOMES

INPUTS: Conditions for Learning

- Student Academic Readiness
- Faculty Academic Readiness
- Supportive Physical Environment
- Supportive Technological Environment

PROCESSES: Activities that Facilitate Learning

- Curricular Integrity and Coherence
- Teaching Excellence and Vibrancy Energized by Research and Service
- Developmental Advising
- Co-Curricular Activities
- Timely Progression Through Curriculum
- Effective Assessment Practices: Learners and Programs
- Active Learning Environments

OUTCOMES: Results Achieved from Processes

- Graduation Rates
- Demonstrated Core Knowledge, Competence, and Values that are Consistent with Mission, Vision, and Values
- Demonstrated Disciplinary Knowledge, Competence, and Values
- Graduate Achievement of Personal and Professional Goals
- Graduate Success in Contributing to Community

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INPUTS

DIMENSIONS	MEASURES	STANDARDS (to be determined)
<i>Student Academic Readiness</i>	<ul style="list-style-type: none"> • Minimum SAT Level and High School Avg. for Standard Admits and for At-Risk Populations • % Meeting Threshold on Placement Tests (pending) 	
<i>Faculty Academic Readiness</i>	<ul style="list-style-type: none"> • % of Full-time Faculty Holding Terminal Degree from Accredited Programs • % of Faculty with Earned Honors (e.g., Fulbrights, NIH Grants, Guggenheims) • % of all Faculty Annually Who have an Article Accepted for Publication in a Refereed Journal, or Presented at a Refereed Conference, or Received Grant to Support Research, or Published Book in Reputable Press • % Undergraduate Course Sections Taught by Full-Time Faculty 	
<i>Supportive Physical Environment</i>	<ul style="list-style-type: none"> • Level of Student Satisfaction with HVAC • Level of Student Satisfaction with Classroom Lighting, Crowdedness, and Acoustics • % of Classrooms and Lab with Appropriate Equipment in Working Order • % of Classrooms with Flexible Teaching Arrangements • % of Faculty Offices Meeting Industry-standard Assignable Square Footage 	
<i>Supportive Technological Environment</i>	<ul style="list-style-type: none"> • % of Classrooms and Labs Meeting Industry-Standards for Quality and Availability of Hardware, Software, and Peripherals • % Faculty and Students Satisfied with Quality and Availability of Hardware, Software, and Peripherals • Library Space Holdings and Services are at the Median Libqual+ level for Benchmark Schools. • % of Language Labs, TV Studios, Art/Computer Graphic Labs Meeting Industry Standards 	

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PROCESSES

DIMENSIONS	MEASURES	STANDARDS (to be determined)
<i>Curriculum Integrity and Coherence</i>	<ul style="list-style-type: none"> • % Undergraduate Programs Receiving Favorable Review in Past Five Years 	
<i>Teaching Excellence and Vibrancy Energized by Research and Service</i>	<ul style="list-style-type: none"> • % of Students Satisfied with Instructional Quality • % of Students Perceiving an Academic Challenge • % of Programs Providing Peer Mentoring and/or Peer Review 	
<i>Developmental Advising</i>	<ul style="list-style-type: none"> • % of Students Satisfied with Freshman Center Services • % of Students Satisfied with Discipline-based Advising 	
<i>Co-Curricular Activities</i>	<ul style="list-style-type: none"> • % of Residential and Commuter Students Engaged in Organizations or Participating in University-Sponsored Events • % of Students Involved in Service-Learning During a Four-year Period • % of Students Having Taken One or More Internships • % of Students Completing a Study Abroad Experience 	
<i>Timely Progression Through Curriculum</i>	<ul style="list-style-type: none"> • % of First-Time, Full-time Freshmen Returning for Second and Third Year 	
<i>Effective Assessment Practices</i>	<ul style="list-style-type: none"> • % of Course Syllabi Meeting Principles of Good Practice 	
<i>Active Learning Environments</i>	<ul style="list-style-type: none"> • % of Students Reporting Satisfactory Engagement in Courses • % of Classes with Enrollments of Less than 20 	

APPENDIX G

OUTCOMES

DIMENSIONS	MEASURES	STANDARDS (to be determined)
<i>Graduation Rates</i>	<ul style="list-style-type: none"> • % of Undergraduates Completing Program in 6 years 	
<i>Demonstrated Core Knowledge, Competence, and Values that are Consistent with Mission, Vision and Values</i>	<ul style="list-style-type: none"> • % Achieving Mastery Level of Core Curriculum Content • % Achieving Skill/Competence Level of Core Curriculum • % of Students Engaged in Faculty Research Activities • % of Students Demonstrating Behavioral Outcomes Consistent with Core Values of St. John's University 	
<i>Demonstrated Disciplinary Knowledge, Competence, and Values</i>	<ul style="list-style-type: none"> • % of Students Passing Appropriate Licensure Examination • % of Students Passing Content Mastery Program Assessment 	
<i>Graduates Achieving Personal and Professional Goals</i>	<ul style="list-style-type: none"> • % of Graduates Employed in Chosen Field within 6 Months of Graduation • % of Employers Reporting Satisfaction with St. John's University Graduates • % of Applicants Successfully Entering Quality Graduate and/or Professional Program • % of Alumni Satisfied with Academic Program after 5 Years • % of Alumni Satisfied with Institutional Services • % of Alumni Reporting Willingness to Recommend St. John's University to Others 	
<i>Graduate Success in Contributing to Community</i>	<ul style="list-style-type: none"> • % of Alumni Reporting Involvement in Community Organizations • % of Alumni Reporting Leadership and Success in Professions 	

APPENDIX H

CORE CURRICULUM	
Common Core Courses <i>9 Courses</i> <i>27 Credits</i>	Discover New York English: Composition – Critical Analysis in Reading and Writing English: Literature in a Global Context History: The Emergence of Global Society Philosophy: Philosophy of the Human Person Philosophy: Metaphysics Scientific Inquiry Speech: Public Speaking for the College Student Theology: Catholic Perspectives on Christianity
Distributed Core <i>7 Courses</i> <i>21 Credits</i>	Aesthetics and Cultural Studies Fine Arts: Creativity and the Arts <i>(and)</i> Language and Culture (OR) Two courses in a second language Mathematics Philosophy Theology (2 courses; one in Moral Theology) Social Sciences
Competencies	Demonstrate: The ability to think critically in analyzing a complex concept Information literacy Fundamental use of Technology Skill in writing Skill in oral presentation The ability to read critically and interpret primary sources as used in various subjects The ability to use quantitative reasoning in a variety of contexts
Knowledge Bases	Describe the process of scientific inquiry and its results Identify the literary and aesthetic components of global traditions Describe the role of cultural/linguistic perspectives in shaping the contemporary world Analyze the social and psychological dimensions of human behavior Analyze the significance of the emergence of the global society since 1500 Apply key elements of Christian traditions to contemporary issues Articulate the concepts of Western philosophical and ethical traditions Describe the significance of St. John's University as Catholic, Vincentian, and Metropolitan Illustrate the diversity and richness of Greater New York City



APPENDIX I

Residence Hall Demand Analysis- Queens Campus

	Actual					Projected Demand				
	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	
Total Projected Demand:										
Total Freshman Class	2,696	2,882	2,689	2,976	2,976	3,005	3,075	3,125	3,175	
% Residents	18.1%	23.7%	26.3%	28.9%	33.4%	36.2%	38.0%	39.5%	40.5%	
Undergraduate:										
Freshmen	487	683	706	861	993	1,088	1,169	1,234	1,286	
Sophomores	-	260	451	519	590	648	720	791	836	
Juniors	-	74	136	268	299	228	373	398	437	
Seniors	-	34	34	95	164	128	200	226	241	
New Current Students	106	68	33	38	6	8	-	-	-	
New Transfers	83	88	104	94	113	127	125	135	140	
Other Students	-	4	14	2	-	10	-	-	-	
RA's	21	44	44	56	56	56	56	56	56	
Subtotal	697	1,255	1,522	1,933	2,221	2,293	2,642	2,840	2,997	
Graduate & Law:										
Law- New	61	42	45	48	39	26	30	30	30	
Law- Returning	-	27	24	25	24	13	20	20	20	
Subtotal Law	61	69	69	73	63	39	50	50	50	
Graduate- New	7	24	16	4	10	10	10	10	10	
Graduate- Returning	-	2	1	14	2	-	5	5	5	
Subtotal Graduate	7	26	17	18	12	10	15	15	15	
Subtotal Grad and Law	68	95	86	91	75	49	65	65	65	
Total Student Demand	765	1,350	1,608	2,024	2,296	2,342	2,707	2,905	3,062	

Capacity- as designed	816	1,466	1,466	1,909	1,926	1,926	1,926	1,926	1,926
Potential to triple rooms			155	169	345	345	300	300	300
Total Res. Hall Capacity	816	1,466	1,621	2,078	2,271	2,271	2,226	2,226	2,226
Off-campus Housing					50	-	105	105	105
Manhattan Campus					100	110	125	125	125
Total Capacity					2,421	2,381	2,456	2,456	2,456
Beds Available/ (Shortfall)					125	39	(251)	(449)	(606)

Assumptions:

- Based on actuals, Transfers are assumed to be 50% freshmen, 30% sophomores, 20% juniors.
- Based on actuals, Current Students are assumed to be 25% freshmen, 50% sophomores, 25% juniors.
- Retention rates for Fall 2004-2007 are adjusted based on Fall 2003 retention assuming no limitations on housing occupancy.

Freshmen to Sophomores	64.3% versus	67.0% actual in Fall 2002
Sophomores to Juniors	52.5% versus	54.4% actual in Fall 2002
Juniors to Seniors	56.7% versus	59.7% actual in Fall 2002

-Manhattan Campus capacity For Fall 2004 is 120 students. 10 students are assumed to be Manhattan based students
Capacity for Fall 2005 is assumed to increase to 138 with a change I the CofO.

Note: The overall housing retention rate for undergraduate students was **59.7%** for the Fall 1999 to Fall 2000 and **53.8%** for the Fall 2000 to Fall 2001,**61.8%** for Fall 2001 to Fall 2002 and **59.3%** from Fall 2002 to Fall 2003.



APPENDIX J

Ethnic Distribution of Full-time Faculty, Administrators and Staff Fall 1998 - Fall 2004

Full-time Faculty	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Black, Non-Hispanic	21	4%	21	4%	20	4%	20	4%	25	4%	24	4%	28	5%
American Indian	1	0%	1	0%	0	0%	0	0%		0%	0	0%		0%
Asian/Pacific Islander	49	9%	49	9%	49	9%	49	9%	51	9%	59	10%	62	10%
Hispanic	10	2%	10	2%	13	2%	12	2%	12	2%	14	2%	15	2%
White, Non-Hispanic	491	86%	480	86%	475	85%	482	86%	483	85%	490	83%	496	83%
Total	572	100%	561	100%	557	100%	563	100%	571	100%	587	100%	601	100%

Full-time Administrators	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Black, Non-Hispanic	35	8%	58	11%	59	11%	72	12%	72	11%	76	11%	73	11%
American Indian	0	0%		0%		0%	1	0%	1	0%	1	0%	1	0%
Asian/Pacific Islander	23	5%	33	6%	36	6%	40	6%	44	7%	44	7%	46	7%
Hispanic	22	5%	29	5%	33	6%	37	6%	35	6%	40	6%	48	7%
White, Non-Hispanic	356	77%	402	74%	409	73%	445	72%	457	72%	488	73%	493	73%
Unknown	27	6%	20	4%	21	4%	21	3%	26	4%	18	3%	19	3%
Total	463	100%	542	100%	558	100%	616	100%	635	100%	667	100%	680	100%

Full-time Staff	Fall 1998		Fall 1999		Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Black, Non-Hispanic	44	8%	55	9%	51	8%	55	9%	58	9%	55	9%	64	11%
American Indian		0%	2	0%	1	0%	1	0%	1	0%	1	0%		0%
Asian/Pacific Islander	15	3%	18	3%	20	3%	29	5%	26	4%	27	5%	26	4%
Hispanic	26	5%	35	6%	37	6%	38	6%	41	7%	48	8%	51	8%
White, Non-Hispanic	449	81%	486	79%	484	79%	488	77%	478	76%	452	76%	453	75%
Unknown	18	3%	19	3%	23	4%	26	4%	22	4%	13	2%	13	2%
Total	552	100%	615	100%	616	100%	637	100%	626	100%	596	100%	607	100%

Source: FT faculty-PFS file from Office of the Provost
All other-BANNER HR database



APPENDIX K Institutional Success Measures: Institutional Level

(Approved by Senior Managers meeting on 2/24/2005)

Updated: 10/20/2005

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

ID	Measure	St. John's Data			Comparative Data	Target/ Standard 2007-08	
		Baseline	Update				
1101	<u>Core curriculum assessment</u> a) % achieving knowledge bases	<u>Fall 2002</u> a) TBD			a) Not Available	a) 80%	
1102	b) % achieving skill/competency level	b) TBD			b) Not Available	b) 80%	
1103	c) % of common core sections taught by full-time faculty	c) 33%			c) Not Available	c) TBD	
	<u>NSSE Benchmarks (Seniors) Mean</u>	<u>2002</u>	<u>2004</u>		<u>2002</u> <u>2004</u>		
1115	a) Level of academic challenge	a) 51%	a) 56%		Doctoral Intensive a) 55% 56%	a) 60%	
1116	b) Active and collaborative learning	b) 43%	b) 47%		b) 47% 49%	b) 50%	
1117	c) Student interactions with faculty	c) 40%	c) 39%		c) 40% 39%	c) 50%	
1118	d) Enriching educational experiences	d) 44%	d) 37% (decrease due to content change)		d) 44% 37%	d) 43% (original: 50%)	
1119	e) Supportive campus environment	e) 57%	e) 57%		e) 53% 55%	e) 65%	
	<u>Student Instructional Report – SIR II (Scale 1-5)</u>	<u>Spring & Fall 03 (average)</u>	<u>Spring 04</u>	<u>Fall 04</u>	<u>Spring 05</u>	<u>1995-2000 (average of 49,000 classes from 4-year institutions)</u>	
	Overall instructional quality						
1125	a) Undergraduate (mean)	a) 4.00	4.01	3.99	4.05	a) 3.98	a) TBD
1126	b) Graduate (mean)	b) 4.12	4.17	4.13	4.16	b) 4.03	b) TBD
1131	<u>Employer Feedback</u> a) % of employers reporting satisfaction with graduates (includes all employer feedback)	a) Process for gathering consistent feedback on overall employer perception underway				a) Not Available	

Notes:
* Included in the weighting formula used in deriving third party rankings.

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

ID	Measure	St. John's Data				Comparative Data				Target/ Standard 2007-08	
		Baseline	Update								
1135	<i>US News & World Report</i> a) Alumni giving (UG, average of 2 years)	2003 Edition 12%	2004 14%	2005 14%	2006 15%	Tier 2: 2003 17%	2004 17%	2005 17%	2006 17%	a) 18%	
1141	Student Instructional Report – SIR II (Scale 1-5) Instructional vibrancy: Questions 1-21 aggregated a) Undergraduate	Spring & Fall 03 (average) a) 4.29	Spring 04 4.30	Fall 04 4.29	Spring 05 4.35	1995-2000 (total participating institutions average over 5 years)				a) TBD	
1142	b) Graduate	b) 4.37	4.45	4.39	4.45	b) 4.26				b) TBD	
1143	SAT Scores* (Targets might be revised in light of the new SAT format.) a) Total (mean)	Fall 2002 a) 1000	Fall 2003 1040	Fall 2004 1051	a) Not available				b) 1100		
1144	b) Standard admit (mean)	b) 1057	1077	1095	b) Not available						
1145	<i>US News & World Report</i> c) 25 th – 75 th percentile	2003 Edition c) 940 -1150	2004 920-1140	2005 930-1140	2006 930-1160	(US News Tier 2) c)	2003 Edition 1054-1265	2004 1066-1275		2005 1073-1281	2006 1070-1274
1146	d) Honors eligible (SAT 1200 + HS Avg 90): % of cohort	Fall 2002 d) 8%	Fall 2003 12%	Fall 2004 12%	d) Not available					d) 10% reassess threshold of 1200 + 90 of total population	
1147	e) Honors (mean)	e) Not applicable	1288	1291	e) Not available						
1148	f) Offer: % of cohort	f) 21%	Based on Fall '02 criteria 18% 17%		f) Not available						
1149	g) Offer (mean)	g) 857	Actual figure 18% 22% 908 916		g) Not available						
1150	Student Profile: Undergraduate a) Gender (% male)	Fall 2002 a) 42%	Fall 2003 41%	Fall 2004 42%	a) Monitor trends						
1151	b) Religion (% Roman Catholic)	b) 50%	50%	53%	b) Monitor trends						
1152	c) Ethnicity (% Black, American Indian, Asian and Hispanic)	c) 42%	42%	44%	c) Monitor trends						
1153	d) Economic Need (% of students with very high need -- Pell eligible)	d) 47%	41%	41%	d) Not available				d) 35% - Minimum		
1161	<i>Class size*(US News & World Report)</i> a) % of classes under 20	2003 Edition a) 35%	2004 36%	2005 36%	2006 36%	Tier 2 2003 44%	2004 43%	2005 43%	2006 43%	a) 37%	
1165	HS GPA (Top 10% of HS Class) a) Total	2003 Edition a) 17%	2004 19%	2005 21%	2006 23%	Tier 2 2003 34%	2004 36%	2005 35%	2006 37%	a) 18%	

Notes:
* Included in the weighting formula used in deriving third party rankings.

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

ID	Measure	St. John's Data				Comparative Data					Target/ Standard 2007-08
		Baseline	Update								
	<u>Retention rates*(Full-time baccalaureate):</u>	Fall '01 Cohort	Fall '02	Fall '03							
1171	a1) Standard Admit (1-year)	a1) 83%	84%	80%		a1) Not Available					a1) 86%
1172	a2) Standard Admit (2-year)	a2) 73%	74%			a2) Not Available					
1173	a3) Standard Admit (3-year)	a3) 68%				a3) Not Available					
1174	b1) Offer (1-year)	b1) 78%	75%	73%		b1) Not Available					
1175	b2) Offer (2-year)	b2) 64%	59%			b2) Not Available					
1176	b3) Offer (3-year)	b3) 57%				b3) Not Available					
1177	c1) Honors eligible (1-year)	c1) Not applicable		92%		c1) Not Available					
1180	d1) Composite (1-year)	d1) 82%	82%	78%		d1) Not Available					
1181	d2) Composite (2-year)	d2) 71%	71%			d2) Not Available					
1182	d3) Composite (3-year)	d3) 66%				d3) Not Available					
	<u>US News & World Report:</u>	<u>2003 Edition</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	Tier 2	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	
1183	Freshmen retention rate	83%	82%	82%	81%		85%	85%	85%	86%	
	<u>U.S. News & World Report</u>	<u>2003 Edition</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	Tier 2	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	
1184	a) 6-year Graduation Rate	a) 68%	69%	64%	66%		65%	66%	67%	68%	a) 69%
	<u>US News & World Report:</u>	<u>2003 Edition</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	Overall score for the last one in Tier 2/Top 125	Tier 2	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
1185	a) Ranking & Overall Score in U.S. Universities	a) 135th (Score=36)	136th (36)	130th (38)	132nd (38)		Not available	39	39	40	a) Top 125
	<u>US News and World Report</u>	<u>2003 Edition</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>		Tier 2	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
1186	a) Academic Reputation	a) 2.8	2.8	2.8	2.8		3.1	3.1	3.1	3.1	a) 2.9
	<u>Evaluation by accrediting bodies:</u>										
1187	a) Institutional level: Middle States	a) Pass									a) Pass
1188	b) College/discipline specific: % of participating programs with full accreditation (e.g., AACSB)	b) Pass									b) Pass
	<u>Residence Life Survey (scale 1-7)</u>	<u>Spring 2001</u>	<u>Spring '02</u>	<u>Spring '03</u>	<u>Fall '03</u>	<u>Spring '01 (selected 6)</u>	<u>Spring '02</u>	<u>Spring '03</u>	<u>Fall '03</u>		
1191	a) Overall resident satisfaction factor (1=Very dissatisfied...3=Slightly dissatisfied...4=Neutral...5=Slightly satisfied..)	a) 3.38	4.00	4.28	4.37	a) 4.64	4.49	4.56	4.50		a) 5.0
	<u>Student Satisfaction Inventory (Scale 1-7) (...3=Somewhat dissatisfied, 4=Neutral, 5=Somewhat satisfied...)</u>	<u>1999</u>	<u>2004</u>			<u>1999</u>	<u>2004</u>				
1192	a) Overall satisfaction with student experience	a) 4.77	4.42			a) 5.24	5.13				a) 5.3

Notes:
* Included in the weighting formula used in deriving third party rankings.

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

ID	Measure	St. John's Data		Comparative Data	Target/ Standard 2007-08
		Baseline	Update		
	<u>Financial Resources</u>	<u>FY 2003</u>	<u>FY 2004</u>		
1201	a) Revenues exceed expenses	a) Revenues exceed expenses	Revenues exceed expenses	a) Not Available	a) Rev. exceed exp.
1202	b) Reduce tuition dependency	b) 82.7%	82.9%	b) Not Available	b) 75%
1203	c) Capital campaign	c) \$142 million	Approx. \$217 million	c) Not Available	c) \$250 million
1204	d) Net assets	d) \$300 million	345.2 million	d) Not Available	d) \$350 million
1205	e) Bond ratings	e) BAA/BBB+	BAA/BBB+	e) Not Available	e) A3/A-

Notes:
* Included in the weighting formula used in deriving third party rankings.

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

ID	Measure	St. John's Data		Comparative Data		Target/ Standard 2007-08
		Baseline	Update			
1301	<u>Administrators and Staff Retention</u> Voluntary turnover of high performers with a rating of 4.0 or better as defined by PFP: a) Administrators	Employees with PFP rating \geq 4.0 in previous year		All St. John's employees		a) 5%
1302	b) Staff	<u>2002-03</u> a) 5.3%	<u>2003-04</u> 3.4%	<u>2002-03</u> a) 7.7%	<u>2003-04</u> 9.0%	b) 2%
1303	c) Faculty	b) 2.4%	4.3%	b) 5.4%	6.5%	c) Not applicable
1311	<u>Workplace Satisfaction</u> a) % of staff reporting overall satisfaction with St. John's.					
1312	b) % of administrators reporting overall satisfaction with St. John's.					
1315	<u>HERI Faculty Survey (F/T)</u> c) % of faculty reporting overall satisfaction with St. John's.	<u>2001-02</u> c) 77%	<u>2004</u> 79%	<u>Private universities</u> <u>2001</u> <u>2004</u> c) 79% 80%		c) At or above private universities composite
1321	<u>Ethnic Diversity of Faculty, Administrators & Staff</u> a) % of faculty of color	<u>Fall 2004</u> a) 17%				a) 20%
1322	b) % of administrators of color	b) 24%				b) 26%
1323	c) % of staff of color	c) 23%				c) 24%

Notes:
* Included in the weighting formula used in deriving third party rankings.

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

ID	Measure	St. John's Data				Comparative Data		Target/ Standard 2007-08
		Baseline	Update			Doctoral intensive universities		
1401	Community Service or Volunteer Work a) % of students participating in community service or volunteer work (NSSE senior)	<u>2002</u>	<u>2004</u>			<u>2002</u>	<u>2004</u>	a) 65%
		a) 55%	71%			a) 57%	67%	
1402	b) # of faculty participating in service learning (Spring data)	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	b) No benchmarks available		b) 10% increase over 5 years
		b) 86	61	77	85			
1403	c) # of students participating in service learning (UG spring data)	c) 1,319	965	1,239	1,216	c) No benchmarks available		c) 10% increase over 5 years

Notes:
* Included in the weighting formula used in deriving third party rankings.



APPENDIX L

Institutional Success Measures: College/Unit Level

Updated: 11/22/2005

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

ID	Measure	St. John's Data			Comparative Data	Target/ Standard 2007-08
		Baseline	Update			
2101	<u>Assessment of learning in the major</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>		
2102	a) Major fields test/Existing field test					a) 80%
2103	b) % of departments/programs engaged in effective assessment practice					b) 100%
	c) % of UG classes under 30 students	66%	67%	65%		c) TBD
	<u>HERI Faculty Survey (F/T)</u>	<u>2002</u>	<u>2005</u>		<u>Private Univ.</u>	
2105	a) Students are well-prepared academically	a) 22%	26%		<u>2002</u> <u>2005</u> 61% 67%	a) 44%
2106	b) Promoting intellectual development of students is high/highest priority	b) 65%	72%		84% 92%	b) 84%
	<u>HERI Faculty Survey (F/T)</u>	<u>2002</u>	<u>2005</u>		<u>Private Univ.</u>	
	Instructional methods used in most/all UG classes				<u>2002</u> <u>2005</u>	
2115	a) Extensive lecturing	a) 63%	58%		50% 56%	a) 50%
2116	b) Class discussions	b) 66%	77%		73% 81%	b) 73%
2118	c) Cooperative learning (small groups)	c) 26%	34%		36% 40%	c) 50%
2119	d) Group projects	d) 18%	30%		25% 30%	d) 50%
	<u>Job placement statistics:</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2002</u> <u>2003</u> <u>2004</u>	
	<u>Career Center Outcomes Graduate Survey (May)</u>				<u>Selected 5 Universities</u>	
2121	a) % of students placed in positions consistent with personal and professional goals	a) 64%	62%	72%		
2122	b) % of students pursuing graduate education	b) 26%	19%	18%		
2123	a&b) % of students who found a job or pursued graduate education	a&b) 90%	81%	90%	91%	a & b combined: 92%
2124	c) Recruiter feedback-% of students rated good or excellent by on-campus recruiters	c) 84%	84%	89%	No external benchmarks	

ID	Measure	St. John's Data			Comparative Data	Target/ Standard 2007-08
		Baseline	Update			
2125	<u>Licensure examination pass rates</u>					
	<u>US News & World Report</u> a) Bar passage rate in jurisdiction	<u>2004 Edition</u> a) 80%	<u>2005</u> 82%	<u>2006</u> 82%		a) 90%
2126	b) NYS Teacher Certification Exam	<u>2003-04</u> b) 93%			<u>NYS 2003-04</u> 96%	b) 95%
2127	c) Pharmacy (first-time takers)					c) 90%
2128	d) Physician Exam					d) TBD
2129	e) CPA					e) TBD
2130	f) Psychology					f) TBD
2135	<u>Alumni Attitude Survey</u> Perception of overall experience	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2002</u> <u>2003</u> <u>2004</u> CAAE comparative group (attached)	
	<u>Percentage of alumni who:</u> a) Promote the University regularly or all the time	a) 50%			a) 64%	a) 55%
2136	b) Have excellent experience of the University currently b1) Student	b1) 37%			b1) 52%	b1) 45%
2137	b2) Alumni	b2) 12%			b2) 21%	b2) 16%
2138	c) Rate decision to attend the University as good or great	c) 92%			c) 98%	c) 96%
	<u>How well University prepared you for:</u>					
2141	a) Service-contributing to community	a) 69%			Custom questions for St. John's/ improvement against internal standards.	a) 72%
2142	b) Graduate school-further grad education	b) 75%				b) 78%
2143	c) Career preparation/success-current work status	c) 81%				c) 84%
2145	<u>Both Graduate and Undergraduate</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	
	a) Overall annual giving rate	a) 14%	16%	17%	16%	a) 20%

ID	Measure	St. John's Data			Comparative Data	Target/ Standard 2007-08
		Baseline	Update			
2151	a) % of F/T faculty with terminal degrees	<u>2002</u> a) 89%	<u>2003</u> 91%	<u>2004</u> 91%		a) 93%-90%
2155	<u>Faculty publications</u> a) HERI Faculty Survey -Published professional writings in last 2 years	<u>2002</u> a) 77%	<u>2004</u> 54%		<u>Private Univ.</u> <u>2002</u> <u>2004</u> 82% 79%	a) 82% at or above private median
2156	b) % of F/T faculty reporting appropriate publications in annual report	TBD				
2161	<u>Annual Faculty Report</u> a) Public recognition of faculty expertise	TBD			No external	a) TBD
2162	b) % F/T faculty with earned honors Need specific list of what constitutes "earned" honors/public recognition					
2165	<u>Facilities Services Survey</u> <u>Level of satisfaction with the learning environment:</u> % of faculty satisfied or very satisfied with:	<u>2003</u> <u>Offices/</u> <u>Classrooms</u> a) 28% / 14% b) 22% / 17% c) 32% / 15%			No external benchmarks	a), b), & c): 90% satisfaction in 100% buildings
2166	a) Heating					
2167	b) Ventilation					
	c) Air Conditioning					
2171	<u>Quality/Availability of Hardware, Software, and Peripherals</u> a) % of faculty satisfied				No external benchmarks	a) 90% satisfied in 100% of buildings
2175	<u>Meeting Industry Standards</u> a) % of specialized labs and studios (science, language, TV/studios, art, computer graphic) meeting industry standards.	Need to define			Need to define	a) 90% at standard in 100% of buildings
2181	<u>Library space, holding and services are at the median Libqual + level for benchmark schools. (scale 1-9) (UG)</u> a) Overall service quality perception	<u>2002</u> a) 6.28			<u>2002 Median</u> 6.69	a) Comparative Median

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

ID	Measure	St. John's Data		Comparative Data	Target/ Standard 2007-08
		Baseline	Update		
2401 2402	Perception improvement as output in image focus groups and surveys over time. Awareness levels of: a) parents b) students	<u>2002</u> a) 48.3% b) 40.6%			a) 50% +
2405 2406	<u>HERI Faculty Survey (F/T)</u> Perception improvement. Institutional a) Increase/maintain institutional prestige b) Enhance the institution's national image	<u>2002</u> a) 54% b) 66%	<u>2005</u> 66% 81%	<u>Private Univ.</u> <u>2002</u> <u>2005</u> 76% 75% 82% 83%	a) 76% b) 82%
2407	<u>NSSE (Senior)</u> a) % of students who feel that the institution contributed to the development of a personal code of values and ethics	<u>2002</u> a) 63%	<u>2004</u> 60%	<u>Doc-Int</u> <u>2002</u> <u>2004</u> 52% 50%	a) 70%
2411 2412 2413 2414 2415	<u>HERI Faculty Survey (F/T)</u> a) % of faculty who believe that promoting religious/spiritual development is a high priority at St. John's b) % of faculty who indicate they are very or somewhat familiar with the life and teachings of St. Vincent DePaul c) % of faculty who perceive that they can easily and readily integrate the social teachings of the church into a course. d) % of faculty who believe they have an obligation to cultivate a sense of social justice within their students e) % of faculty who believe that developing a moral character is important or essential	<u>2002</u> a) 83% b) 67% c) 28% d) 86% e) 74%	<u>2005</u> NA 75% 32% 89% 78%	<u>Private Univ.</u> <u>2002</u> <u>2005</u> No available benchmarks No available benchmarks No available benchmarks No available benchmarks 59% 56%	a) 90% b) 75% c) 40% d) 90% e) 80%

ID	Measure	St. John's Data			Comparative Data	Target/ Standard 2007-08
		Baseline	Update			
2421	<u>Infusion into curriculum</u> a) # of DNY classes including a discussion on the Vincentian mission	TBD			No available benchmarks	a) 100%
2422	<u>Overall/Other</u> a) % of administrators and staff as defined by PFP rated 4.0 or above on their core values	<u>2002</u>	<u>2003</u>	<u>2004</u>	No available benchmarks	a) 75%
2423	b) # of university participants in University Service day	b) 180	384	600	No available benchmarks	b) 25% increase each year