



**ST. JOHN'S
UNIVERSITY**

SELF-STUDY REPORT

Presented to

Middle States Commission on Higher Education

April 2016

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Glossary of Acronyms Used in the Self-Study

Acronym	Definition
AAA	Academic and Administrative Assembly
AACSB	Association to Advance Collegiate Schools of Business
AALS	Association of American Law Schools
AAS	Alumni Attitude Survey
ABA	American Bar Association
ABET	Accreditation Board for Engineering and Technology
ACPE	Accreditation Council for Pharmacy Education
ACT	American College Test
AFAR	Annual Faculty Activity Report
AOL	Assurance of Learning Committee
APA	American Psychological Association
APC	Academic Planning Committee
APPE	Advance Pharmacy Practice Experiences
ARC-PA	The Accreditation Review Commission on Education for the Physician Assistant
AS-L	Academic Service-Learning
BIO	Biological Sciences
BOT	Board of Trustees
CACREP	The Council for Accreditation of Counseling & Related Educational Programs
CAEP	Council for Accreditation of Educator Preparation
CAPE	Center for the Advancement of Pharmacy Education
CART	Center for Accounting Research and Technology
CBA	Collective Bargaining Agreement
CEPH	Council on Education and Public Health
CIRP	Cooperative Institutional Research Program
C.M.	Congregation of the Mission
CMS-NY	Center for Migration Studies of New York
COACH	Count on Alumni for Career Help
CPA	Certified Public Accountant Examination
CPHS	College of Pharmacy and Health Sciences
CPS	College of Professional Studies
CSTEP	Collegiate Science and Technology Entry Program
CTL	Center for Teaching and Learning
DLIS	Division of Library and Information Science
DNY	Discover New York
EBI Climate	Educational Benchmarking Inc. Climate
EIRP	Executive-in-Residence Program
ENG	English
EPC	Executive Planning Committee
EPP	Educator Preparation Program
ESL	English as a Second Language
ESPN	Entertainment and Sports Programming Network
FERPA	The Family Educational Rights and Privacy Act

**Glossary of Acronyms Used in the Self-Study
(continued)**

Acronym	Definition
FRC	Faculty Research Consortium
FSSE	Faculty Survey of Student Engagement
GA	Graduate Assistant
GEAR UP	Gaining Early Awareness and Readiness for Academic Programs
GEPC	Graduate Education Policy Committee
GLOBE	Global Loan Opportunities for Budding Entrepreneurs
GSS	Graduating Student Survey
HERC	Higher Education Recruitment Consortium
HERI	Higher Education Research Institute
HIS	History
HR	Human Resources
ICS	Institute for Core Studies
IPPE	Introductory Pharmacy Practice Experiences
IT	Information Technology
IWS	Institute for Writing Studies
JRCERT	The Joint Review Committee on Education in Radiologic Technology
LAW	School of Law
LSSSE	Law School Survey of Student Satisfaction
LST	Liberal Studies
MCB	Molecular and Cellular Biology
MGT	Management
MNYSC HERC	Metropolitan New York and Southern Connecticut Higher Education Recruitment
NAACLS	National Accrediting Agency for Clinical Laboratory Sciences
NAPLEX	North American Pharmacist Licensure Examination
NASAD	National Association of Schools of Art and Design
NCAA	National Collegiate Athletic Association
NIH	National Institutes of Health
NOV	Notice of Vacancy
NSSE	National Survey of Student Engagement
NYSED	New York State Department of Education
OD	Doctor of Optometry
OGS	Office of Global Studies
OGSR	Office of Grants and Sponsored Research
OLS	Office of Online Learning & Services
OTE	Online Teaching Essentials
PAC	President's Advisory Council
PAF	Personnel Action Form
PANCE	Physician Assistant National Certification Exam
PFP	Partnership for Performance
PHI	Philosophy
PRC	Policy Review Committee

**Glossary of Acronyms Used in the Self-Study
(continued)**

Acronym	Definition
Project A.I.M.	Asian & International Mentoring Program
PRR	Periodic Review Report
PWG	Planning Working Group
R.I.S.E. Network	Reach, Inspire, Succeed, Empower Network
SAFE	Student and Faculty Engagement Program
SAT	Scholastic Aptitude Test
SCE	Student Course Evaluation
SCI	Science
SET	Student Evaluation of Teaching Survey
SJC	St. John's College of Liberal Arts and Sciences
SJU	St. John's University
SMIF	Student Managed Investment Fund
SOE	School of Education
SPC	Speech
SPRT	Strategic Priorities Review Team
SPWG	Strategic Priorities Working Group
SSI	Student Satisfaction Inventory
TCB	The Peter J. Tobin College of Business
TEAC	Teacher Education Accreditation Council
THE	Theology
TLC	The Language Connection
TSS	Office of Transfer Student Services
TWEN	The West Education Network
UAC	University Assessment Committee
UCCC	University Core Curriculum Council
UGCC	University Global Coordinating Committee
UEPC	Undergraduate Education Policy Committee
UFC	University Freshman Center
UIS	University Information System
ULC	University Learning Commons
UWC	University Writing Center
VCCS	Vincentian Center for Church and Society
VISA	Vincentian Institute for Social Action
VITA	Volunteer Income Tax Assistance Program
V.I.T.A.L.	Vincentian Initiative to Advance Leadership
VMC	Vincentian Mission Certificate
VMI	Vincentian Mission Institute
VMO	Vincentian Mission Orientation
VSO	Voluntary Separation Offer
VSRT	Vincentian Service Reflection Team
WAC	Writing Across the Curriculum

EXECUTIVE SUMMARY

Self-study at St. John's: An Overview

For its decennial visits in both 1995 and 2005, St. John's undertook selected topics self-studies. Both of these studies propelled the institution forward in ways that illuminate this current document and are worthy of mention. The culture of planning and assessment at St. John's (Chapters 2, 5, and 11) can be traced back to the 1995 self-study, which resulted in development of the University's first-ever strategic plan. Outcomes assessment was also a topic selected in that study, evidence of the University's longstanding commitment to what was, at the time, a movement that had yet to assume its central position within higher education. Another topic, which helped to drive the institution toward both its current global perspective and remarkable diversity, was "Cultural Diversity in an Interdependent World." The two remaining topics were faculty development and the core curriculum, the latter ultimately resulting in a revision that was launched in 2001 (Chapter 9). In 2005, St. John's, acutely aware of the decline in the number of Vincentian priests and the need to embed the Vincentian mission into the very fabric of the institution, chose its Vincentian mission as a topic for study. Many of the programs and structures discussed in Chapters 1 and 4 of this current document may be traced to recommendations from that study. Institutional transformation was also selected, with a dual focus on residence life and technology. After 128 years as an exclusively commuter institution, St. John's opened its first residence halls in 1998. By 2005 it wanted to make certain that a 24/7 environment prevailed and found that it did. Residence life, discussed in Chapter 6 of this current self-study, has become so firmly rooted within the student support function that it now requires no special mention. St. John's recognized a need to focus on development of technological infrastructure and so selected that topic to jump-start initiatives in that area. And, finally, outcomes assessment, a topic selected in 1995, was again a focus for study.

Beginning the Current Self-study Process

Planning for St. John's 2016 decennial re-accreditation began in fall 2013 with completion of the following:

- Appointment of Steering Committee Co-chairs: Clover Hall, Ed.D., Vice President for Institutional Research and Academic Planning; Vijaya Korlipara, Ph.D., Director of the Institute for Biotechnology and Professor of Pharmaceutical Sciences, College of Pharmacy and Health Sciences; and Julia Upton, Ph.D., RSM, Distinguished Professor of Theology, St. John's College of Liberal Arts and Sciences and Provost *Emerita*;
- Attendance at the Commission's Self-Study Institute by current Provost Robert Mangione, Ed.D., R. Ph. and Dr. Upton.

During the spring 2014 semester, planning continued, resulting in completion of the tasks that follow:

- Selection of the comprehensive model of self-study (rationale below);
- Determination by the Executive Planning Committee, the institutional planning organization in place at the time, of the most effective way to group the standards within the study; this decision also determined the number of working groups (6) to be created.
- Appointment of steering committee members and working group chairs and members;
- Development and submission of self-study design to the Commission

At the end of 2014 Dr. Hall retired as part of the University's Voluntary Separation Offer (VSO) and Dr. Upton assumed responsibilities that precluded her continued service. Linda Sama, Ph.D., Joseph F. Adams Professor of Management and Associate Dean for Global Initiatives, Peter J. Tobin College of Business, and serving previously as a co-chair of one of the working groups, was appointed co-chair of the Steering Committee and has served with Dr. Korlipara during the remainder of the self-study process.

Although the visit by Commission staff usually occurs at this point, Fr. Joseph Levesque, C.M., who had assumed the presidency of St. John's following the retirement of Rev. Donald J. Harrington, C.M. while a national search for a permanent president was undertaken, deferred the visit until the appointment of his successor. That decision somewhat stymied progress on the self-

study during summer 2014, since completion of the visit was needed before the self-study design could receive final approval.

The visit, by Dr. Debra Klinman, MSCHE Vice President, occurred early in the fall 2014 semester, shortly after arrival of the new president, Dr. Conrado “Bobby” Gempesaw. The self-study design was slightly modified and then shortly thereafter approved. Work commenced in earnest at this time.

Nature and Scope of the Current Study

This self-study follows the comprehensive model and was chosen for several reasons:

1. The very fact that the University’s last comprehensive self-study was undertaken in 1985 – thirty years ago—suggested that such an approach was due;
2. The arrival of Conrado “Bobby” Gempesaw, Ph.D., as the University’s new President at the beginning of the self-study process offered a unique opportunity to provide him with an analysis of all aspects of the University as they comport with best practices as articulated in *Characteristics of Excellence*; and,
3. St. John’s most recent strategic plan was initially for the period 2008-2013. It was continued through what was called a “repositioning document” that carried the University through the 2013-14 academic year. As a result, self-study and development of a new strategic planning process were to be undertaken simultaneously, providing a unique opportunity for the two to inform one another. Dr. Gempesaw, in his investiture address, set forth four strategic priorities: Ensure student success; Recruit, recognize, and retain the best faculty, staff, and administrators; Enhance the University’s teaching and learning environment; and Expand global and community partnerships. These have been integrated into a strategic priorities action plan. The self-study process and *Characteristics of Excellence* are informing this initiative by providing analysis of the current state and an external benchmark of best practices. In addition, the strategic planning process has informed the self-study, giving a focus to the recommendations emanating from the latter and a vehicle for implementing them.

Goals and Objectives of the Self-Study

- To develop a concise and constructive document that
 - examines and demonstrates how well the University is meeting and exceeding the Middle States Commission on Higher Education’s 14 Standards of Excellence and,
 - serves as a tool for institutional education and awareness, planning, growth and improvement;
- To document how well the institution is meeting the objectives of its mission;
- To determine how effectively the institution is meeting the strategic priorities outlined by the president.

Organizational Structure of the Steering Committee and Working Groups

The primary goal in structuring the steering committee and working groups was to assure broad-based participation by key institutional constituents: faculty, students, and administration, with an emphasis on faculty participation essential to the credibility of the study. Therefore, working groups were designed to include representation from each instructional unit of the institution and the University Libraries.

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

Consideration was also given to assuring representation from all locations of the institution and to assuring, to the extent possible, racial, ethnic, and gender diversity in committee membership. The Steering Committee and each of the Working Group's membership also included undergraduate and graduate student representation.

The co-chairs of each working group served on the steering committee, further enhancing communication. The Steering Committee also included several individuals with institutional responsibilities, who could keep individuals in their areas apprised of the progress of the study and offer input. In addition, on the Steering Committee was a representative from the Board of Trustees, who is also an alumna. The roster of the committee membership is included in the Appendix to the self-study. The Steering Committee attended scheduled meetings that occurred every other week during the semesters or as needed, with a few meetings held over the summer sessions.

Processes for Assuring Broad Community Participation

To assure that the entire University community was given the opportunity to provide input into the self-study, a series of town hall meetings was held during the spring 2015 semester on the Queens campus and at the Manhattan, and Staten Island locations. All members of the University community were invited to attend, and the sessions were held during Common Hour, when classes were not in session, so as to facilitate attendance by students and faculty. At these sessions, representatives from each of the Working Groups presented their preliminary findings, solicited input from those in attendance, and responded to questions. In addition, the self-study was posted on the website to provide additional opportunity for review, and, in particular, for comment by those unable to attend the town halls. Following revision of the initial self-study draft during the summer of 2015, the draft was again posted on the web in October 2015, and the community was invited to provide final input. This input was included into the self-study and sent to team chair Fr. Peter Donohue, O.S.A., Ph.D., President, Villanova University and Dr. James Trainer who came to St. John's for a preliminary visit in November 2015. After the input from this preliminary visit was incorporated and the final editing of the self-study was completed by the steering committee co-chairs, the document was approved by the steering committee in early spring 2016. It was placed on the website for the information of the University community, and an email memo from the provost encouraged all to read it in preparation for the visit.



Middle States Commission on Higher Education

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Certification Statement:

Compliance with MSCHE Requirements of Affiliation

[For use by institutions addressing the Accreditation Standards in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*]

Effective August 1, 2015

St. John's University

(Name of Institution)

is seeking (*Check one*):

Initial Accreditation

Reaffirmation of Accreditation through Self Study

Reaffirmation of Accreditation through Periodic Review

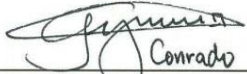
An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation.

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets Requirements of Affiliation of the Middle States Commission on Higher Education as published in *Characteristics of Excellence: Requirements of Affiliation and Standards for Accreditation (12th ed., 2006)*.

If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

Exceptions are noted in the attached memorandum (*Check if applicable*)


Conrado M. Gempesaw, President
(Chief Executive Officer)

January 15, 2016
(Date)


Peter P. D'Angelo, CHAIR
(Chair, Board of Trustees or Directors)

Jan 28, 2016
(Date)

INTRODUCTION

St. John's University was founded in 1870 when the Bishop of Brooklyn, John Loughlin, invited a community of priests to establish a day college that would educate immigrants and their children, who were not welcomed at other institutions of higher education. That community of priests was the Congregation of the Mission, whose members are popularly known as Vincentians after their founder, St. Vincent de Paul. From its inception, therefore, St. John's has been Catholic, Vincentian, and metropolitan. The first "campus" was a small farmhouse in what is currently downtown Brooklyn, and the institution had 47 students and six faculty members.

From those beginnings, St. John's has grown to an institution with more than 20,000 students and over 1500 full and part-time faculty that offers a full range of undergraduate and graduate degree programs through six schools and colleges at three locations within the City of New York, one location in Rome, Italy, and online. The institution's academic units are St. John's College of Liberal Arts and Sciences (SJC), to which the University traces its origin; The School of Education (EDU) (1908), the School of Law (LAW) (1925); The Peter J. Tobin College of Business (TCB) (1927); the College of Pharmacy and Health Sciences (CPHS) (1929); and the College of Professional Studies (CPS) (1962).

As the history of St. John's is a narrative of growth and expansion in academic scope and complexity, so too is the history of its physical development. In 1955 the campus moved from Brooklyn to an approximately 100 acre site in Queens that had formerly been the Hillcrest Golf Club. In 1971 His Eminence Terence Cardinal Cooke, then archbishop of New York, was confronting the closure of Notre Dame College on Staten Island by the Sisters of Notre Dame de Namur. Concerned that the closure would mean that Staten Island would no longer have a Catholic institution of higher education, Cardinal Cooke asked that St. John's assume responsibility for opening a campus at the Notre Dame site. In the mid-1990's, St. John's opened a campus in Rome at a property owned by the Vatican, primarily to provide American-style business education to European and, particularly, Italian students. That campus relocated to larger facilities at a location owned by the Vincentian community in 2008. In 1999, the University acquired 135 acres on the

Great South Bay in Oakdale, Suffolk County, Long Island, from the Christian Brothers, who had long operated LaSalle Military Academy on the site. While the original intent was to lease the property back to the Brothers, who would continue to operate, rumors about the school's closing reduced enrollment such that the Brothers determined that LaSalle was no longer viable. As a result, St. John's offers coursework, but not full degrees, in several graduate programs at this location. Finally, in 2001, St. John's merged with The College of Insurance, acquiring that institution's campus at 101 Murray Street in downtown Manhattan. After 9/11, the facility, almost miraculously unscathed in the destruction of the World Trade Center, became a respite center for workers, further cementing the historic connection of St. John's with the City of New York. The campus was sold in 2013, realizing the sum of more than \$200 million, most of which was added to the University endowment. The campus is now located in new and enlarged facilities at 101 Astor Place. While the Staten Island, Manhattan and Rome locations are deemed campuses by the New York State Education Department (NYSED) because they offer full degree programs, Staten Island, Manhattan, Rome as well as the Oakdale location, are considered "additional locations" for Middle States purposes because all faculty are members of academic units based in Queens, where hiring authority is also vested. Queens is identified by NYSED as the Main Campus, and is the institution's official address on record with the Middle States Commission on Higher Education.

Recent Significant Developments

- The 2008-2013 Strategic Plan was implemented; responding to national concerns about the costs vs. benefits of higher education, a repositioning document, designed to document the value of a St. John's education, was developed and implemented in 2011. The plan was extended to conclude in June 2014.
- After completing 24 years of service as the president of St. John's, Rev. Donald J. Harrington, C.M. retired in July 2013. Rev. Joseph Levesque, C.M., a former Provincial of the Vincentian community and former Chair of the Board of Trustees, was elected as president to serve on an interim basis while a national search was conducted for a new president.
- Conrado "Bobby" Gempesaw, Ph.D. was elected by the Board of Trustees as the University's 17th and first lay president and assumed office on July 1, 2014.
- At his investiture President Gempesaw laid out four strategic priorities and established a new planning structure, the Strategic Priorities Working Group comprised of faculty and

administrators to weave those priorities into a strategic plan. The plan that resulted from this year-long effort, which engaged all members of the University community was approved by the Board of Trustees at its October 2015 meeting and is now referred to as "St. John's University's Strategic Priorities – An Action Plan."

- The University's Manhattan location at 101 Murray Street was sold for \$223 million, with the bulk of those proceeds added to the institution's endowment; the campus was relocated to 101 Astor Place in Manhattan.
- The Board of Trustees approved establishment of a Mission Committee of the Board at its September 2011 meeting in order to embed the University's Catholic and Vincentian mission into the institution's governance documents.
- The University purchased an apartment house located on Henley Road, near the campus, in 2013 to provide needed off-campus housing.
- The University implemented two voluntary separation offers (VSOs), the first in 2010 and the second in 2014, which resulted in a significant decline in the number of employees.
- The University's [Mission Statement](#) was amended by the Board of Trustees, at its October 2015 meeting, to explicitly include global emphasis.
- The University announced, through an Internal Communication in January 2016, its intent to sell its Oakdale location and use the proceeds to support strategic priorities.

The impact of the change in presidential leadership is most evident within this self-study in the chapters related to Administration and Planning. Almost immediately after his inauguration, Dr. Gempesaw moved to implement significant changes in the administrative organization of the institution, assigning to the Provost responsibility for several areas, including Student Services and Global Studies, which are central to the educational mission of the University, but which had previously reported to the Office of the Chief Operating Officer. This latter position was eliminated. As noted above, the University's 2008-2013 strategic plan was repositioned in 2011 to respond to external challenges, largely driven by concerns about the cost of higher education. Following Father Harrington's retirement, Father Levesque chose to continue that plan, so that his successor could shape the next plan. Dr. Gempesaw quickly moved to do just that, laying out his strategic priorities in his investiture speech. He also implemented an entirely new planning process, disbanding the Executive Planning Committee, and establishing a new process and structure designed to foster greater community participation, ownership, and accountability.

SECTION A

STANDARDS RELATING TO THE INSTITUTION

CHAPTER 1

Standard 1: MISSION AND GOALS

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

University Mission and Vision

St. John's was founded in 1870 by priests of the Congregation of the Mission, a religious community founded in France by St. Vincent de Paul, whose members are commonly known as Vincentians. The Vincentians responded to an invitation from the first Bishop of Brooklyn, John Loughlin, to found a University that would educate New York City's immigrants and their children. As a 145-year old institution of higher education, St. John's University celebrates a rich history as an academic institution that is dedicated to its academic, Catholic, Vincentian, metropolitan and global mission. As detailed in this Chapter, the University has clearly defined its institutional mission and integrated it into virtually all aspects of the University life.

The University [Mission Statement](#) was approved by the Board of Trustees in December 1991. The articulation of the mission's academic, Catholic, and Vincentian components has remained unchanged since that time. As the institution's outreach extended beyond New York City, especially through acquisition of the Rome campus in 1995, the "metropolitan" component of the statement was expanded, first in 1998, and again in 2008 to reflect the growing global nature of the University. This global presence was made explicit in the [Mission Statement](#) in the amended version that was presented to and approved by the [Board of Trustees](#) at its October 2015 meeting. The [Mission Statement](#) appears prominently on the University website, within widely disseminated university publications, and in framed versions mounted in university offices. Additionally, in 2000, the University formulated and articulated its long-term goals within a [Vision Statement](#).

As articulated in its [Mission Statement](#), St. John's is committed "to academic excellence and the pursuit of wisdom, which flows from free inquiry, religious values and human experience." This commitment echoes throughout the curriculum and infuses the University's organizational structure

and governance. Since 2002, the Office of University Mission has operated under the direction of an Executive Vice President for Mission who reports directly to the President of the University. This position, by *Statute*, must be filled by a Vincentian priest or brother, and is now held by Rev. Bernard M. Tracey, C.M., a Vincentian priest. Under the direction of the Executive Vice President, University Mission is comprised of four units: the Vincentian Institute for Social Action (VISA); the Mission Office; the Vincentian Center for Church & Society (VCCS); and University Ministry. Each of the first three units is headed by an Executive Director with the fourth unit under the direction of an Associate Vice President. All the units directly promote the learning and research objectives of the University within an academic framework focused on issues of poverty and justice. University Ministry has the additional responsibility of developing a community of faith, service and friendship with the members of the University community, specifically university students, of all religious traditions. A description of each of the four units of the Office of Mission follows:

- [Vincentian Institute for Social Action \(VISA\)](#): Created as part of the 2008-2013 Strategic Plan, VISA was designed to provide an academic platform where students and faculty can explore issues of poverty and social injustice. It is supported and promoted through four interrelated units – Academic Service-Learning, Community Partnerships, the Ozanam Scholars Program, and the Faculty Research Consortium.
 - [Academic Service-Learning \(AS-L\)](#) is an academic course-hosted program that involves students in community service in over 100 sites in the five boroughs of New York City and in four countries abroad. Each year, every freshman is introduced to the university's Vincentian Mission through participation in AS-L as a mandated part of the Discover New York experience. In addition, there is an AS-L award bestowed on a faculty member each year as a part of the New Faculty Convocation, held at the start of the academic year.
 - [Community Partnerships](#) are collaborations with nonprofits, government agencies, and other community organizations committed to bringing about positive changes for high-need populations through sustainable, research-based programs. There are presently 10 community partners engaged through the Vincentian Institute.
 - [Ozanam Scholars Program](#) is named after Frédéric Ozanam, a scholar who lived in the mid-1800s in Paris attending to the city's poorest and who founded what is known today as the Society of St. Vincent de Paul. It is rooted in the themes of scholarship, leadership, and global citizenship. Each year, it offers 25 select freshmen an annual renewable scholarship of up to \$10,000 to engage in required coursework, travel, and community service that explores local, national, and international issues centered on social justice. The program to date has graduated 93 students from 5 graduating classes. In 2014-15, participating students logged over

9,728 hours of service in the United States (primarily in New York City) but also in Italy, France, Ecuador, Puerto Rico, and India.

- The Faculty Research Consortium is responsible for the academic integrity of the Institute. The Consortium is a select group of interdisciplinary faculty members who have demonstrated teaching, research, and scholarly expertise in community service, civic engagement, and social responsibility. Guided by a Chair, the consortium promotes research through the recruitment of qualified university professors who serve as mentors and support research initiatives through the Institute's community partnerships. The FRC also reviews all academic and assessment guidelines for the units of the Institute.
- [Mission Office](#): Among its programs, the Mission Office coordinates a number of employee-focused initiatives that support the University's learning objectives within the Vincentian and Catholic tradition.
 - [Vincentian Mission Orientation \(VMO\)](#) is a one-day session held periodically throughout the year for full and part-time employees where university members and guest speakers lead discussions and share experiences on operationalizing the Catholic and Vincentian components of the university's Mission through collaboration and service. A total of 981 employees to date have participated in a VMO session.
 - [Vincentian Mission Certificate Program \(VMC\)](#) offers a unique opportunity to engage members of the university community in a 16-month program centered on education, service, and reflection. A total of 204 employees have completed the VMC program with an additional 19 currently completing the requirements for certification. An additional 31 employees have been accepted into the ninth cohort of the VMC program.
 - [Vincentian Mission Institute \(VMI\)](#) is a collaborative two-year program that brings together faculty and administrators from the three Vincentian-sponsored universities in the United States -- St. John's, DePaul, and Niagara (10 participants each) to educate and engage lay faculty and staff in the history and future of Vincentian and Catholic higher education, social teaching, and ministry. The Institute uses video-conferencing and online coursework to achieve its goals. A total of 26 St. John's employees have completed the VMI program, with a fourth cohort having begun the program in October 2015.
 - Vincentian Service Reflection Team (VSRT) consists of qualified trainers, from across university sectors, who lead service reflection rooted in the Catholic and Vincentian identity and train students and staff to lead similar reflections for their constituents during and after a service experience.
- [Vincentian Center for Church and Society \(VCCS\)](#): The VCCS, which incorporates the [Vincentian Chair of Social Justice](#), was created in 1994 to encourage and support academic and research initiatives across the six schools of the University, while serving and

collaborating with the greater Church and community on questions related to social justice and the eradication of poverty. The VCCS originally reported directly to the President of the University, but since 2002 the Executive Director of the VCCS reports to the Executive Vice President for Mission. VCCS collaborates with other religious congregations in raising awareness around social justice issues. The Vincentian Chair of Social Justice Lecture is held annually during Founder's Week. A distinctive mark of the VCCS and the Chair is a focus on interdisciplinary methods of study and sustained collaboration among faculty from different schools and departments through joint research, publication, and programming, thus creating a community of scholars. The activities and programs sponsored by the VCCS and the Chair include:

- Vincentian Research Fellows Program, one of the VCCS's programs that most widely promotes the university's learning and scholarship objectives, began in 2000 as a function of the Vincentian Chair. Through the Fellows Program, the Executive Director, upon recommendation of the respective Deans, invites faculty to serve for two years after which they may be designated as Senior Fellows. To date, 102 faculty members have been named as Fellows. There are 5 new Fellows for the 2015-2016 academic year. The Fellows share their research and plan educational conferences for the university community and external audiences.
- Biennial Poverty Conference invites speakers from both within and outside the University to address a specific theme related to poverty and social justice issues. The latest conference occurred on January 30, 2016 and its theme was "Care for our Common Home: The Cry of the Earth and the Cry of the Poor." The biennial conference attracts over 200 attendees hailing from the university community and the general public.
- In furthering the university's increased emphasis on globalization, VCCS Fellows have offered consultation and assistance for academic programs and centers such as the Masters and Minor Programs in Global Development and Social Justice in St. John's College. The Center for Global Business Stewardship (TCB), the Catholic Relief Services Scholars in Global Solidarity, and the Center for Global Development have all involved Vincentian Research Fellows who have presented their research and service experiences to internal and external constituent groups in VCCS-sponsored conferences and panel discussions.
- Special events, such as mini-conference series held annually focused on poverty and social justice themes, are also run through the VCCS. For example, in both April 2013 and April 2014, the Center collaborated with 34 religious congregations to raise awareness of human trafficking, bringing in over 200 attendees at each program.
- [Campus Ministry](#), which welcomes students of all religious traditions while at the same time encouraging Catholic students to deepen their Catholic identity and to become active participants. As a community of faith, service and friends, Campus Ministry takes seriously its unique role in expressing St. John's distinctive Catholic and Vincentian identity as embodied in the University's mission. The programs offered under Campus Ministry to represent the mission are spirituality, bereavement, confession, holy hour and adoration of the Blessed Sacrament and liturgical ministry.

In addition to the University Office of Mission's academic initiatives, curricular reflections of the Catholic and Vincentian components of the mission are found in the university's core curriculum in the liberal arts and sciences, designed to enrich lives as well as professions and to unify the educational experience for all undergraduate students. The core curriculum includes course requirements for theology and philosophy, evidence of the centrality of the Catholic mission.

Furthermore, the University, in the spirit of its Vincentian mission, is committed to offering courses with an academic service-learning (AS-L) component. All first-year students are required to engage in AS-L through their [Discover New York](#) course that is housed in the core curriculum. Moreover, since transfer students do not take the Discover New York course, and given that the goal of the institution is to ensure that all students graduate with at least one academic service-learning experience, AS-L is infused throughout the curriculum, making it virtually impossible for any SJU student to graduate without having taken a course with a service-learning component. Some of these opportunities are delineated in Chapter 8, standard 11 – Educational Offerings.

University students may participate in a number of other co-curricular [Catholic and Vincentian programs](#), including the following:

- [Catholic Scholars Program](#) whereby accepted applicants receive \$5,000 for each of their four undergraduate years of education to integrate faith, leadership and service through a variety of community meetings, Catholic Social Teaching colloquia, study abroad opportunities and faith-based service.
- [The Vincentian Initiative to Advance Leadership](#) (V.I.T.A.L.) Program, providing students with the opportunity to develop spiritual values and Vincentian leadership skills through related activities in their field of study and chosen professional life.

The Vincentian mission is linked to serving the economically disadvantaged, and this is reflected in the university's commitment to admit Pell-eligible students in numbers that represent a minimum of 35% of the incoming class (see Chapter 6, Standard 8 for more detail). There are also a number of opportunities for students and employees to engage in meaningful service with partner organizations throughout the local area. These are listed and described on the [SJU website](#) and include St. John's Bread and Life soup kitchen in Brooklyn – an initiative that received special mention as a noteworthy program in a recent 2015 [Best Catholic Colleges – On Campus](#) ranking

where the University is ranked ninth in the nation. [St. John's Bread and Life](#), founded in 1982 as a ministry of the Daughters of Charity and the Vincentian Fathers at St. John the Baptist Parish, has since expanded beyond the parish boundaries and is now a free-standing not-for-profit corporation officially sponsored by St. John's University. Bread and Life serves over 1,000 meals daily to New Yorkers in need.

As identified within its [Mission Statement](#), the University pledges to foster those qualities required for anticipating and responding to the educational, ethical, cultural, social, professional, and religious needs of a dynamic world. One response to this was the creation of the [Office of Global Studies](#) (OGS) in 2007, with a focus on study abroad programs, and now housed within the Office of the Provost. With a move to a larger campus in Rome, Italy, the opening of a study abroad location in Paris, France, in facilities owned by the Vincentian community, and with academic relationships with local universities in Dublin, Ireland, and Salamanca, Spain, the University made study abroad one of its mission's pillars. Making study abroad programs available at affordable prices to the university's students as well as connecting them to the Vincentian communities and exposing them to service opportunities while abroad, was the result of the university's commitment to implement its mission.

All SJU freshmen are required to take the Discover New York course as part of their core curriculum requirement. The university's metropolitan location serves as the focus for this learning experience, as the students explore and experience various aspects of the city. Furthermore, programs with internship requirements frequently provide opportunities for students to experience the work environment in New York City. Nearly a third of the SJU students are drawn from the primary market, which includes New York City and the neighboring Nassau County, further enabling the University to carry out the metropolitan aspect of its mission.

The recent leadership transition to the first lay president of St. John's University represents an opportunity for the institution to build on its strong, 145-year tradition of leadership by Vincentian priests. These Vincentians have moved the University forward to the position it holds today in the landscape of Catholic higher education, with a vibrant resident life community for

students, enhanced and updated facilities, and a strong global presence. To assure that the Vincentian mission was embedded within the governance documents of the institution, a Mission Committee was established as a standing committee of the Board of Trustees (BOT) in September 2011. Commitment to the mission is further guaranteed through Dr. Gempesaw's strong commitment to uphold the Catholic and Vincentian mission of St. John's University. The change in leadership amidst a background of a strong and stable university, during a particularly challenging time in higher education, represents a new opportunity to reflect, renew and potentially revise the university goals, as appropriate.

The university is challenged at this time by a variety of external factors that appear to be affecting higher education in general, such as the volatile economic climate and current/anticipated reduction in college admissible students attributable to demographic shifts. These pose a threat to the financial stability of the University. This in turn, could affect mission-related programs and initiatives. For example, this threat to financial stability may call to question the ability of the University to remain committed to maintaining a significant percentage of Pell-eligible students. Furthermore, the declining number of Vincentian priests and brothers, and other vowed religious at St. John's University, as well as the declining number of students at the University who self-identify as Catholic, has the potential to threaten the Catholic and Vincentian mission of the University. However, the deeply-rooted infrastructure in place to support and advance the Catholic and Vincentian components of the University's mission offer strong ballast to counteract these threats. One recent example of how the university is acting nimbly to mitigate such threats is reflected in its recruitment for the fall 2015 entering undergraduate class, which incorporated strategies for bringing in more students from local Catholic high schools. This strategy was spearheaded by the university's financial aid policy to offer [Catholic scholarship opportunities](#) to students attending a Catholic high school to continue their Catholic education. This resulted in a 27% increase in this population within the fall 2015 incoming class.

RECOMMENDATIONS

- Emphasize all aspects of the University mission in hiring of faculty, staff and administrators and develop more robust mission orientation and development program.
- Assess the effectiveness of the current mission-related activities in reinforcing the unique Catholic and Vincentian charism central to the University.

CHAPTER 2

STANDARD 2: PLANNING, RESOURCE ALLOCATION, AND INSTITUTIONAL RENEWAL

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocations support the development and change necessary to improve and to maintain institutional quality (Characteristics of Excellence in Higher Education).

STANDARD 3: INSTITUTIONAL RESOURCES

The human, financial, technical, facilities and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment (Characteristics of Excellence in Higher Education).

Strategic Planning Process – History

St. John's approach to strategic planning has been dynamic and responsive to internal and external challenges, while remaining committed to strategic planning that is mission aligned/focused, inclusive of all University stakeholders, and conducted in an organized, methodical, and transparent manner. Following Chapter 1 on University Mission and Vision, strategic planning can and does serve as a critical area of emphasis for defining and delineating goals and areas of priority consistent with the university mission and vision.

2004 – 2014 Strategic Planning Process

Since the last Middle States Decennial Evaluation Team Visit in March 2006, the university community has participated in the following successive strategic plans: [2004-2008](#), [2008-2013](#), and a [repositioning of the strategic plan for 2011-2014](#). Each of these strategic plans built on the success of the prior strategic plans, focused on the strengths of the University, and identified areas of particular priority and assessment given the internal and external landscape of that particular timeframe. An example of the dynamic nature of strategic planning occurred in 2011, when the University released a repositioning of the strategic plan. This repositioning occurred three years into the 2008-2013 strategic planning cycle; extended the timeframe of the plan through the 2013-14 academic year; and directly responded to the many goals already achieved from the plan and the volatile economic climate and other ongoing external challenges occurring at that time. These

challenges include shifting demographics that negatively impacted enrollment, as well as the rising cost of education. Each of these strategic plans also has specified how the University will fulfill its mission.

The 2004-2008 and 2008-2013 plans were the result of what can be described as a “traditional” strategic planning process that is dynamic and inclusive. In each case, over the course of several years, university leaders gathered input from a wide range of constituents and then made recommendations to the Board of Trustees, which ultimately adopted the recommendations.

[Repositioning Document](#) was even more inclusive and included an expanded role in strategic planning for the Board of Trustees, as will be described. This strategic planning process was led by the Senior Vice President of Human Resources and Strategic Planning, and the Vice President for Institutional Research and Academic Planning (who has since retired).

The five-year strategic plan, 2008-2013, was unanimously approved by the Board of Trustees, and focused on three themes: Mission, Engagement, and Global. With respect to these themes, three major initiatives were identified to underscore the value and distinctiveness of an SJU education:

- More visibly embed the Catholic and Vincentian mission into all aspects of the University experience;
- Significantly enhance levels of engagement for all students; and,
- Incorporate global perspectives and experiences to prepare students for a rapidly changing environment.

During the 2008-2013 planning cycle, there was a newly created Academic Planning Committee (APC), in which faculty played an integral part in the planning process. Focus groups were conducted with students on the Queens and Staten Island campuses to obtain direct input into the plan to supplement indirect feedback from surveys. This supplemented the existing planning structures of the President’s Cabinet and the Executive Planning Committee (EPC) - comprised of deans and senior administrators.

Specific strategic plans also included input from internal and external constituencies. For example, the [Staten Island Campus Strategic Plan](#), developed by a faculty committee convened

under the leadership of the Academic Vice President of the Staten Island campus, included input from a broad variety of sectors. A cross-functional Task Force, jointly led by the Staten Island Academic Vice President and the SVP for HR and strategic planning, was convened in the fall of 2011 to study and plan the reversal of enrollment declines of 53% over the previous 14 years on the Staten Island campus. The Task Force hired a market research firm, Eduventures, and a real estate/asset development firm, DBI, to conduct extensive feasibility studies on the academic program development and/or asset monetization of the Staten Island campus. A larger group of academic deans, faculty teaching primarily on Staten Island, and administrators were engaged at various stages during the process to share ideas and input and to react to interim and final reports from the consultants engaged in conducting the feasibility studies. While the resulting plan was never implemented, due to other intervening changes at the university, the process for developing the plan is emblematic of the nature of inclusion of both internal and external constituencies in planning.

Three years into the 2008-2013 planning horizon it became clear that a volatile economic climate and other ongoing external challenges warranted a review and repositioning of the strategic plan to confront these challenges, resulting in a document titled: "[Repositioning the Strategic Plan 2011-2014](#)", which was adopted by the Board of Trustees in May 2011.

The common challenge that emerged from the University-wide discussions in repositioning the plan was to address the gap between the cost and perceived benefits of higher education, with emphasis on documenting the perceived value of a St. John's education. Several factors were identified as contributing to this gap: rising costs, public vs. private options for college, for-profit and online competitors, declining high school graduation rates in the Northeast, threat of declines in financial aid, recognition that the recent recession did not result in higher graduate enrollment as in the past, legislative and accreditation focus on student success and outcome measures, volatility of the economy (resulting in lower funding opportunities for students, increasing student debt loads, and pressure on fundraising), job scarcity, changing student demographics, global

competition, technology demands, faculty development, and a national policy shift with a renewed focus on access, affordability, and graduation rates.

Addressing these challenges, the 2011-2014 repositioning of the strategic plan focused on articulating, enhancing, measuring and marketing the value of a St. John's education and provided guidance on methodology and assessment to achieve its goals. As a result, it fine-tuned the Strategic Plan in several respects:

- The University would need to articulate, measure, and market the value of a St. John's education so that it was clear to all constituents.
- Without abandoning the themed goals of Mission, Engagement, and Global, the Repositioning Document placed a renewed focus on educational quality and the student experience, success in career placement and graduate/professional education, and retention and graduation rates.
- The value of a St. John's education, as viewed through the lens of the external community, would be indicated by the following four value indicators: (1) quality education and student experience, (2) career placement and furthering education, (3) mission, and (4) diversity and global awareness.
- The Board of Trustees assumed a more active role in monitoring progress towards the measurable outcomes deemed most important to external constituents.
- Revenue enhancement was planned that would allow the University to achieve its goals.

An appendix to the Repositioning Document identified measurable outcomes for each of the four value indicators, along with baseline measures, historical trends, benchmark data, and targets. Combined outcome measures were released in August 2011 and again in December 2012, as a means of tracking the plan. A progress report was released to the University community in July 2013, followed by updates on combined outcome measures in December 2013, March 2014, and September 2014. All documents were posted on the [strategic planning tab](#) of the SJU website leadership page. These documents evidenced a great deal of progress made in implementing strategies identified in Repositioning the Strategic Plan 2011-2014 to generate new and enhanced sources of revenue that would help fund strategic priorities and mitigate tuition dependency. The most recent and significant example to enhance revenue is the sale of the Manhattan Campus for

\$223 million (see the section on Standard 3-Institutional Resources in Chapter 2). At the Oakdale campus, new 3rd party leasing agreements to increase campus revenue by expanding catering operations and student housing was completed. A focus on athletic development efforts raised an all-time annual high of \$2.2 million in 2012-2013. Projects completed include construction of the D'Angelo Center, a 130,000 square foot student and academic center and construction of new townhouses designed to support Living Learning Communities. The repositioning also identified the following possible steps to generate new and enhanced revenues:

- Increase external transfers from community colleges, with plans for doing so generated by the Enrollment Management team
- Grow new and existing graduate programs with specific targets set by schools and with accountability residing with Deans and Enrollment Management. Requests for additional faculty would be tied to growth in graduate program revenue
- Define and implement a broad strategic approach, including technology, marketing and enrollment needs with a particular focus on graduate program growth opportunities
- Leverage distance learning and summer sessions to increase course selection for visiting students
- Increase Conference Services revenues, particularly by using University facilities during the summer
- Create new approaches for leveraging the Staten Island campus and reverse enrollment declines.

In addition, a Voluntary Separation Offer (VSO) that was made in 2010 was anticipated to release funds through salary reductions that would support the University's goals. The Progress Report of 2013 demonstrated that many of the objectives outlined in the 2008-2013 Strategic Plan were accomplished.

Strategic Planning Process initiated since 2014

The current strategic planning process and the corresponding University alignment of the budget initiated for the next five years began with the appointment of the 17th President of

St. John's University, Dr. Conrado Gempesaw, in July 2014. After taking office on July 1, 2014, Dr. Gempesaw immediately began a "listening tour" of the University community, reflecting his vision of a grassroots approach to strategic planning. Beyond informal discussions with a variety of university constituents, including students, alumni, staff and administrators, department chairs and faculty, a two-day Presidential retreat was held on August 25-26, 2014, with key administrative and faculty leaders. What emerged was a consensus to address the following challenges: (1) right-sizing the administrative structure of the University and appropriately rewarding the best faculty, staff and administrators (this supplemented the 2010 VSO and an additional VSO offered in 2014, both of which occurred prior to Dr. Gempesaw's arrival and resulted in the decrease of approximately 300 administrators and staff-refer to standard 3 below); (2) improving the student success pipeline, which further requires a focus on the teaching and learning environment; (3) addressing the role of the Manhattan, Staten Island and Rome campuses, and other locations, which include Oakdale and Paris; and (4) creating an integrated and more bottom-up approach to planning and administration.

With reference to this last point, and among Dr. Gempesaw's first initiatives, was the creation of two bodies: (1) the Academic and Administrative Assembly (AAA), the role of which was to help guide the University's strategic planning and implementation and the composition of which included administrators and faculty members who would discuss and recommend strategies addressing the University's most pressing problems; and (2) the [Strategic Priorities Working Group](#) (SPWG), who would develop a strategic plan around four strategic priorities announced by the President at his investiture in October 2014 that were linked to the challenges uncovered in the August retreat. The strategic priorities are: (1) Ensure Student Success, (2) Recruit, Recognize and Retain the Best Faculty, Staff and Administrators, (3) Enhance our Teaching and Learning Environment, and (4) Expand Community and Global Partnerships. Each of these priorities is consistent with and promotes the University's mission. The SPWG, composed of a mix of junior and senior faculty members; administrators representing relevant units across the University; a student; and a University Trustee and alumnus, was jointly chaired by the dean of the Law School and an associate professor from the sciences. It was charged with fully engaging the university community

to develop specific action plans to implement the strategic priorities, and to submit a report to the President on or before April 30, 2015.

Throughout the 2014-15 academic year, the SPWG met with university leaders, the Faculty Councils, the Academic and Administrative Assembly, students, alumni, and staff. During fall 2014, the SPWG also conducted listening sessions facilitated by an outside consultant: two at the Queens campus and one each at Manhattan, Staten Island and Oakdale in November 2014, and again in March 2015. The Queens listening session in November was attended by over 300 faculty, administrators, staff, and students. The SPWG website also included a website comment form that solicited input from the community regarding the Strategic Priorities for those unable to attend a scheduled session. These various sessions and feedback allowed all university members to have shared ownership in the process. A report was prepared that incorporated and built on this feedback and was delivered to the President in April 2015. For each Strategic Priority objective, the report included details on delineated action steps, outlining for each one specific university units responsible for implementation and success metrics.

This document was then presented to the University Senate and served as the foundation of the President's Report that was delivered to the Board of Trustees at its May 2015 meeting. It was then discussed by key University leaders during the President's Retreat in late May 2015. This strategic planning initiative represents an important opportunity for all University stakeholders (students, faculty, administrators and staff) to help form the strategic direction for the St. John's University of tomorrow. The President's Advisory Council (PAC) comprised of the deans of the academic units and senior level administrators acts to advise the President and Provost on strategic matters has refined the strategic priorities document with a focus on determining clear action items and the parties responsible for implementing these action items. Targets and outcomes for key indicators (i.e. enrollment & retention) have been set by the PAC. A revenue-sharing model was created that delineates how funds over and above the budget target will be distributed to the colleges. This model is a direct outcome of the shared ownership and accountability premise of the strategic priorities document. The goal of the model is to allocate University resources based upon

performance metrics that are aligned with student success and the overall financial health of the University. The model will be piloted and evaluated over a three-year period and will initially focus on academic units. Performance metrics will be established at both a university-wide and individual college unit level for freshman retention, sophomore persistence, undergraduate credit hours and graduate credit hours taught. To the extent that the University generates net tuition revenue in excess of the budget target and the University and individual college unit performance exceeds a predetermined historical baseline for any of the aforementioned metrics, a portion of the excess revenues will be shared equitably among the colleges (“shared success” allocation) with an additional amount given to individual colleges that have exceeded their baseline performance metrics (“performance-based” allocation). These distributions will be set aside in a strategic initiatives fund for each college to be used for college-specific strategic initiatives.

After a three-year pilot period, the model will be reviewed and evaluated to determine if it should be rolled out to administrative units using metrics that are relevant to improving the university’s operating margin and managing the university’s fiscal infrastructure so that any excess revenues and/or cost savings can be redeployed into strengthening academic programs, enhancing the teaching and learning environment, increasing financial support to students, all with the goal of ensuring student success.

The strategic priorities document and the revenue-sharing model were presented at the Academic and Administrative Assembly (AAA) Retreat on September 30th 2015 for further refinement and buy-in. The finalized plan termed as “[St. John’s University’s Strategic Priorities - An Action Plan](#)” incorporating feedback from the AAA retreat was approved by the Board of Trustees at its October 7th meeting. Each academic and administrative unit will begin the process of implementing their unit plans that were submitted in support of the strategic priorities action plan.

The [Strategic Priorities Review Team](#) (SPRT) was formed by President Gempesaw in January 2016 to oversee the implementation and review of outcomes related to the strategic priorities action plan. The SPRT, which will report to the PAC, consists of 43 members representing a broad cross-section of the University.

These well-orchestrated solicitations of participation in the President's strategic priorities action plan are likely to enhance the culture of shared ownership in resource and budgeting. Because these new strategic priorities are to be the drivers of decision-making at SJU, they serve as a continuation of earlier strategic budgeting plans that are outlined in prior Strategic Plans used by the University. The additional input by the community will increase buy-in and enhance communication throughout the University regarding these matters.

University Budgeting Aligned with Strategic Planning

The University has an uninterrupted history of developing balanced operating budgets based on conservative assumptions, which have resulted in consistent operating surpluses. These surpluses have been reinvested in augmenting annual capital budgets to maintain adequate levels of funding for deferred maintenance and other capital needs while avoiding significant additional long-term borrowing.

The University Strategic Plan and individual unit strategic plans guide the overall operating budget. Academic budget requests originate at the departmental level, under the leadership of the department chair, with oversight provided by the Dean and the planning and budget committees of the unit's Faculty Council. The Provost and President exercise final approval. Budgets for non-academic units are developed by the functional head of each unit, with final approval vested in the Vice President for Business Affairs and the President.

To establish a base for each year's operating budget, the prior year's budget is rolled over into the next year's budget cycle. New requests, including new faculty lines and other strategic needs, are evaluated against identified strategic priorities. All approved faculty lines as well as other positions of strategic importance are then added to the budget. The current budget (FY 2016) included 17 lines to replace faculty who left the institution as a result of the spring 2014 VSO. After personnel needs are considered, non-salary, contractually required, increases are also added to the budget. This existing budgeting process addresses one of the President's four strategic priorities of "hiring, recognizing, and retaining excellent faculty, administrators and staff."

Annually, a capital budget is also developed to identify deferred maintenance and other capital needs with a unit cost of \$5,000 or more. Classroom and instructional needs are processed first, before research needs, with the assumption that researchers can apply for external funding of research projects. This prioritization addresses the President's strategic priority related to ensuring student success, and is also a priority goal of each of the academic unit strategic plans. The final budget allocations are driven by final enrollment numbers given that SJU is tuition/enrollment dependent.

Budgeting processes and budgeting continuity, along with budget integration with strategic planning, are demonstrated by internal assessment reports of academic and administrative units, including Academic Program Reviews. Academic Program Reviews point to those programs that can be sustained at current levels (and would therefore not anticipate additional resources); those programs that might be eliminated if not related to student success or other of the University strategic priorities, thus freeing up resources; and, those programs that merit additional resources for program enhancement. The focus and critical priority of the budgeting process is to transform the manner in which SJU serves students while providing a distinctive educational experience.

Academic department needs are curricular driven. Revenue projections primarily come from tuition with the majority of budget expenses (92-97%) going towards supporting salary and fringe benefits for full-time, adjuncts, staff, administrators, Graduate Assistants, stipends, and overload. Fringe benefits include tuition remission for employees and their dependents, and for graduate assistants (GAs) and, for FY16, were determined to be 37.58%. The remainder of budget expenses is allocated to instructional supplies, faculty travel and research needs. Departments predict and plan their needs for the following year, e.g. equipment needs or large capital expenditures. Business Affairs generates budget models that enable the academic departments and colleges to assess the viability of new programs or changes to existing programs. These models include assumptions for tuition discount, number of students enrolled, staff and other operating cost constraints and thus allow "what-if" scenarios to assess sensitivity to modulation of assumptions. All processes since

2008 have built in more accountability, justification, and verification of where and how the budget is being allocated and spent.

Another set of goals and objectives is designed to create new programs of study (undergraduate, graduate, interdisciplinary), and revise certain existing ones, so that degree and non-degree programs continue to be of the highest quality and responsive to the changing face of academia and the world outside the academy. All academic unit strategic plans address this goal. To this end, the entire academic sector recently underwent its latest set of program reviews to assess the performance of individual programs and determine whether those programs are on target or underperforming or no longer serving the needs of students (see Chapter 8 for information on the Academic Program Review process).

A comprehensive set of outcomes measures and targets are incorporated as an integral part of each strategic planning cycle at the University. These success measures are managed at the institutional level and at the college/school level and address the major goals of the strategic plans. Outcomes relative to these measures are assessed continuously and gaps between targets and actual results are carefully reviewed. Initiatives to stay on track to meeting outcomes targets are identified and implemented. This use of assessment data for continuous improvement encompasses a regular review of institutional resources available, and resources needed, to implement plans. See the [*Repositioning the Strategic Plan 2011-2014 Combined Outcome Measures December 2014*](#).

During 2004-2014, results for each of the five-year strategic plans were monitored continuously within the context of internal and external environmental factors and were adjusted accordingly to stay on track toward meeting goals. The measures, progress and action steps were shared with respective committees of the Board of Trustees at the December meetings and with the university community via the Office of Institutional Research website's section on [strategic planning](#).

Since 2014, leaders of the various academic and nonacademic departments meet periodically to discuss and decide on strategic plan priorities and target measures, formerly under the auspices of the Executive Planning Committee (EPC), and currently with the Academic and Administrative Assembly (AAA) serving as a forum for discussion. The AAA also serves as a means to facilitate the

communication of updated information associated with important institutional policies, procedures and priorities, as determined by the President, to SJU faculty members and administrators. As previously described, the PAC advises the President and Provost on strategic matters selected by the President and emerging from discussions in the AAA forum.

The University's process of coordinating plans across its many units has been quite effective in providing necessary support for the implementation of strategic priorities as indicated in the 2008-2013 strategic plan, specifically with respect to global and career placement. This coordination can be observed from the increased number of programs and classes taking place in the university's global sites resulting in an increased number of students studying abroad. In addition, the increase in use of technology in the classroom and the number of online courses being taught is a reflection of the strategic focus on integrating technology into the learning process being embraced across campus. Furthermore, the co-located career advisement and employer engagement teams within the colleges and the significant increase in student placement outcomes is a direct result of the coordination of unit plans within student affairs, the provost's office and each of the colleges. The communication and cooperation across units can be challenging as each unit juggles its operating and strategic priorities but the process has been successful in seeing several important initiatives to fruition, particularly those related to combined degree and interdisciplinary programs (Please see Chapter 8).

During 2004-2014, institutional and unit plans were discussed at the President's weekly Cabinet meetings and monthly EPC meetings, which were attended by leadership of the academic and operational departments and the institution's senior leadership team. The Academic Planning Committee (APC), co-chaired by the Vice President for Institutional Research and the Vice Provost for Undergraduate Education, was created to infuse faculty input to the strategic plan and to provide an opportunity for questions, discussion, and written feedback about the institution's strategic priorities with representatives from all of the academic units. Town Hall meetings were held to communicate strategic planning priorities and to share successes and challenges with the entire university community while providing an opportunity for questions and discussion. The

President visited the Faculty Councils for each of the schools and colleges every year to discuss the state of the institution relative to strategic priorities and to share the priorities for the current and upcoming years.

Since 2014, the Academic and Administrative Assembly (AAA) with a membership inclusive of academic deans, department chairs, vice presidents, the provost and the president meet regularly to review and discuss key issues regarding the university's success. These topics include enrollment targets and strategies, financial standings and resource allocation, defining and implementing strategic priorities, and governance as it relates to shared ownership and accountability. The University Strategic Plan and progress reports are broadly distributed to the university community and external constituencies through the SJU website, including progress on the recent SPWG report. Progress reports are announced on Today@SJU and [MySJU](#) and printed copies are made available upon request.

RECOMMENDATIONS

- Implement a revenue sharing system, based on appropriate targets, that creates incentives for individual academic and administrative units to increase revenue, strategically manage expenses and support strategic priorities.
- Identify measures, targets and accountability along a timeline for all elements of "St. John's University's Strategic Priorities – An Action Plan."
- Strengthen the infrastructure for both tracking and related reporting of progress towards achievement of strategic priorities to the University units as appropriate.

Standard 3: INSTITUTIONAL RESOURCES

Resource-Allocation Process is Integrally Linked to the Strategic Planning Process

The University has, for many years, maintained a very strong relationship between resource allocation and strategic planning. As noted above, resource requests must be linked directly to the university's strategic priorities. Resource requests are reviewed within this context, and funding is provided only for those initiatives that will further the university's goals.

New academic program proposals are also vetted through the Office of the Provost and evaluated on a number of criteria, including fiscal viability and the potential for overlap with existing programs.

All personnel and non-salary resource allocations are coordinated through the operating- and capital-budget processes. Requests for funding must articulate how each initiative links to the University Strategic Plan and be categorized into three buckets: baseline budget, additions to base budget, and one-time funding needs. These funding requests are prioritized by each individual unit and submitted to the appropriate central administrative unit (academic plans to the Provost, operations plans to the respective senior management team member with oversight responsibility for the unit) for review and consideration. Funding requests are vetted by the respective central administrative unit heads and then transmitted to the central budgeting office. This vetting process involves dialogue back and forth with the requesting units. Currently, with a culture of shared ownership and accountability, the chief budget administrator of each area determines what funding requests will be approved. Once additional revenue is allocated as part of the revenue-sharing process the chief budget administrators (Provost and Deans) will determine how the funds will be allocated. All remaining requests such as capital expenditures will continue to be reviewed by the CFO, Provost and the President to determine which initiatives will be funded in any given year. Interdependencies are addressed through collaborative efforts between academic and operational units.

Financial Resources

As reported in Document Set 3 – A (Financial Statements) the University has significant unrestricted operating resources (net assets) and manages its operations to ensure reasonable operating margins. This approach allows the University to respond effectively to unexpected financial threats such as the 2008 economic crisis, changing enrollment trends, and increased competition. Furthermore, the University has a comprehensive Enterprise-wide Risk Management Program which monitors both financial and non-financial risks.

St. John's University has an annual operating budget approaching half a billion dollars. For its fiscal year ended May 31, 2015, total operating revenues were \$491.7 million, with total operating expenses of \$454.6 million, yielding net operating revenues of \$37.1 million, or a 7.5% operating margin. The 2015 operating margin is largely attributed to savings from the 2014 VSO and certain one-time revenues. Since its last decennial visit by Middle States in 2005, the University has had 10 consecutive years of positive operating margins, ranging between 1.8% and 7.5% of operating revenues, which has been a key measure of its fiscal strength and stability. The university's balance sheet is also strong, with \$1.5 billion in total assets and \$739.3 million in net assets as of its fiscal year ended May 31, 2015.

The University is currently in the midst of its Fiscal Year 2016 budget cycle. For this budget year, the Board of Trustees has approved an unrestricted operating budget of nearly \$450 million (excluding donor-restricted and grant-funded activities). In order to address the rising cost of education, particularly in view of St. John's mission as a Catholic and Vincentian University that is committed to providing students with an affordable education, and to advance the strategic priority of ensuring student success, the University implemented a freeze, at the 2014-15 levels, on tuition and fees, and room and board costs for all students (except those in St. John's School of Law, which has its own tuition structure) at the Queens, Manhattan, Oakdale, and Rome locations for the 2015-16 academic year. For Staten Island students, the University reduced undergraduate tuition by \$10,370 for the 2015-16 academic year and froze room and board costs and fees. Further, the University has continued its long-standing tradition of awarding generous financial aid packages to qualified students. For the 2015-16 academic year, approximately 96 percent of undergraduate students received some form of financial aid.

The University also measures its fiscal strength through independent eyes. An external audit of the university's consolidated financial statements is conducted annually by KPMG, LLP. The most recent audit of the university's consolidated financial statements as of and for the year ended May 31, 2015 is complete; KPMG has issued an unmodified (i.e., clean) opinion on the consolidated financial statements. In addition, in connection with their required communications to the Audit

Committee of the Board of Trustees for the year ended May 31, 2015, KPMG reported that there were no material weaknesses or significant deficiencies in internal control over financial reporting. And, with respect to credit worthiness, Moody's and S&P have assigned the University a credit rating of A3 and A-, respectively, representing their confidence in the University's ability to meet its debt obligations.

A priority of the University to generate new and enhanced sources of revenue that would help fund strategic priorities and mitigate tuition dependency has yielded positive results. The most recent and significant example to enhance revenue is the sale of the Manhattan Campus for \$223 million, which occurred in 2013. The majority of these proceeds were added to the university's endowment, with income from these endowed funds used to support the operating budget. Further, in keeping with the university's strategic vision for sustaining academic excellence while maintaining a sound fiscal outlook, after careful study, the Board of Trustees has recommended that opportunities to sell the Oakdale property should be explored. Accordingly, the University placed its Oakdale location on the market in January 2016. Proceeds from the sale will be reinvested in the university's strategic priorities, including strengthening academic programs and ensuring student success. The University will continue to provide its current graduate degree offerings to students taking classes at the Oakdale location and remains committed to serving the Eastern Long Island community.

The University also continues to achieve good success in alumni development and with fundraising averaging nearly \$20 million annually over the five-year period that ended in May 2015. It is believed that the revenue gained from fundraising efforts can be further enhanced by increasing the percentage of alumni who contribute to the University. This has been realized in the past year alone when an increase of more than 1200 new alumni donors participated in the fundraising endeavor.

Operating budgets are further augmented by revenue from auxiliary services including housing and meal plans, conference services, and athletics. The combined revenue from these auxiliary services grew from \$55.3 million to \$69.0 million in the time period of 2010-2015. In the

spirit of fiscal responsibility, the senior administrators voluntarily accepted a 5% reduction in their salary in 2015.

Investments

The endowment, which is comprised of restricted and unrestricted funds, is a perpetual source of financial support for the University and its mission. The Board of Trustees has empowered the Investment Committee and Management (through the Committee) to assist the Board in fulfilling its oversight responsibilities. The University also utilizes a non-discretionary investment consultant. The Investment Policy, which is reviewed by the Committee and approved by the Board annually, contains the policies and guidelines for the management of the endowment.

The endowment assets are invested in a manner that is intended to earn, over a full market cycle, a compound annual rate of return in excess of inflation, the spending rate, and fund expenses while maintaining a moderate risk level considered prudent based upon all the facts and circumstances known at that time. The University pools its investments and manages them to achieve a prudent long-term total return.

The University established a spending rate policy designed to preserve the value of these investments in real terms and provide a predictable flow of funds to support operations. Presently, the university's spending rate is equal to 5% of the fair value of the investment pool based on a three-year moving average as of May 31 of each year. This is approved by the Board annually upon the recommendation of the Finance Committee (in consultation with the Investment Committee). The endowment's gross market value was \$681.1 million as of June 30, 2015, an increase of more than 125% from five years prior. This increase was largely driven by the addition of \$195 million at the end of the 2013 calendar year from the sale of the Manhattan Campus building. While the University is pleased with this endowment growth, the University recognizes that its endowment per full-time equivalent student trails the average for institutions with which it competes for faculty and students and therefore continues to seek ways to build the endowment to provide additional

support for students, enhance faculty resources, and reduce its dependency on tuition and other student revenues.

The endowment is broadly diversified by asset class, strategy, style, market capitalization, and geography. As of June 30, 2015, the endowment's asset allocation was as follows:

37% domestic equity, 23% international equity, 23% hedge funds, 5% private equity, 3% real estate, 7% fixed income, and 3% cash.

The endowment's liquidity profile is very strong. As of June 30, 2015, more than two-thirds of the endowment could be liquidated monthly, nearly 90% of the endowment could be liquidated quarterly, and less than 10% of the endowment is considered illiquid.

The endowment's longer-term performance has generally out-paced relevant benchmarks, driven by a high equity allocation and strong public and private equity returns. At least annually, a formal review of the endowment compared to other institutions, focusing on performance, asset allocation, spending rate, and liquidity is conducted. The most recent review was conducted in March 2015 using the 2014 NACUBO-Common fund Study of Endowments. In summary, as of June 30, 2014:

- St. John's returns were similar to or higher than the average of all institutions and our size cohort for the three- and five-year periods, but lower for the one- and ten-year periods.
- St. John's continues to have a higher allocation to U.S. equities and a lower allocation to alternatives than similar-sized endowments.
- St. John's annual effective spending rate is above the rate of schools with similar-sized endowments. Note: The study uses a calculation methodology that resulted in a higher spending rate than the 5% spending policy previously discussed.
- St. John's maintains twice the amount of daily liquidity and one-fourth of the illiquidity as similar-sized endowments.

Facilities

The University has engaged in ongoing improvement of campus facilities. St. John's completed a multi-year major capital spending program in 2010 with the December opening of the D'Angelo Center, a 127,000 square foot academic and student center on its Queens campus. In

2012, the University completed a renovation of the University Career Services to align with the strategic plan. This project also involved renovation for the new Human Resources space.

In September 2015 the President held the "[State of the University Address](#)" and shared updates on the plans for renovations of the Tobin College of Business (TCB) and College of Professional Studies (CPS). This project is aligned with the University's strategic priority to enhance the teaching and learning environment. Specifically, a \$25 million capital project to renovate space for TCB and CPS was approved by the BOT. The TCB portion of the project entails renovating floors 1-4 in Bent Hall, which when completed will become a state-of-the-art business school with a financial information lab, technology equipped classrooms including active learning classrooms, faculty offices, multi-purpose meeting space, and student collaboration space. The second portion of the project entails renovating the second floor of St. Augustine Hall for CPS and will house faculty offices, multi-purpose meeting space, classrooms and a state-of-the-art homeland security simulation lab.

Technology

Currently the capital plan includes ongoing annual technology spending for Replacement Capital and the Academic Computing Initiative which are funded through the Dormitory Authority of the State of New York (DASNY) Tax Exempt Leasing Program (TELP). The Academic Computing Initiative provides portable computing devices (currently laptop computers) to eligible students for use during their studies at the University. The identified strategic priority to enhance the teaching and learning environment is further supported by plans to enhance technology availability and integration into the classroom. The Academic Information Technology Council (AITC) has been proposed and approved by senior management. Led by the Provost and Vice President for Business Affairs and composed of faculty representatives from all of the colleges and administrative representatives from selected areas, the council has, as its primary goal, to identify and prioritize academic technology needs and make recommendations to the President's Advisory Council. A classroom technology advisory group, already in existence, will now report to the AITC. The group

has already established new classroom technology specifications to transform existing, traditional lecture-oriented learning spaces towards more modern, student-centric formats (flipped, hybrid, active, and online). It specifies technologies as high-definition digital projection, wireless presentation, touch panel controls, document cameras, lecture capture capability, web conferencing, and a touch-enabled surface (e.g., smart boards, interactive displays, multi-touch monitor, etc.). The new design was implemented in 24 classrooms by January 2016. By August 2016, 20% of the University's 292 classrooms will meet the new technology specification. Furthermore, any future classroom renovations will follow the new design.

To provide ways for the academic community to gain experience and proficiency with these tools, faculty workshops, pedagogy development, and individual practice/coaching sessions will be enhanced. Space in St. Augustine Hall, currently used for faculty workshops, will be outfitted with the new standard technologies plus several experimental tools such as 3D visualization. Beyond the physical classrooms, the Blackboard learning management system has been relocated to an externally hosted environment, thus providing extensible capacity to enable Blackboard's continued increased use by faculty and students. In addition, WebEx, a web conferencing tool, is now available to faculty and is being extended to students for electronic sharing and collaboration. Moreover, to evaluate the role iPads could have in the University's learning environments, a technology pilot with the School of Education was initiated and subsequently expanded to the recently upgraded classrooms. It is important to note that over the past several years the University has also invested significant resources in upgrading the University telephone system, network, wireless access in the residence halls, and the campus-based servers and externally hosted web-based programs and data warehouse.

Evaluation of Faculty, Administration and Staff Needs to Support Institutional Goals

On an annual basis, the process of determining that the schools and colleges have adequate and appropriate levels of faculty is managed through the Faculty Planning Process. This process is the initial step in the annual budgeting process. The Deans of each of the schools and colleges

complete a detailed template to justify each new or replacement faculty request. Linkages to the University Strategic Plan and the College/School's Strategic Plan must be clearly articulated in each new faculty request. A comprehensive set of relevant data are provided to the Colleges to facilitate data-driven requests. Budget estimates are provided to the President to provide a context for reviewing faculty needs. Appropriate headcount levels for administrative and staff personnel are determined based on the strategic priorities and operational needs of the institution. As strategic priorities shift, staffing needs also shift and must be continuously monitored and addressed. And as the landscape of higher education shifts rapidly and costs continue to escalate, financial considerations are central to right-sizing decisions related to staffing levels.

Recommendations for staffing levels come from an internal evaluation process and through consultant recommendations, when applicable. For example, in 2012 the University launched an initiative and engaged a consultant to study employer, alumni, faculty, and student perceptions as well as the Career Center operation and organization, a key element in the 2008-2013 Strategic Plan and a continuing strategic priority contained in the plan of the SPWG to improve student placement outcomes as part of ensuring student success. As part of this engagement, the consultant provided recommendations about the staffing levels required to support a structure to achieve particular outcomes, which were implemented and resulted in a model where career advisors are co-located in the colleges to be closer to faculty and students. Internal evaluation of staffing needs has resulted in the University completing two VSOs in the last five years aimed at rationalizing budgetary constraints while still meeting the needs of the University. Through these VSOs, the University (excluding the Law School) was able to reduce its employee headcount by 97 faculty with 35 of these faculty being replaced or eligible for replacement. In addition, new and replacement faculty positions were approved each year. The *net* reduction of faculty positions between FY 2010 and FY 2016 is 47 (total reduction in faculty of 7.2%). Fourteen (14) *net* new faculty positions are approved to be filled in FY 2017, which will further reduce the gap between the FY 2010 and FY 2017 faculty count to 5%. There was a reduction of approximately 300 staff and administrators (total reduction 20.9%) as of June 2015. The VSOs helped the University navigate the financial challenges of shifting

demographics that have adversely impacted enrollment and tuition revenue, with the most recent VSO reducing annual operating costs by approximately \$17 million. Remaining employee headcount is being evaluated and positions reallocated to ensure that sufficient staffing levels are in place to successfully implement strategic priorities.

RECOMMENDATIONS

- Launch a major, focused, capital campaign to celebrate the University's 150th year anniversary, with the goal of creating new funding sources for institutional priorities.
 - Strengthen the structure of Institutional Advancement and co-locate the development officers in individual colleges. (*Suggestion*)
- Charge the new university-wide representative group (AITC) with identifying and reporting on critical facilities and technology priorities and needs with a focus on enhancing the teaching and learning environment.
- Develop and employ integrated technology solutions that support and enhance enrollment management, career advisement and alumni engagement. (*Suggestion*)
- Train administrators, faculty, and staff to make effective use of technology solutions to ensure student success.

CHAPTER 3

STANDARD 4: LEADERSHIP AND GOVERNANCE

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution (Characteristics of Excellence in Higher Education).

STANDARD 5: ADMINISTRATION

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

LEADERSHIP AND GOVERNANCE

St. John's University's two major governance documents are the [University Statutes](#) and the [Collective Bargaining Agreement \(CBA\)](#). The University *Statutes*, consisting of eleven articles, sets forth the role of the Board of Trustees; Academic Governance, including department organization; school and university governance; qualifications, criteria, and procedures for faculty appointment, reappointment, promotion, and conferral of tenure ; and procedures for the discipline or removal of faculty and department chairs. The *Statutes* also set forth the roles and responsibilities of the major administrative officers of the institution. Faculty at St. John's University are unionized and are bound by the CBA reached on a periodic basis between the administration of St. John's University and its faculty. The most recent CBA covering a three year period ending on June 30, 2017 contains twenty six articles and covers all aspects of faculty governance issues including the annual raises.

This self-study began in the midst of a significant transition and change in leadership with the appointment of President Conrado Gempesaw as the first lay president in the history of the University in July 2014. One of his earliest administrative changes was realignment of the [organizational chart](#) so that the Offices of Enrollment Management, Student Affairs, and Global Programs, which had previously reported to the Chief Operating Officer, now report to the Provost and the Office of Business Affairs, which had also previously reported to the Chief Operating Officer, now reports directly to the President. The position of Chief Operating Officer was

eliminated. While it is somewhat early to assess the full impact of the administrative changes, several positive results appear to have emerged:

1. The impact that admissions and enrollment management, student affairs, and global programs have upon student development and success is appropriately acknowledged by the fact that these units now report to the Provost, who serves as Chief Academic Officer;
2. The President now has direct oversight over the institution's financial and business affairs;
3. Elimination of the senior position of Chief Operating Officer is consistent with reducing the size of the administration, an issue that emerged during the President's listening tour.

Roles and Responsibilities

The University's [Statutes](#) outline the governance of the institution including the Board of Trustees, the University Administration and various University-level councils/Senate, faculty, schools or college level faculty councils and departments. For each of these areas described in the eleven different Articles of the *Statutes*, policies, procedures, roles and responsibilities – including voting rights and eligibility criteria – are spelled out. The *Statutes*, which are readily available to all constituents, document the institution's commitment to shared governance. For example, the St. John's University Senate, governed by the Senate By-laws according to the University *Statutes*, is comprised of faculty, administrators and students. Elected members of the Senate (delegates from the schools or colleges, professional library staff and student body, with composition defined in Article 6 of the *Statutes*) and *Ex officio* members have equal rights, privileges and responsibilities, including voting rights. *Ex Officio* members of the University Senate include the President of the University and fifteen (15) administrators designated by the President. The President of the University, or his designee, shall preside at meetings of the University Senate. Senate meetings are public and open to the University at-large, allowing for others from the university community to attend and participate in that manner.

The University *Statutes* clearly outline the roles and responsibilities of the [Board of Trustees](#). Article 1 of the document provides specific information concerning the types of trustees, term of office, committees, etc. Article 2 of the *Statutes* outlines the roles and responsibilities of key

members of the University's administration (e.g., president, executive vice president, academic deans, general counsel, secretary, etc.). Articles 3-7 of the *Statutes* outline the roles and responsibilities of faculty; more specifically they provide information on academic governance, department organization, school governance, university governance, and the qualifications and conditions for faculty appointment, reappointment, promotion, and tenure. Articles 8-10 address procedures for faculty promotion and tenure as well as conditions and procedures for discipline, suspension or termination of faculty. Article 11 refers exclusively to governance, policies and procedures related to the School of Law.

Other pertinent governance documents and written policies, and their underlying objectives, include: 1) [Collective Bargaining Agreement \(CBA\)](#): Article 9 of the document outlines the roles and responsibilities of faculty; 2) [Human Resources Manual](#): The Human Resources Manual outlines the roles and responsibilities of employees who are not covered by the University's CBA, namely staff and administration; and 3) [Student Handbook](#), which contains in Chapter 6 the Student Code of Conduct & Conduct Processes. Approved on October 1, 2014, the Student Code of Conduct & Conduct Processes outlines the roles and responsibilities of SJU students.

The written policies of the University support effective communication and collegiality among the Board of Trustees, administration, faculty, staff and students by their inclusion of:

- Clearly stated roles, responsibilities, and expectations of Board of Trustees members and faculty. Statutes/Articles 1.01 - 1.22 (Board of Trustees); Statutes/Articles 3.01 – 3.04, 7.01 – 7.39 (Faculty);
- Hearing/appeals processes for faculty, staff, and administration. Statutes/Articles 10.01 – 10.12 (Faculty); Employee Handbook (online), "Rights and Responsibilities";
- Hearing/appeals process for students in academic and conduct-related matters. Student Handbook/Chapter 6 (Policies & Procedures): "Each Faculty Council has adopted a formalized academic fairness procedure. For further details, students should contact their respective college office" (Academic-Related). Student Code of Conduct & Conduct Processes/PP. 15-22 (Conduct-Related);
- Clearly stated roles, responsibilities, and expectations of staff and administration. Employee Handbook (online), "About Your Employment" and "Rights and Responsibilities";
- Clearly stated roles, responsibilities, and expectations of students. Student Code of Conduct & Conduct Processes/Chapter 6;

- Services offered through the HR Services and the University's Employee Assistance Program demonstrate a level of care, concern, and collegiality toward SJU employees experiencing various issues. HR Policy Manual: Section – Benefits/Policy # 610;
- Dissemination of the University's six core values: love, opportunity, respect, service, excellence, and truth. Though not a "policy" per se, promulgation of the core values communicates behavioral expectations of the campus community, the idea of respect noted among them and incorporates them into the staff and administrator performance management system (PFP). HR Policy Manual: Section – Introduction/Policy # 005.

Recent Improvements in University Governance

Prior to this 2013-2016 self-study period, substantial irregularities amounting to over \$1 million were discovered. An independent investigation revealed that, although there were no findings of criminal wrongdoing within the University, errors in judgment by the President and his chief of staff had occurred that represented potential and/or apparent conflicts of interest that had not been fully disclosed to the Board of Trustees. It was determined that these errors in judgment were facilitated by the failure to require strict compliance with the University's financial controls. As a result, the University adopted several reforms designed to prevent the recurrence of similar irregularities in the future. Grounded in non-profit governance best practices and fully compliant with New York's Non-Profit Revitalization Act (2013), these reforms included enhanced oversight authority for committees of the Board of Trustees, particularly the Audit Committee; mandatory ethics training for all University employees with a potential for a conflict of interest; strengthened conflict of interest standards; stricter gift policies; reformed scholarship award standards; retention of an independent third-party administrator for the whistleblower program; and greatly enhanced internal audit procedures (see Chapter 4 for more details).

Although not a part of the official governance of the institution, during the past decade, the university's strategic planning and decision-making policies have originated from the administration with faculty participation through a variety of *ad hoc* structures established by the President. For example, the list of groups thanked as contributors to the 2011 Strategic Repositioning document, produced during the Presidency of Rev. Donald Harrington, C.M., include the "Cabinet, Executive Planning Committee, Provost's Council, Academic Planning Committee, a

University Senate, Faculty Councils, [Board of Governors](#), and Board of Trustees". Faculty members served on three out of the eight committees (APC, Faculty Councils and University Senate).

Upon assuming the Presidency, Dr. Gempesaw ushered in changes to the university's *ad hoc* structure for planning. The former Executive Planning Committee (EPC), a group comprised of senior-level administrators as well as the Cabinet -- a group comprised of the President, COO, Provost, EVP-Mission, SVP HR-Strategic Planning, VP-Enrollment, CFO, and Dean of the Law School -- were discontinued. In February 2015, Dr. Gempesaw formed a President's Advisory Council (PAC) comprised of the deans of the academic units and senior level administrators. PAC meets on a weekly basis and discusses university strategic issues. Also newly created by President Gempesaw in fall 2014 are the Academic and Administrative Assembly (AAA) and the Strategic Priorities Working Group (SPWG, see Chapter 2). The AAA is composed of key faculty, academic administrators, and non-academic administrators, and acts as an advisory group to the President, Provost, and the PAC on matters of concern to the President. These structures have enhanced the participatory nature of the planning process among faculty and are designed to foster shared ownership and accountability for the plan.

Shared governance is fostered through designated bodies as well. The University Senate has a large number of elected faculty and student members as well as *ex officio* administrative members. The Senate functions in consultation with administrators, according to the CBA. Each college also has a Faculty Council. Students' participation in the Faculty Councils is governed by the by-laws of each College's Faculty Council, which prescribe the number and proportion of student members and the method of selecting them. These Councils exert rigorous control over academic matters such as new program approvals, new course syllabi approvals or revisions, and program accreditation issues.

The faculty and student presence on the Senate and Faculty Councils provides significant shared governance in academic matters and makes some contributions to strategic planning. The preamble to the 2011 CBA indicates the prominent role of faculty in academic governance, stating that "faculty members are uniquely qualified to formulate and develop educational programs." The

CBA grants faculty robust control over academic matters, as exercised by Faculty Committees in the different colleges; this authority includes hiring and promotion decisions for all faculty members. The Statutes explicitly vest the Faculty Councils with responsibility for educational policy subject only to the Board of Trustees. (Article 5.01)

Board of Trustees Governance

By Statute, the Board of Trustees (BOT) consists of no fewer than 5 and no more than 30 members, of whom 1/3 must be members of either the Congregation of the Mission or the Daughters of Charity, the religious community that sponsors the institution. The Provincial of the Eastern Province of the Congregation of the Mission serves as the Vice Chair of the Board and as Chair of the Mission Committee.

In keeping with best practices as set forth by the Association of Governing Boards, the work of the Board is conducted through ten standing committees, enumerated below. In addition, Special Committees may be appointed from time to time by the Chairperson, as the Board considers necessary or desirable. There is a formal orientation for the newly elected Board members, and the most recent one was held in September 2015. The Finance, Audit and Investment committees provide oversight for the university's fiscal affairs. Detailed description of the roles of committees of the BOT appears in the University *Statutes* and is set forth in the Articles 1.12-1.22.

1. The Executive Committee
2. The Academic Affairs Committee
3. The Personnel Committee
4. The Finance Committee
5. The Institutional Advancement Committee
6. The Audit Committee
7. The Investment Committee
8. The Student Affairs Committee
9. The Mission Committee

10. The Compensation Committee

The [Board of Trustees](#) has primary oversight responsibility for the university's fiscal affairs through the Finance Committee (formerly, the Fiscal Resource Management Committee) of the Board, except for those responsibilities explicitly delegated to other committees of the Board (i.e., the Audit and Investment committees). As required by the University [Statutes](#), the Finance Committee is "responsible for considering and recommending action on financial, business, and administrative management policies. It shall coordinate the formulation of a long-range budget and provide a continuing review of the financial condition of the University. It also shall be responsible for considering and recommending action on facilities." In fulfilling these responsibilities, the Finance Committee holds at least four meetings each fiscal year, devoting at least two hours to each meeting, in which it reviews, endorses, and recommends to the Board: 1) Adoption of the university's annual operating budget; 2) Endowment spending policy and any additional proposed use of unrestricted funds; 3) Year-to-date operating budget performance and fiscal year projections; 4) Fiscal year capital and funding plan; 5) Multi-year financial planning projections; 6) Debt financing, restructuring and refunding strategies; and 6) Key financial measures and performance metrics.

The BOT assigns additional fiscal oversight responsibilities to the Audit Committee and Investment Committee. As outlined in its Charter, the Audit Committee's primary duties and responsibilities are to: 1) Monitor the integrity of the University's financial reporting process and systems of internal controls regarding finance, accounting and legal compliance; 2) Monitor the independence and performance of the university's independent auditors and internal audit department; 3) Provide an avenue of communication among the independent auditors, management, the internal audit department and the BOT; and 4) Oversee controls designed to monitor individual transactions and/or financial relationships to ensure compliance with applicable laws and regulations. In fulfilling the foregoing responsibilities, the Audit Committee reviews and approves the University's annual audited financial statements prior to submission to the BOT for acceptance. This review includes discussion of significant issues regarding accounting principles,

practices and judgments with management and the independent auditors. In addition, the Committee considers the integrity of the university's financial reporting processes and controls; discusses significant financial risk exposures and the steps management has taken to monitor, control, and report such exposures; and reviews significant findings prepared by the independent auditors and the internal audit department together with management's corrective action plans. The Committee meets at least twice annually devoting at least two hours to each meeting. See chapter 2 for the results of the audit.

Lastly, the *Statutes* task the Investment Committee with oversight responsibility for the investment and administration of the university's long-term Investment Fund (the Fund), including the endowment. The Committee meets at least four times annually devoting at least two hours to each meeting. As outlined in its Charter, the Investment Committee's primary responsibilities are to:

- 1) Approve the Investment Policy: This includes reviewing the Investment Policy (the Policy) at least annually and submitting changes to the BOT for approval. The Policy includes the policies and guidelines for the oversight and management of the Fund;
- 2) Direct the investment of the Fund: This includes directing the investment of the Fund and providing direction to university management who will execute investments accordingly;
- 3) Monitor the Fund: This includes monitoring the Fund for compliance with the Policy and for meeting investment objectives over time;
- and 4) Report Investment Activities and Performance to BOT: This includes reporting the Fund's performance, investment activity, and other relevant information to the Board of Trustees.

Together, the Finance, Audit, and Investment committees provide the necessary oversight on behalf of the BOT to ensure the integrity of the university's fiscal affairs.

Elections and Term Limits of the BOT

- **Elected Members:** Subject to the limitations of §1.01 of this Article 1, the Board of Trustees have the authority to elect additional members of the Board by a two-thirds (2/3) vote of those present and voting.
- **Term of Office:** *Ex officio* members have tenure on the Board that is coextensive with the term of office which qualifies them for membership on the Board of Trustees.

- The term of an elected Trustee is three years. Trustees are normally elected at the May Board meeting and their terms expire at the May meeting in the third year after their election. The terms of Trustees elected at a time other than a May Board meeting expire at the May meeting following the third anniversary of their election. Terms are staggered so that the terms of approximately one-third of the elected Trustees expire annually. Recommendations to re-elect trustees are made by the Executive Committee following a review of the needs of the Board, the expertise and participation of the trustee, and the willingness of the trustee to stand for re-election.
- Trustees may be re-elected for a maximum of three additional consecutive terms. These term limitations can be waived by resolution of the Board of Trustees in special circumstances in order for a Trustee to serve one additional three year term. In addition, at the expiration of these term limitations a Trustee may be extended for annual terms not to exceed three additional annual terms. These term limits do not apply to members of the Congregation of the Mission or Daughters of Charity.

The Board of Governors, their Membership, Elections and Term Limits

In order to provide additional opportunities for alumni, in particular, to serve the institution and for the University to benefit from their expertise, a Board of Governors was established in 2004. The [Board of Governors](#) of the University advises the Board of Trustees and the President on the plans, programs, and activities organized to raise funds from corporations, foundations, alumni and friends to support the students, faculty and academic programs at the University. The Board of Governors serves as a resource to the President and provides a forum for communication among University, alumni and friends concerning the strategic direction of the University. The Board of Governors also assists in promoting the University and identifying and securing resources.

Members of the Board of Governors are recommended by the Executive Committee and appointed by the President. They are no more than thirty in number and are comprised of prominent alumni and friends who are committed to generously supporting the University, and who offer their time and services to advance the goals of the University, especially in the area of fundraising. Members are nominated based upon their high level experience in corporate, public and nonprofit organizations. Members serve a term of two (2) years and may be reappointed to serve additional terms.

Student Governance

Student Government, Inc. – Queens Campus (SGI)

[SGI – Queens Campus](#) is the official representative of the undergraduate student body, and the parent organization to nearly 150 student organizations on the Queens campus. SGI membership consists of an Executive Board, elected Representatives, and appointed Committee Chairs. The Executive Board, which is elected by the entire student body, is made up of a President, Vice President, Secretary, Treasurer, Senior Senator, Junior Senator, and Sophomore Senator. There are forty-two elected representatives - two full time undergraduate students from each class within each college. These representatives are responsible for communicating the concerns and needs of students from the class that they represent.

In addition, there are ten standing committees of SGI, all with a chair and two co-chairs. The committees provide the students of St. John's University with programs and services. These 10 committees are:

- Academic Affairs Committee
- Budget Committee
- Elections Committee
- Events Review Committee
- Organizations Committee
- Public Relations Committee
- Research and Development Committee
- School Spirit Committee
- Student Affairs Committee
- Student Services Committee

Operating as an independent 501(c) Non-Profit Organization since 1989, SGI currently manages over 1.1 million dollars in student activity fee funds. These funds are allocated to the clubs and organizations on campus and are also used to collaborate with the University for large-scale events. SGI employs one full-time professional staff member to oversee finances and contracts out

auditing and legal services. In addition, the student treasurer creates bi-weekly budget updates, which are distributed and voted on by the membership.

Student Organizations are separated into nine categories: academic, cultural, Greek life, honor society, political, religious, social justice, special interest and service. SGI also provides funding to three programming boards: Student Programming Board, Residents Student Association, and Haraya- The Pan-African Students' Coalition; and three Greek councils: African & Latino Fraternal/Sororal Alliance, Interfraternity Council, and Panhellenic Council.

As an additional source of income, SGI operates the Student Government, Inc. Copy and Print Center, in the D'Angelo Center. This center provides professional printing and office services to organizations, university departments and the general student body at a competitive rate.

SGI is committed to service. In addition to actively participating in university wide service initiatives such as University Service Day and Relay for Life, their membership created and takes part in SGI Serves—an initiative to participate in one service event per month. In addition, SGI endows and raises additional money for the Student Government Inc. Senior Scholarship Fund. This scholarship was created to assist active students who need assistance in their final year at St. John's.

Student Government, Inc. – Staten Island Campus

Student Government on the Staten Island Campus is a separate organization from the SGI of the Queens Campus. Both organizations, however, strive to accommodate student needs. Student Government on Staten Island oversees, and helps all 30 clubs and groups under its umbrella. Student Government also acts as a liaison between students and administration. If students have concerns, Student Government provides a strong voice for them, no matter the issue at hand. To encourage social interaction among the student body, Student Government plans, facilitates, and organizes staple events such as the Opening Year BBQ, which greets the new incoming freshmen and welcomes back returning students, and Faculty Spotlight Dinners, which recognize a faculty member who actively engages and interacts with students. As the governing body of the student

organizations, Student Government also provides funding to organizations so that groups can operate and even plan their own events.

The Student Government's infrastructure consists of five executive board members: President, Vice President, Secretary, Treasurer, and Student Union Chair. Under the executive board are 10 Senate positions. These positions are broken down by class: Sophomore, Junior, and Senior; as well as school: College of Liberal Arts and Sciences, School of Education, Tobin School of Business, and College of Professional Studies. The three remaining seats are filled by one resident representative, and two commuter representatives. Collectively, these 15 seats are filled by students who are elected by their peers to serve as representatives of their respective positions.

RECOMMENDATION

- Engage the BOT in selected university committee activities. (*Suggestion*)

STANDARD 5: ADMINISTRATION

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance. The [organizational chart of the University](#) clearly delineates the reporting structure with the following administrators reporting directly to the University's President: EVP for Mission; SVP for Human Resources and Public Safety; Provost; VP for Institutional Advancement and University Relations; General Counsel/University Secretary/Athletics; VP for Business Affairs, CFO and Treasurer.

The exemplary nature of St. John's University's administrators is evidenced by their biographies. SJU administrators possess exceptional qualifications in alignment with their responsibilities, and have exceptional records of achievement. While full curriculum vitae of all administrators are kept on file, summary biographies which demonstrate the qualifications and achievements of the [University's twenty senior administrators](#) are made publicly available on the University's website.

Additionally, policies and procedures are in place for hiring, retaining, supporting, and acknowledging exemplary administrators, faculty, and staff. The oversights in place for hiring, the current benefits for employees, and the programs and opportunities for professional improvement and leadership make St John's an attractive place of employment. The Office of Human Resources provides a training program called "Hiring the Best." HR also provides diversity and retention statistics. Retention efforts include a comprehensive tuition remission program for staff and administrators and their families, as well as for family members of faculty.

The University has a clear-cut and transparent procedure for periodic assessment of the effectiveness of institutional leadership, governance and administration. The Performance Management Process ([PFP](#)) is set up with a clear list of objectives and evaluation that includes competencies, objectives and values piece. This is a two-way evaluation between supervisor and staff, with input from staff. There is a 98% participation rate on campus. Budget permitting, the University also annually provides Special Recognition Awards and Exceptional Performance Awards. The President is evaluated by the BOT and the Board evaluates itself periodically using an instrument developed by the Association of Governing Boards of Universities and Colleges (AGB). Individual trustees are evaluated by the Executive Committee at the end of their terms.

The University has made concerted efforts to diversify leadership in administration inclusive of gender, race, disability, ethnicity, and socio-economic status, as is evidenced in the university's [Notice of Non-Discrimination, Equal Opportunity](#), which states that the University: "[D]oes not discriminate on the basis of race color, national or ethnic origin, sex (including sexual harassment and sexual violence), sexual orientation, disability, religion, age, status in the uniformed services of the United States (including veteran status), marital status, status as a victim of domestic violence, citizenship status, genetic predisposition or carrier status in its programs and activities." In a recent *Chronicle of Higher Education* survey, St. John's ranked above peers in employees' perception that the university has "clear and effective procedures for dealing with discrimination."

Taking a more affirmative stance, the [University's 2004-2008 Strategic Plan](#) included among its approved recommendations the "Objective " to "increase the ethnic/racial representation of

faculty, administrators and staff where appropriate to be more reflective of our student population.” Among the “Strategies” presented were the following: “Establishing targeted focus and accountability ... throughout the University to increase diversity of the respective populations,” and “Developing, implementing and tracking specific recruitment and retention efforts ... to support the targets outlined ...” Since the initial implementation of that Plan, the Office of Human Resources has developed a series of initiatives to create an inclusive workplace and to increase diverse representation at all institutional levels. Though hiring at the highest administrative ranks is left to individual search committees, the Office of Human Resources emphasizes that all search firms present diverse candidate slates. It also has expanded its own network of recruitment and advertising to ensure that candidate slates at all levels of the organization reflect the diversity within the student population. Diversity training programs that include greater representation in leadership development have further supported these objectives.

Through the [2008-2013 Strategic Plan](#), the Office of Human Resources Services established and monitored institutional success measures for diversity. An initial target set in 2004 for 26% for overall administrator and staff population representing people of color was reached in 2007. This increased to 31% in 2015. Similar levels of diversity are not evident at the senior administration level. As of September 2015, the [University’s twenty senior administrators](#) at the Vice President/Dean level and above were 25% female and 15% people of color. People of color included 10% (2) African Americans, and 5% (1) Asian/Pacific Islander. No similar breakdown is available for disability or socio-economic status.

[Leadership Development Series](#): As a follow-up to the University’s last strategic planning process, the Office of Human Resources introduced a Leadership Training Series for leaders who hold positions of significant management scope or who have demonstrated strong potential for continued management growth. This is an 18-month structured program designed to give academic and administrative leaders the opportunity to enhance leadership versatility, executive presence, strategic thinking skills and relationships across the institution. The series consists of 8 programs, leadership and style assessments, a Leadership Speaker Series, and new in 2015, an executive

rotation. The Leadership Development Series is for a targeted cohort of academic and administrative leaders with the objective of engaging in a shared experience in a comfortable learning environment. Two cohorts of leaders completed participating in this experience and the third cohort kicked off in March 2015 with 30 participants including 15 faculty (new for 2015), half of whom are Department Chairs. In selecting participants, the program has aimed to reflect the diversity of the University's leadership population. The total number of participants is 57, including 42 administrators and 15 faculty members. The composition of the group is 61% female/39% male, and 27% people of color/73% Caucasian. No similar breakdown is available for disability, ethnicity, or socio-economic status.

In addition, two additional development certificate programs are available to full-time and part-time non-supervisory administrators and staff. A total of 338 administrators and staff have received a Management or Professional/Staff Development Certificate since its inception in 2005. In order to receive the Professional Development Certificate, staff and administrators must complete 8 University Core workshops, 5 Professional core workshops and a minimum of 8 electives totaling approximately 50-60 hours of training. To date, 112 staff and administrators have received the Professional Certificate. In the past, a Staff Certificate was earned by staff and was merged with the Professional Development Certificate in 2012; 162 staff members received the Staff Certificate. Administrators in supervisory roles may work toward the Management Certificate that consists of completing 8 University Core workshops, 7 Management core workshops and a minimum of 6 electives totaling approximately 65-75 hours. To date, 64 administrators have received the Management Certificate.

President's [Multicultural Advisory Committee](#): Established in 2004, this is an advisory group to the President of the University. It is composed of 39 representative faculty, administrators, and students who meet five times each academic year. Among its activities, the Committee has monitored the representation of diverse faculty, staff, and administrators; has assisted in setting targets for each group; and continues to provide department chairs and search committees with data on the university's demographics related to student and faculty diversity. Its website contains a

listing of diversity recruitment resources including the [Metropolitan New York and Southern Connecticut Higher Education Recruitment Consortium \(MNYSC HERC\)](#), a collaborative initiative among area higher education institutions, including St. John's University. Founded in 2006, the focus of the Consortium is primarily to assist spouses and partners of faculty and staff in finding employment, but also to serve as a vehicle for addressing faculty and staff diversity.

The university's organizational structure supports the learning and research/scholarship objectives of the institution in a variety of ways (see Chapter 7). Additionally, the various campus constituencies fulfill their roles and utilize effective communication within the organization to achieve the University's mission and objectives.

The [University's Mission Statement](#) sets forth the particular identity of the University as Catholic, Vincentian, metropolitan and global. In accordance with that identity, the Mission Statement further details the University's learning and research objectives to pursue "wisdom which flows from free inquiry, religious values and human experience." Over the past decade, the University has repositioned its organizational structure and developed or enhanced initiatives to create an institutional culture that addresses the university's unique identity, and that fosters broad collaboration among constituent groups.

To more effectively realize these goals, the University now delegates learning and research responsibilities through a dual structure, each of which directly reports to the President of the University. The primary responsibility for overseeing academic programs related to learning and research rests with the Provost as the chief academic officer. The Provost oversees the six Schools of the University, the University Libraries, and a number of Institutes, Programs, and Centers.

Prominent among those units that support and promote research and learning are the [Office of Grants and Sponsored Research \(OGSR\)](#) and the [Center for Teaching and Learning \(CTL\)](#), each of which operates under a Director who reports to the Senior Vice Provost (see Chapter 7 on Faculty for more details regarding OGSR and CTL). In 2002 the University created a new organizational unit, the [Office of University Mission](#), headed by the Executive Vice President for Mission thus elevating the Mission to an executive function. The EVP for Mission position is held by a Vincentian priest, as

stipulated in the [Statutes](#) (article 2.07b), and the responsibilities include overseeing academic ventures and programs related to social justice. These include the [Vincentian Institute for Social Action](#), the Mission Office and the [Vincentian Center for Church and Society](#) (see Chapter 1 on Mission for more details).

Governance Related to Global Presence and Position

St. John's University has made a significant commitment in the past decade to strengthening its community and global presence and position and as a result undergone a remarkable transformation from a commuter school into a global educational institution. This commitment is evidenced by the establishment of the [Office of Global Studies](#) and supporting administrative structure spanning the University campus and additional locations as indicated below:

- Vice Provost for Global Programs
- Associate Vice Provost of Global Studies
- Assistant Provost for Global Initiatives
- Assistant Vice President, Rome, Italy
- Associate Director, Paris, France
- Assistant Director, Seville, Spain

As indicated in the [Strategic Plan Repositioning Document, 2011-2014](#), St. John's established a goal of substantially increasing both its Study Abroad program and its number of admitted international students. Enrollment in Study Abroad increased from 546 in 2012-2013 to over a 1000 in academic year 2014-2015. Number of admitted international students went from 1291 in 2012-2013 to 1339 in 2014-2015. Individual colleges within the University have identified their own interests in developing their community and global programs and initiatives, with examples like the College of Professional Studies 2008-2013 Strategic Plan, which highlights "global expansion" and "international internships" as significant opportunities for the college.

A fundamental component of all these initiatives is faculty involvement, with both community and global programs like the Study Abroad program, and new courses designed for

those and other programs developed and implemented by faculty, approved by the relevant Faculty Councils, and engaged in by students, with the support and encouragement of administration and staff. Moreover, faculty and students contribute to the process of strategic planning in which these partnerships and initiatives are developed. The University has also placed an increasing emphasis on its international locations and programs in Paris and Rome for both Study Abroad and international students. All these indicate the ways that the university's structure and governance contribute to the development of community and global partnerships and have become more inclusive of all university members.

Management Information Systems

Ellucian Banner is the core administrative system supporting all university departments. St. John's University implemented the Banner Enterprise Resource Planning (ERP) System in 1996-1997. Banner runs on an integrated database system. It assists in recording and maintaining data for the University's students, employees, alumni, and donors. Banner ERP software solutions consist of five main modules: Banner Student, Banner Finance, Banner Human Resources, Banner Financial Aid, and Banner Advancement. The web-based system for students and employees is referred to as the University Information System (UIS). This software is used by over 1,400 higher education institutions. Banner enables the University to collect, store, manage, and apply real-time operational data more efficiently to reduce costs and increase performance across every critical functional area on campus.

In addition, the University also uses Ellucian Portal, [MYSJU](#), integrated with Banner for academic resources and Ellucian Recruiter CRM software used for tracking and engaging prospective students and processing of applications with integration to Banner.

RECOMMENDATIONS

- Create a plan, including appropriate targets, to increase the diversity of the University's administrative leadership to better reflect the rich diversity of its student body.
- Fill key administrator positions through a combination of national and international searches and promotion of the best personnel from within.
- Develop processes for identifying and cultivating internal talent for administrative positions.
(Suggestion)

CHAPTER 4

Standard 6: INTEGRITY

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

St. John's University has an extensive set of continually reviewed and updated policies, procedures, and guidelines that establish ethical standards for the entire community. When ethical issues have arisen, the University follows appropriate procedures and, when needed, makes appropriate corrections. To the extent that any current situations seem to need corrective action, recommendations on those actions have been made.

Significantly, the institution's [Mission Statement](#) (which is widely disseminated in various online and print outlets such as the University's "About" web page, student bulletins, student handbooks, the [University Statutes](#), and the Human Resources Employee Handbook and Policy Manual), reflects the ethical underpinnings and values that are at the University's core. Behaviors aligned with the University's core values are also embedded in the staff and administrator performance management system and equal 20% of the overall rating.

St. John's University is committed to maintaining a respectful working and learning environment that is free from discrimination, including discriminatory harassment, sexual harassment, and sexual misconduct. This includes employment and academic decisions made without discriminating on the basis of race, religion, color, national or ethnic origin, age, sex (including sexual harassment and sexual violence), sexual orientation, marital status, citizenship status, disability, genetic information, status as a victim of domestic violence or status in the uniformed services of the United States (including veteran status).

The University has implemented policies and procedures to ensure compliance with all applicable federal, state and local laws that prohibit discrimination in any educational or employment program, policy or practice of the University. In accordance with these laws, the University also prohibits retaliation against anyone who has complained about discrimination or otherwise exercised rights guaranteed by these laws. The University regularly conducts training

programs for its community members in order to educate, promote and maintain a safe campus and learning environment free from discrimination, harassment and sexual misconduct.

The [Human Resources Policy Manual](#) includes specific policies that directly address ethical concerns. These include: [Equal Opportunity](#) (#102), [Disabilities in the Workplace](#) (#103), [HIV/AIDS](#) (#104), [Recruitment and Hiring](#) (#106), [Complaint Resolution](#) (#701), [Policy against Discrimination and Harassment](#) (#704), [Confidentiality](#) (#706), [Bias/Hate Crimes](#) (#709), [Diversity Initiative](#) (#808), [Conflict of Interest](#) (#1001), [Speech and Expression](#) (#1009), [Whistleblower](#) (#1032), and [Intellectual Property](#) (#1035). Additionally, the University has a robust Conflict of Interest questionnaire that must be filed annually by members of the administration and Board of Trustees. An article (Article 1.27) regarding the Conflict of Interest policy for trustees is also included in the *Statutes*.

The Director of EEO and Compliance is the university's Title IX Coordinator and reports to the SVP for Human Resources and Public Safety. The director holds semi-monthly meetings with the deputy coordinator, director of student conduct and associate director of Public Safety compliance to monitor the campus environment and to advance the university's collective efforts to ensure that the University responds promptly and equitably to eliminate gender-related discrimination, harassment and misconduct, prevent its recurrence and eliminate its effects. The University also coordinates with the broader community by building partnerships with NY metro colleges and universities and this past year hosted two Networking Breakfast and Discussion for Title IX coordinators with representatives from more than 10 area schools participating; the networking group continues to hold regular meetings and the group stays connected via a Listserv.

In 2015 the University contracted with a third-party ethics hotline provider called Navex Global whose system, [EthicsPoint](#), provides a toll-free calling and online reporting mechanism for employees to confidentially and anonymously report policy violations and other misconduct. The initiative was broadly communicated to employees and hotline links added throughout the university's website and internal portal. This is an example of ongoing efforts to promote a college campus environment that is transparent and operates with integrity.

The University's anti-discrimination policies and resources include the following web-pages:

- [Notice of Non-Discrimination, Equal Opportunity](#)
- [Equal Employment Opportunity](#)
- [Policy against Discrimination and Harassment and Related Complaint Procedures](#)
- [Complaint Resolution](#) (for work-related complaints)
- [Disabilities in the Workplace](#)
- [Sexual Assault](#)
- [Accommodation of Nursing Mothers](#)
- [Pregnant Workers Fairness](#)
- [Title IX Student Life Resource](#)
- [Sexual Assault Guide and Resource Manual](#)
- [EthicsPoint Misconduct Reporting Hotline](#)
- [Employment Posters](#)

The University has several mandatory education and awareness training programs that are regularly conducted that employees must attend. Training on preventing and responding to discrimination, harassment and sexual misconduct is provided classroom style to all employee populations, and in addition, online training conveniently serves adjunct faculty who spend less time on campus outside of instruction hours. Required training programs and numbers of trained employees are provided below. Participant overall ratings (percent that rated a program very good or excellent) are also included with the training programs.

Program	Employees Trained in FY15	Employees Trained Cumulative	Very Good/ Excellent Evaluations
Emergency Readiness and Identifying & Responding to Students/Employees in Distress	229	3446	95%
Active Shooter Preparedness Training	567	2191	97%
Sexual Harassment and Discrimination Prevention Training	254	3194	91%
Title IX Training	321	985	95%
Business Ethics Training	338	427	91%

Rated as the second most diverse student body in the nation in 2014-2015 by [US News and World Report](#), SJU has long held beliefs that its employees and faculty should reflect the diversity of the students. University's recent hiring and employment statistics reflect a commitment to diversity. Diverse hires during FY15 were 34% of FT non-faculty and 38% of FT faculty. Overall representation

is 26% diverse faculty (up from 19.5% in 2005); 32.5% administrators (up from 25.8% in 2005); and 32.7% staff (up from 22.6% in 2005).

The University is a founding member of the [Metro New York & Southern Connecticut Higher Education Recruitment Consortium](#) (HERC). The mission of the organization is to support the efforts of each of its member institutions to recruit and retain outstanding and diverse faculty, administrators, and staff through the sharing of information and resources. The Associate Vice President of Human Resources from St. John's took a leadership role in the formation of this chapter and became a member of the Executive Committee, which governed and oversaw numerous activities aimed at fulfilling the mission. St. John's remains an active member of HERC and has served on the Diversity sub-committee.

In an effort to provide equal employment opportunity to job seekers and fill vacant positions with the most suitable candidates, the Recruitment Office performs a wide range of recruitment activities, including internal job posting and external sourcing. External sources used may include employment and trade journals, newspapers, internet, social media, employment agencies and search firms, professional organizations and associations, minority sources, job fairs, colleges and universities, and referrals. External sources may extend to the local, regional, or national level, as determined by the Recruitment Office and the hiring manager. SJU protects applicants from discrimination in all of its recruitment and hiring practices and believes that the more diverse its community is, the closer its members are to living the Mission and core values to which all adhere: truth; love; respect; opportunity; excellence; and service.

The University offers an internal complaint procedure through the [Office of EEO and Compliance](#) to resolve concerns of discrimination that are brought by faculty, staff, students, visitors or other members of the University community per the [University's Policy #704, Policy Against Discrimination and Harassment and Related Complaint Procedure](#). This procedure provides an effective mechanism to investigate and resolve complaints in either an informal or formal manner. When a complaint is made, the University promptly conducts a thorough and impartial investigation and, based on the findings, may take action as necessary to remedy the situation and prevent its

recurrence; in the case of faculty members, it is referred through the statutory procedures for disciplinary action as necessary.

The University's Title IX Coordinator is also the Director of EEO and Compliance. The Coordinator monitors and maintains overall compliance with SJU policies and procedures in preventing, addressing and remediating all forms of discrimination and harassment. Additionally, the Coordinator works with the Deputy Title IX Coordinator to investigate and respond to student complaints and monitor incidents to ensure remediation and continued compliance. The Coordinators also identify and address any patterns or systemic problems that arise during the review of such complaints.

Since 2011, the Office of EEO and Compliance received 106 complaints from members of the university community that involved an employee as the respondent. The disposition of 98 of those cases was resolved without the complainant filing with an external agency. Eight complaints resulted in lawsuits or charges of discrimination filed with external agencies such as the Equal Employment Opportunity Commission or Office of Civil Rights. Of the 8 external complaints, 5 were dismissed, 1 settled and 2 are still pending, which is a 97% positive resolution rate. This does not include any claims filed externally without first utilizing the internal complaint mechanism.

Aside from explicit policies, there are also opportunities for employees to gain more detailed information on ethical practices through widely-publicized workshops held by HR such as those on Business Ethics, Diversity Awareness, and Sexual Harassment and Discrimination Prevention Training.

Policies and procedures pertaining to ethical standards for students can be found in the [Student Handbook \(Chapter 6 – Policies and Procedures\)](#) relating to the Code of Conduct, non-discrimination and sexual harassment. The Code of Conduct as well as other student conduct policies and processes are disseminated via the Office of Student Life web pages. The Academic Honor Pledge also fosters a climate of intellectual integrity. The [Law School Student Handbook](#) provides the specifics concerning ethics for these students. Student athletes and athletics programs

are regulated by [NCAA standards \(Bylaws, Article 10\)](#), [Big East Code of Sportsmanship](#) and the other regulations set forth by the [University's Athletics Compliance Office](#).

Explicit ethical standards within the realm of teaching and research are evident in a multitude of policies including the Institutional Review Board manual regarding human participants and animal use, the scientific misconduct policy and the required certification training and exam in protecting human research participants offered through the NIH. Since 1968, the University has endorsed the "1940 Statement of Principles on Academic Freedom and Tenure." It promotes awareness of copyright and fair use, especially through the [University Libraries' web pages](#) and workshops. Several programs within the University (for example, in law, pharmacy, business, and library science) adhere to stringent ethical standards of their respective accrediting bodies and professional organizations.

Procedures put in place to insure adherence to the University's ethical standards include annual internal audits of multiple departments each year. Examples of the termination of vendor contracts, as well as the dismissal of employees and students who have breached the institution's ethical standards are documented and, while uncommon, do point to the fact that these standards are taken seriously.

In addition to promoting institutional ethical standards, the University has a significant interest in preserving intellectual honesty throughout the organization. There are high-level policies, embodied in the [University's Mission Statement and Core Values](#), which encompass all students, faculty members and employees. The University also has policies on scientific misconduct, conflict of interest, plagiarism, and whistleblowing. [Campus Guide on the SJU Library webpage](#) contains workshops, guidelines and informational tutorials that exist, or have been presented on copyrights, plagiarism, and citing intellectual property.

Intellectual property rights of researchers, faculty members, students and the University are addressed in the [Provost's web pages](#). University policies and procedures are designed to protect the rights of both the concept originator and the University in today's competitive world.

For students, the [Student Handbook](#) presents the statement "As members of this

community, students are expected to maintain the principles of compassion and the values of honesty and academic integrity.” In addition, each incoming student is required to sign the Academic Honor Pledge prior to enrollment, which states: “1. I will not tolerate or participate in any form of academic fraud by cheating, lying or stealing, nor will I accept the actions of those who choose to violate this code. 2. I will conduct myself both honorably and responsibly in all my activities as a St. John's University student, both academically and non-academically.” The academic colleges, departments, divisions and programs address issues in regards to intellectual honesty as they arise. The [Office of Student Life/Student Affairs](#) concentrates its activities and investigations on issues of non-academic behavioral misconduct. Upon request, however, that office does offer investigation assistance to academic units.

On the part of the University, the contract with the student for which the institution is accountable is the undergraduate or graduate bulletin, which is maintained in the hard copy form as well as electronic for periodic updates (see Chapter 8). The University must also ensure that it acts with the utmost integrity in maintaining and disseminating the information it provides students, parents, prospective students and the general public. Every item placed on the website, in particular, must meet the University's own internal standards for accuracy as well as information requirements that are increasingly mandated by both federal and state laws and monitored through the Middle States Commission for compliance with accreditation-relevant federal regulations.

In the [Law School Student Handbook](#) (pg. 43), the issues and procedures related to academic honesty are enumerated. In addition, the American Bar Association produces a manual for approval of Law Schools that has extensive material on ethical behavior.

Faculty members participating in the educational programs at St. John's University are expected to maintain high levels of intellectual honesty. Each semester, an orientation program for new faculty members includes material on ethical behavior using the tools previously cited from the Campus Guides. Article 10 of the [Statutes](#) describes in extensive detail procedures to investigate and decide charges against faculty members and department chairs including intellectual dishonesty.

Articles 11.23 thru 11.31 of these *Statutes* provide procedures that are applicable to members of the School of Law. Article 21 of the [Collective Bargaining Agreement](#) (CBA) details grievance procedures which may include intellectual dishonesty. Academic programs that are accredited, approved or reviewed by an external, discipline-specific, organization have ethical guidelines, as well. All programs that have received external accreditation or approval have met their required ethical standards.

A large majority of the programs explicitly define intellectual dishonesty. Participating in cheating, fraud (creating data), and plagiarism (taking credit for other's work) are addressed by university policies as noted above and also by individual college, department and program policies. Frequently each course addresses these issues in the required course description given to all students within the first two weeks of each semester (CBA Article 12.04). Intellectual dishonesty by a faculty member is addressed by the university's academic units in accordance with the *Statutes* and CBA as noted above. Very few cases are known to this committee and the published process was used in one known case.

Lapses in intellectual honesty by students are often first noted and remedied by faculty members teaching courses or directing research. In many instances the problem is remedied through direct interaction between the student and faculty member. The number and frequency of such lapses is undocumented and impossible to precisely assess. The next level, where a formal complaint is made to a Department Chair or Dean, triggers a precise sequence of events as outlined in the [Judicial Process for Violations of the Academic Honor Code](#). An extensive report by the SJU Planning Committee's Committee on Student Assessment Integrity reviewed the question of student honesty and observed two problems. Few knew about the [SJU Academic Honor Pledge](#) and that adjudication of cases involving academic dishonesty did not seem to use a uniform process. Incorporating a statement of the ethical behavior expected in class in the required course outlines given to all students within the first two weeks of a semester and informing each instructor of the Judicial Process for Violations of the Academic Honor Code would help uniformly address academic dishonesty across different schools and colleges in the University.

Consistent with its [Mission Statement](#) referred to above, the University has always sought to foster and maintain the highest ethical standards, and has reinvigorated its controls, practices and policies to accomplish this goal.

First, the University has modified the *Statutes* to place more control, supervision and responsibility for this goal in the hands of the Board of Trustees. For example, the Audit Committee of the Board has been spun off from the Audit & Compensation Committee, providing more focused oversight of senior management by a special committee of the University's governing body (Univ. Statutes, section 1.19). In order to further ensure the Audit Committee's independence, the 2014 statutory revisions remove the President from membership on the Audit Committee (Univ. Statutes, section 1.14(a)). The General Counsel of the University is now appointed by the Board of Trustees, not the President, reflecting the GC's representation of the University rather than of any one individual. Perhaps most significantly, authority for interpreting the *Statutes* has been significantly altered. The provision that the President shall be the authoritative interpreter of all of the statutory provisions no longer exists. The new section 2.06(j) reads as follows: "The President shall be, in consultation with the Executive Committee of the Board of Trustees, the authoritative interpreter of the provisions contained in Articles 3 through 11 of these *Statutes* [dealing with the operations of the University]. In all other matters, the Board of Trustees is the authoritative interpreter of the University *Statutes*, policies and procedures [Article 1 deals with the Board of Trustees, and Article 2 deals with the University Administration]." So in effect the Board has claimed unto itself – where it belongs – the final say regarding compliance with the University *Statutes*, policies and procedures.

In addition, the University has revised its [Conflict of Interest Policy](#) (B), both to comply with New York's Nonprofit Revitalization Act and to require a greater level of disclosure than required at most peer institutions. Introduced in 1999, the Conflict of Interest Policy was most recently revised in May 2014, primarily to define a gift recipient policy among employees, as well as to clarify conflict of interest disclosure requirements. The stated goal is to have a robust policy that not only meets but surpasses current best practices.

Moreover, the University has adopted a [Whistleblower Policy](#) (C - HR 1032), which replaces the outmoded Financial Misconduct and Fraud Reporting Policy and covers the reporting of violations of any University policy, not just those related to financial misconduct and fraud. The new policy also includes a confidential 1-800 phone number to supplement the usual University channels with the goal of increasing employees' comfort level in raising any concerns of financial misconduct or fraud. The University has outsourced this Whistleblower hotline to further encourage the anonymous reporting of possible policy violations.

To ensure that members of the university community are aware of these reinvigorated policies, the Office of Human Resources has partnered with the Offices of General Counsel, Business Affairs and Internal Audit to develop a "[Business Ethics Training Program](#)", mandatory for all employees required to complete the annual Conflict of Interest Questionnaire (which includes all director-level-and-above employees: supervisors, managers, academic deans, department chairs, faculty with potential conflicts, all senior leaders, and the President of the University) as well as executive secretaries. Since the program was introduced in 2012 and as of the end of the 2015 calendar year, a total of 434 employees had attended the training program, which is offered on an ongoing basis, with attendance monitored by Human Resources. The purpose of the Business Ethics Training Program is to explain how the University defines conflicts of interest, to review the [Conflict of Interest Policy](#) and to advise employees as to how they can best avoid ethical problems.

One of the chief pillars of internal control to ensure compliance with the highest ethical standards is an independent internal auditor. The University's Internal Audit Office supervises compliance by all university departments with stated university policies, and reports directly to the President and the BOT. It conducts at least ten audits of different departments each year, and has played an active role in the revision of the Conflict of Interest Policy and its accompanying Annual Questionnaire. Demonstrating the efficacy of such internal audits, as a result of a 2014 audit of the Facilities Department, the University cancelled contracts with three of its major vendors due to improprieties uncovered during the audit. The Office of Internal Auditor also collaborates with the BOT in selecting and working closely with the University's outside financial auditor.

Finally, the University has an active Enterprise Risk Management Committee, chaired by the General Counsel, which regularly identifies the most challenging university risks and works with the unit of the University responsible for addressing the specific risk in question until the matter is adequately resolved. Under active consideration by the BOT is the extent to which it can appropriately and effectively become more involved in the process.

The University has consciously increased its controls, policies and practices to foster and maintain the highest ethical standards across the institution and to ensure that recent events involving the misuse of University funds and conflicts of interest do not recur.

RECOMMENDATIONS

- Assess student/employees' understanding of current training programs with appropriate targets and metrics, and use outcomes data for continuous improvement of these programs.
- Strengthen communication of academic integrity policies to students by including (or referencing) such policies in all course syllabi.
- To assure compliance with federal and Commission regulations regarding communication of accurate information to constituencies.
 - Create a written policy identifying types of information that can be altered by individual faculty, departments, or divisions and those that would require more centralized coordination and control;
 - Post this policy in a location that is accessible to all employees; and
 - Develop the centralized approval process as an automated system that could process requests in a timely fashion with the identified person or group as the final authority.

CHAPTER 5

Standard 7: INSTITUTIONAL ASSESSMENT

The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards (Characteristics of Excellence in Higher Education).

The University has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards. The 2011 Periodic Review Report indicated that “the University has committed significant resources ... to enhance active participation in planning and assessment across constituencies and ensure that a culture of assessment permeates the institution” (p. 38). In light of the recommendations and initiatives noted in the document, the effective implementation of the university-wide assessment plan has been predicated on the following: a) the articulation of the institution’s mission, b) the use of systematic, sustained, and thorough quantitative and qualitative measures, and c) the support and collaboration of faculty and administration.

With respect to the articulation of the St. John’s mission, the [2008-13 Strategic Plan](#) states the following:

Our mission, amplified by a legacy of service and access to the disenfranchised, is the linchpin to further distinguish St. John's University. Our hope is to graduate people who have learned the habits of action, reflection and spirituality as part of their lives. By promoting an appreciation and respect for all faith systems with a particular emphasis on the Catholic Vincentian tradition, our goal is to provide a foundation for a life-long desire for a spirituality that includes outreach as a foundational characteristic.

Assessments have suggested that the Mission continues to be effectively implemented. Measure 1105 of the Strategic Planning document highlights the results of the [Graduating Student Survey](#) (GSS) from 2009 to 2014. An average of 71% of the undergraduate students and 62% of the graduate students believed that St. John’s Catholic and Vincentian Mission has positively impacted their experience at St. John’s. The most significant portion of these service activities were facilitated through and operationalized by student organizations and [academic service-learning](#) (AS-L). More detailed information on Mission-related learning outcomes has been obtained through end of semester surveys of faculty and students in courses which involved AS-L. In the fall 2013 survey,

98.4% of faculty respondents agreed or strongly agreed that AS-L promotes the university's Vincentian Mission. Survey data collected in spring 2013, revealed that 97.8% of faculty agreed or strongly agreed. [Campus Ministry](#) has had a greater impact on the life of undergraduate students than graduate students. An average of 70% of undergraduate students and 61% of graduate students noted that this experience of Mission allowed for the development of a faith dimension in their lives.

The University has used systematic, sustained, and thorough quantitative and qualitative measures to perform the institutional assessment. Four major sources of data and information have been used in association with institutional assessment. They are: a) the [Fact Book](#); b) program review information in [WEAVEonline](#); c) data from both the [national and internal surveys](#), and d) studies of particular issues. From these major sources of data and information, a list of institutional success measures was developed. The [Fact Book](#), as its name implies, carries key facts about the University, from enrollment, to retention, and to graduation. WEAVEonline is a web-based assessment management system to support and document the planning, implementation, and results of assessment initiatives at the academic program level. The Office of Institutional Research maintains a listing of the external surveys as an [Institutional Assessment Inventory](#). The major national surveys include: a) the [National Survey of Student Engagement](#) (NSSE), b) [Student Satisfaction Inventory](#) (SSI), c) [ACUHO-I/EBI Resident Survey](#), d) [CIRP Freshman Survey](#), and e) [HERI Faculty Survey](#). The University also participates through its law school in the [Law School Survey of Student Engagement](#) (LSSSE), published annually by the University of Indiana. The University's internal surveys include: a) the [Graduating Student Survey](#) (GSS); and b) the Freshman Survey.

Administration and faculty have collaborated in the institutional assessment process. Studies of various issues have been conducted, including retention and graduation rates, the effectiveness of the core curriculum, factors affecting students' college GPA, Early Alert system and student tutoring. The results of these studies have been used for decision-making and improvement at the University, college, and program levels. For example, School of Education re-located the Undergraduate Office from the basement to the 4th floor, offering students greater proximity to

faculty, administration, and overall resources; designated specific undergraduate mentors in response to data from the graduating student survey that suggested greater engagement with faculty was needed; and re-designed program requirements and certification offerings to better compete with neighboring universities.

The Early Alert System is a web-based, faculty-driven system located in UIS used by faculty to refer students who may be exhibiting characteristics not associated with academic success. Faculty members submit an ELA form that allows faculty members to make tutorial recommendations and can add additional comments in a free form area. There are designated advisors who respond to Early Alert submissions for new freshman and upper-class students on both campuses. In a previous assessment of the Early Alert system, data revealed that students who used academic support services (e.g. [University Learning Commons](#) and the [Institute for Writing Studies](#)) improved their course grades. Acknowledging that ELA referrals are an important component in this process, the [University Freshman Center](#) (UFC) increased the number of communications sent to faculty members promoting the utilization of the ELA system. Previously, communications were launched only at the beginning of the semester and now communications are sent at integral times of each semester.

Additionally, from surveying ELA reports, the UFC observed a certain cohort of students (those enrolled in English as a Second Language Program) were struggling in academic courses. This observation led to a meeting of the academic units involved. An agreement was reached to register this cohort of students into an appropriate core course, in addition to their English courses, to ensure academic success. The progress of this effort is currently being monitored.

A review of the University Learning Commons (Tutoring Center) appointment data for the past two years reveals that a similar amount of students have made multiple appointments with a peer or professional tutor for academic assistance. Multiple appointments are defined as a minimum of two appointments within a semester, with some students attending up to 10 or more. The data continues to trend the same way for the 2015-2016 academic year.

The university's ongoing assessment results have been effectively used to improve administrative and academic processes, and the data and information have been used for

improvement purposes at various levels. For example, several sources of data identified two challenges confronting students. One issue was the ability of students new to the University finding their way around the campus. All the roads on campus were named and direction signs were erected to enable easy navigation around the campus. The other issue was the “run around,” which referred to students needing to visit several offices in order to address one particular issue or need. Resolution of this issue included the renovation of the lower level of Bent Hall to provide “One-Stop financial services” by the office of Financial Services, comprising Financial Aid and Bursar functions with the goal of expanding further to include other student service functions. Additionally, School of Education updated their website to provide a [virtual One-Stop-Shop](#) for anyone—from students, to faculty, to alumni—seeking information about certifications and required state assessments. It includes essential contact information for St. John’s personnel, as well as links to important resources.

Additionally, ongoing assessments have been used to support academic processes. The [2008-2013 Strategic Plan](#) addressed the level of classroom engagement and interaction with faculty. It reported:

NSSE data shows that SJU students perceive that full-time faculty place a greater emphasis on academic challenge and enriching educational experiences, promote educationally enriching activities, and require more hours of out-of-classroom studies. Regarding the level of student interaction with faculty, FSSE data suggested that SJU full-time faculty provided more out-of-classroom encounters with students and spent more time advising students than part-time faculty reported” (p. 41). Given the data, one identified objective was to have core courses taught by more full-time faculty, as well as offer professional development opportunities for full- and part-time faculty to enhance student engagement, refine pedagogy, and develop technological skills. This also included working with *Writing Across the Curriculum* to offer professional development “designed particularly for enhancing new full-time and adjunct faculty’s ability to enhance student writing and critical thinking” (p. 43). Finally, refining the concept of service to students, the Strategic Plan placed additional emphasis on faculty-student mentoring and “improving the quality of the student experience” (p. 47).

The support and collaboration of faculty and administration is documented in the [2008-2013 Strategic Plan](#), the [Repositioning Statement](#), and the Value of a St. John’s Education

Indicators/Measures. The university's strategic planning process has been based on its [Mission](#) and institutional goals and priorities, which were reviewed and documented through the assessment of critical outcome measures on an annual basis as reflected in the Provost's report to various committees of the BOT, including the Academic Affairs Committee. The University issued a [Progress Report](#) on the *2008-2013 Strategic Plan* and *Repositioning the Strategic Plan 2011-2014* in July 2013 and re-issued it in September of 2013. It summarized major accomplishments and identified ongoing challenges and next steps based on updates provided by the leaders of respective areas. [Trends in institutional outcomes measures](#), as well as the complete [Strategic Plan and Repositioning documents](#) are available online.

In spring 2014, the University designed and launched its newest assessment of faculty teaching effectiveness, the [Student Evaluations of Teaching](#) (SET) at SJU, which replaced the former Student Course Evaluation (SCE) version. The Student Evaluation of Teaching (SET) form at SJU is used to gauge the effectiveness of various teaching and classroom components, which may be used to identify areas for faculty professional development. Participating in the SET ensures that students' feedback influences the academic quality of programs going forward and that students are being taught what is expected in terms of the learning goals stated in the syllabi. Faculty have already indicated they would use the feedback to update teaching practices and evaluate curriculum. Faculty members who score relatively low on selected sections of the SET form can avail themselves of "Conversations on Teaching seminars" offered by SJU's Center for Teaching and Learning (CTL). These seminars offer free and open discussion of effective pedagogy in a supportive environment, and are a valuable way for faculty members to improve their teaching skills.

Assessment extends to academic resources such as the University Libraries. The [2010 LibQual+ Survey](#) asked library users to rate SJU's Library in terms of service provided (effect of service), ease of access to information (information control), and library as place. Both undergraduate and graduate students scored the library reasonably well on the first two measures, but "library as place" scored below user expectations of both graduate and undergraduate students. The LibQual+ survey was also taken prior to the opening of D'Angelo Center, which has

provided more space for students to socialize and study on campus. The LibQual+ survey was planned to be administered in the AY 2015-2016. However, with substantial renovation of the building throughout the year, there was concern that the results would be skewed especially regarding "library as place," making comparisons to previous years inaccurate. The survey is tentatively planned for AY 2016-2017 when renovation will be completed.

Undergraduate students scored the library at 6.77 on the measure "The library enables me to be more efficient in my academic pursuits or work." Graduate students scored the library at 6.88. It should be noted that the mean scores of 6.77 and 6.88 were at the comparable mean scores of peer institutions on the 9-point scale of the survey instrument. In the fall of 2013, the library sent a short questionnaire by e-mail to faculty members who had received class visits from library faculty. The number of responses returned was not statistically significant. To the extent that the responses returned are representative of the faculty, the responses indicate that the librarians tailored library instruction to the research assignment. Fewer faculty members reported that students applied the skills in completing the research assignment. One faculty member noted that students fell back into old habits following the session, and that "a computer room where students could do research hands on, would be more helpful and help them apply what they were taught." Another faculty member noted that she wished students had brought their laptops to facilitate a hands-on session. As a result of such feedback, librarians have subsequently encouraged faculty members to have their students bring laptops to research instruction sessions.

Though the University has a systematic approach to collecting data, and as noted above, data have been used to effect immediate change in certain circumstances, there is not a delineated process for applying data to decision-making, or for the dissemination of data.

Assessment of all administrators and staff through the use of the Partnership for Performance (PFP) process as well as the assessment of the Board of Trustees (BOT) and the President is discussed in Chapter 3. Assessment of the institution's financial strength is discussed in Chapter 2.

RECOMMENDATIONS

- Assess the Partnership for Performance (PFP) process and instrument to promote a culture of shared ownership and accountability and ensure close alignment of compensation with performance. (*Suggestion*)
- Utilize institutional assessment data more effectively in strategic, facilities, and academic planning.
- Given recent personnel changes due to the VSO and reorganization, conduct a thorough review and assessment of current staffing and operations of the Office of Institutional Research to ensure its capacity to meet the ever-increasing demand for institutional assessment data.

SECTION B

STANDARDS RELATING TO ACADEMICS

CHAPTER 6

Standard 8: STUDENT ADMISSIONS AND RETENTION

The institution seeks to admit students whose interests, goals and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals (Characteristics of Excellence in Higher Education).

Standard 9: STUDENT SUPPORT SERVICES

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students (Characteristics of Excellence in Higher Education).

STANDARD 8: STUDENT ADMISSIONS AND RETENTION

Admissions

The University in its [2008-2013 Strategic Plan](#) identified that providing access to higher education, as measured by the percentage of enrolled students who are economically disadvantaged, while simultaneously achieving the institution's academic and fiscal targets, will remain a critical priority. The strategic goal was to enroll a minimum of 35% of the freshmen class as Pell-eligible. Since 2008, the University has enrolled over 40% of the freshmen as Pell-eligible, while continuing to enhance its academic profile as evidenced by increasing SAT scores. The combined average SAT score of the freshmen class from 2008 to 2014 increased from 1087 to 1111, with a dip down to 1093 in 2015 for the enrolled 2015 class, which was in line with the overall dip in the nation.

An unforeseen benefit of this enrollment strategy has been an increase in the ethnic diversity of the university's students. SJU is now ranked in [U.S. News and World Report 2015 Most Ethnically Diverse National Universities](#) as tied for the second most ethnically diverse national University in the country. Diversity of the student body over the last five years is indicated below.

Total Undergraduate and Graduate Students					
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Non-Resident	1,253	1,291	1,364	1,339	1,208
Black/African American	2,810	2,848	2,832	2,691	2,751
American Indian or Alaska Native	33	28	40	42	36
Asian	3,110	3,078	3,215	3,052	3,003
Hispanic	3,012	3,064	3,038	2,690	2,647
White	9,286	9,071	8,712	8,599	8,767
Unknown	984	1,112	892	1,339	1,673
Native Hawaiian or Other Pacific Islander	63	53	47	54	62
Two or More Races	516	542	589	642	734
Total	21,067	21,087	20,729	20,448	20,881

The [Admissions](#) process at St. John's is well-documented and transparent, and easily accessible from the website. Admittedly, navigating the website, especially for a novice or a prospective student with a variety of interests, may be challenging. However, while a large number of programs are available, sometimes with differing admission requirements as determined by the colleges, they are laid out with specificity, and contact information is available for prospective students to ask questions. Depending on the student's program of choice, the admission application is reviewed in accordance with the policies set forth by the University. Each academic college within St. John's University establishes its own academic entrance requirements, and the Office of Admissions then follows the policies as set forth by the colleges with a final approval by the Provost.

For freshmen applying to St. John's University, the results of the Scholastics Aptitude Test (SAT), or the American College Test (ACT), are required for the majority of the applicants. In addition, either having graduated from a recognized high school, within the United States or abroad, or having obtained a GED diploma is required. There are exceptions to these policies, such as the Adult Learning Program for students who have been out of high school for an extended period of time and [programs for international students. These policies are delineated in the Undergraduate Bulletin.](#) In addition to these admission requirements, there may be special deadline dates, letters of recommendation, or even an interview required for admission for particular programs of study. Information detailing these admission requirements is available on the website

in multiple locations, allowing all types of prospective students ([Undergraduate](#), [Transfer](#) (see Chapter 8) [International](#), [Veteran](#), [Adult Learners](#), [Online Learners](#) and [Graduate](#)) to make well-informed decisions about applying to, and enrolling in, St. John’s University.

With the appointment of a new vice provost for enrollment management, the University has adopted a new admission philosophy whereby St. John’s University, when reviewing a student’s admission application, reviews the student holistically by not only taking into consideration the student’s SAT score, high school grade point average, but it also looks at the strength of the course work and the high school the student attended. In addition to holistically reviewing a student’s academic record, the University strategically deploys a search campaign to ensure that it is attracting students with the best fit for SJU. Graduate admissions criteria differ by college and are determined by faculty in the respective colleges.

Undergraduate and Graduate Enrollment by Campus										
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Queens:										
Undergraduate	12,347	12,301	12,355	12,606	13,662	13,680	13,800	13,828	13,528	13,998
Graduate	4,547	4,752	4,780	5,047	5,121	4,854	4,847	4,599	4,401	4386
Total Queens	16,894	17,053	17,135	17,653	18,783	18,534	18,647	18,427	17,929	18,384
Staten Island:										
Undergraduate	2,480	2,325	2,274	2,006	1,868	1,911	1,858	1,727	1,969	1,917
Graduate	290	267	228	209	192	165	119	84	60	70
Total Staten Is.	2,770	2,592	2,502	2,215	2,060	2,076	1,977	1,811	2,029	1987
Manhattan:										
Undergraduate	156	172	187	196	190	175	182	218	268	295
Graduate	143	186	201	210	236	215	226	209	167	174
Total Manhattan	299	358	388	406	426	390	408	427	435	469
Rome:										
Graduate	106	83	84	78	85	67	55	64	55	41
Total Rome	106	83	84	78	85	67	55	64	55	41
Total Enrollment:										
Undergraduate	14,983	14,798	14,816	14,808	15,720	15,766	15,840	15,773	15,765	16,210
Total Graduate	5,086	5,288	5,293	5,544	5,634	5,301	5,247	4,956	4,683	4,671
	20,069	20,086	20,109	20,352	21,354	21,067	21,087	20,729	20,448	20,881

Retention

Maintaining a commitment to ensuring that needy academically qualified students have access to a higher education degree continues to be at the forefront of St. John's University's enrollment strategy. The University has been able to fulfill that goal by targeting enrollment initiatives to a variety of markets and by providing financial assistance to those in need. Based on historical enrollment numbers of students that are considered eligible for a Federal Pell Grant (those with family income below \$30,000), the University has consistently enrolled over 40% of its incoming class from this category. This is a testament to its commitment to those students who struggle economically. A key component to retaining economically disadvantaged students, especially those federally Pell-eligible students, is to provide additional financial assistance that is in line with the rising cost of higher education. As noted in Chapter 2, the University embarked on a tuition freeze on the Queens campus and a \$10,000 tuition and financial aid reset on the Staten Island campus during the 2015-16 academic year. This initiative represents a financial investment on the part of the University that addresses its mission of enrolling and retaining students with financial need.

Although SJU has maintained a strong commitment to providing opportunities for higher education for students from traditionally underserved communities, there have been significant and persistent challenges in meeting this goal. In particular, it has proven difficult to retain these students over time. In exit surveys conducted by the [University Freshman Center](#), over a third of the first year students who leave indicate financial factors as the primary reason for leaving St. John's. Strategies to modify financial aid packages have been implemented recently to address this concern, such as creating a new scholarship with lower academic requirements to retain the scholarship and the creation of academic grants for some students who do not retain their academic scholarships.

Retention Rates (Freshman to Sophomore Year)										
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
SJC	78.0%	78.0%	73.4%	77.1%	76.9%	74.2%	72.7%	76.0%	73.1%	74.4%
SOE	80.0%	83.3%	82.0%	79.1%	82.0%	77.6%	80.3%	89.0%	84.9%	80.5%
TCB	80.9%	82.9%	76.2%	78.3%	80.1%	83.0%	75.6%	80.1%	79.6%	79.9%
CPS	83.9%	86.7%	84.9%	87.6%	88.0%	89.1%	90.4%	91.1%	89.0%	93.0%
CPS	73.1%	73.9%	73.1%	75.3%	74.4%	75.3%	72.1%	76.1%	77.4%	79.2%
Standard	78.6%	77.5%	76.4%	79.4%	80.2%	78.4%	75.6%	77.5%	79.9%	81.1%
Referred	68.3%	69.9%	69.8%	68.7%	64.5%	70.8%	66.4%	72.4%	69.6%	70.7%
Total	77.7%	78.9%	75.7%	78.3%	78.2%	78.7%	76.1%	79.6%	78.6%	80.0%

St. John's College of Liberal Arts and Sciences, School of Education, College of Pharmacy and Health Sciences, Tobin College of Business, College of Professional Studies (and CPS with Standard admits and Referred admits). * "Referred" admits are defined below.

Providing adequate services for incoming at-risk students (those that only marginally meet, or do not meet the qualifications for standard admissions), is inherently challenging. Perhaps the most challenging dimension is the fact that many of the variables affecting student success among this population may be beyond the control of the University. The structural impacts of inequality, social and cultural polarization, and exclusion create a foundational challenge that may be well beyond the university's ability to address in the immediate term. Despite this, the University is very strongly committed to providing opportunities for a full spectrum of potential students, and in particular, for those who face economic, physical, or social obstacles to their success. Although the University has a number of programs in place, it continues to respond to the analysis of the assessment data to determine their effectiveness.

One program designed for such "referred" students, who have been accepted into the University, but who may not have had the qualifications for the programs for which they applied, is the Bachelor of Arts in Liberal Studies (LST) program offered by the College of Professional Studies (CPS). Through this program, the University aims to achieve a key aspect of its Vincentian mission as articulated in its [2008-2013 Strategic Plan](#) (page 10) to "provide an excellent education for all people, especially those lacking economic, physical, or social advantages."

Begun in 2007, the LST was an ambitious, coordinated effort to increase faculty interaction with students with weaker academic backgrounds, provide a stronger sense of structure, and better

integrate these students into university life with the goal of increased retention and, ultimately, graduation rates. Students who participated in the program, and who took part in a variety of assessment exercises at the conclusion of the year, reported a strong positive impact, particularly in terms of improved relations with faculty. Despite this, the data over time indicated very little change in the retention rate for this group, which continued to average significantly less than the generally admitted student population. The August 2011 [Repositioning of the Strategic Plan](#) identified the need for changes in the LST program, and additional investments were made over a two-year period for enhanced programming and faculty interaction with LST students, the results of which showed no significant improvement.

Learning from this experience, the University continues to seek more effective enrollment models to assess the impact of significantly reducing the number of students referred to LST, while investing resources to support and promote successful outcomes for at-risk students. The size of the LST cohort decreased from over 400 students in 2010 to 143 students in 2014. A Summer Bridge program was piloted in 2012 at the Queens campus for selected at-risk students to enhance their academic skills and ease them into higher education. A limited voluntary program was implemented in Staten Island in 2011.

Currently, the University is reflecting on new ways to serve the population of students who arrive without the full repertoire of economic, physical, and social advantages. The [University Freshman Center](#) (discussed under the Student Support Services section that follows in this Chapter) has been restructured to heighten focus on retention of first-year students through aggressive implementation of a faculty Early Alert system, targeted advisement and other academic intervention strategies. Data from the prior programs and from the University's [Office of Institutional Research](#) indicates that the strongest indicator of likely retention is the high school and the first semester college GPA, and these interventions respond to this retention analysis. Students with undecided majors in St. John's College and those from certain secondary market states also contribute significantly to attrition. Furthermore, over the years the retention rate of first year Pell-eligible students lags behind non-Pell-eligible students by as much as 3-5% per year. Academically,

the Pell-eligible students may be performing well, but the uncertainty of their financial aid support after the first year may hinder them from continuing at St. John's, due to rising costs without commensurate increases in their financial aid. However, evidence from research performed by an enrollment consultant hired by the University indicates that those Pell-eligible students from SJU's primary market (geographically proximal to the University) are less likely to leave after their first year than Pell-eligible students from its secondary markets--attributable, perhaps, to the lack of close-by family and social network support for secondary market students.

In light of these findings, new enrollment strategies to address these root causes of first-year attrition are underway and include the following:

- The University intends to be more selective about the number of searches purchased, conducting strategic searches for the kind of students who have succeeded at SJU in the past (for example Catholic students and students from certain geographic locations);
- The University plans to align financial aid with the student's holistic academic profile (high school transcript, the courses the student has taken, the letters of recommendation, the high school that the student has graduated from and its academic reputation) rather than just the high school average and SAT;
- For the 2015-2016 academic year, 36,100 applications were received, which was down from the previous year's 44,650. The University's goal is to receive 30,000 applications next year, while improving yield, and also giving students on the wait list a decision by May 1, rather than have them on a waiting list until August;
- For the 2016-2017 academic year, the University has adopted the [Common Application](#) while continuing to have the [St. John's application](#) online (which is nearly identical to the Common Application).

A number of reports produced by departments, committees and academic units provide a great deal of evidence that each division of the University is continually strengthening its academic and support programs to provide an enriching educational experience to students that will help in retention, graduate rates, and success after graduation. The overarching themes found in these reports include continuous improvements and innovations in the areas of teaching, technology, and global education, as well as student programs that focus on engaging the student through professional organizations, research, national/international exposure, various networking opportunities offered by cross-departmental collaborations and service-learning opportunities that bind students to the university's mission. These initiatives are prompted by the culture of assessment

and reflection that the University has adopted, using both formative and summative evaluations of students, alumni, and outside affiliates, with the objective of producing competitive candidates for today's workforce and developing tomorrow's thought-leaders.

Each of the colleges within the University has developed programs and initiatives to encourage students to be retained and to graduate. These initiatives engage students through experiential learning and career-oriented opportunities, appealing technology, and global enrichment. The University prides itself in providing competitive academic programs, offering more than 100 traditional and unique majors taught by accomplished faculty members. It offers many different types of teaching modalities—including didactic, experiential and distance learning—in the effort to fulfill the educational needs of students. The core of the university's teaching culture comes from having faculty with various real-life experiences which can be brought into the classroom, as well as rigorous academic training. Ninety-two percent of the faculty members throughout the University have a terminal degree in their field. The faculty have embraced the objective of preparing the student for post-graduate marketability, whether for jobs or for graduate education. Examples of this effort include a) continuous evaluation and revision of syllabi for both didactic and experiential courses, b) development of innovative curricula through the creation of new courses and degree programs (including combined bachelor and master degree programs), which are responsive to the changing landscape of higher education, and c) updating progression criteria continuously to provide maximal opportunity for student success.

There is strong evidence that validates the importance placed on experiential learning. In fall 2009, a total of 1,162 freshmen took Theology 1000C, and 99 of them participated in Academic Service-Learning (AS-L). The high school GPA and SAT scores of the 99 AS-L participants were similar to those of the non-AS-L participants: 88.0 vs. 87.5 for high school GPA and 1,074 vs. 1,071 for SAT scores. However, the Theology 1000C course grade was much higher for the 99 AS-L participants than for the non-AS-L participants, 3.6 vs. 3.2, and one-year retention of the former was also two points higher than that of the latter, 81% vs. 79%. According to Mundy and Eyler (2002), "service-learning is a good fit with the interactionist theory of V. Tinto and theories of retention in general

because it provides multiple, meaningful connections between students, faculty, and community in ways that allow for diversity.”

Experiential learning gives students the ability to provide concrete examples of related educational experiences when pursuing their career aspirations. Many departments view experiential learning as a gateway to prepare students for internship opportunities. Site and student evaluations are used also as a method of feedback to make improvements. Some examples of experiential learning include internships/clerkships/apprenticeship, service-learning opportunities, capstone courses, and research-based classes.

RECOMMENDATIONS

- Leverage and expand partnerships with local schools, community colleges and universities around the world to increase enrollment of respective populations.
- Regularly assess the efficacy of the current undergraduate strategic enrollment management plan regarding student success, retention, and other key indicators identified in the plan.
- Develop and assess college-specific graduate enrollment strategies designed to increase the number and academic quality of applicants.
- Strengthen communications critical to admissions, financial aid and other enrollment criteria to prospective students.
- Develop strategies to ensure effective communication of differences in admissions standards among different colleges and programs to prospective students.

STANDARD 9: STUDENT SUPPORT SERVICES

St. John’s serves an extraordinarily diverse student body with varying degrees of preparation for higher education. Regardless of their socioeconomic background, students can find the transition to college difficult. The University aims to provide programs and services for all students, ranging from those whose academic and demographic profiles suggest that they may be at risk of dropping out of college, to those who show extraordinary potential for success. These programs and services represent a strong commitment by the University to overall student success.

Institutionally this commitment is reflected in the Office of the Associate Provost for Student Success

reporting to the Vice Provost and Chief Enrollment Officer. The programs and services discussed here are further reflective of the University's mission to promote higher-education opportunities across a spectrum of traditionally underserved communities. There is an attempt to reach out to students of color, who are often first-generation college students, and are often at greater risk of dropping out of college than white students, as well as students whose parents have gone to college. Given the diverse population that St. John's serves, and the high percentage of Pell-eligible students, delivery of student services sensitive to diversity and to different levels of college preparation continues to be a point of emphasis.

An additional consideration for the University is to provide consistent support services across very different locations, where student demands vary. While the primary campus in Queens, New York, is home to a large and diverse student population, the other New York City locations on Staten Island and in Manhattan, and the locations in Rome, Italy, as well as in Oakdale, New York, and at the study abroad site in Paris, France, are significantly smaller. While degree programs are offered in Staten Island, Manhattan and Rome (graduate only), the Paris and Oakdale locations do not offer full degree programs. Rome and Paris also act as study abroad sites for undergraduate students. With smaller and very different communities of students, providing appropriate services across all of the physical site locations can be challenging. In addition, commuter and transfer students have varying needs that are accommodated by relevant offices (see Chapter 8). Nonetheless, the programs described in this section do reach out to these different constituencies quite effectively.

Programs

The [University Writing Center \(UWC\)](#), one of the three arms of the University's [Institute for Writing Studies](#) (IWS), was created to foster a writing culture across the University. It provides a place where all University students, faculty, and staff can discuss their writing with trained writing consultants. Face-to-face sessions with consultants help students become aware of their writing strengths and weaknesses and help develop strategies for becoming effective writers. Instead of

"fixing" or "correcting" papers, consultants offer advice and questions to spur self-reflection and critical thinking about students' writing. The University Writing Center also serves Online Learning students. Students may choose to meet a consultant on-line in a chat room or upload a paper via e-tutoring. According to its 2014 Annual Report, since its opening in 2006, the UWC has demonstrated a consistent, significant correlation between the services it provides and student achievement. In fall, 2013, for example, students who used the UWC had an average GPA of 3.37, and a retention rate of 81%, compared to 3.14 and 78% for those who did not use the UWC. Although the general perception is that the UWC attracts more capable, motivated students, data shows that the UWC serves students with weaker SAT's, and who are economically at risk. This suggests that students are gaining significant benefit from the services provided by the UWC. In the 2014-15 academic year, there were 724 unique visits from students enrolled in the first-year writing course, FYW 1000C, or 8.23%. Each year, this is the course that brings the largest number of students to the UWC. The number of students might actually be much higher than this, since another 211 students (2.40%) came to the Writing Center for help in an unspecified English course that might well have been FYW 1000C. The next most popular course that brings in students to the Writing Center is Discover New York, DNY 1000 (296, or 3.37%), followed by theology courses (226, or 2.57%); the second freshman English course, ENG 1100c (208, or 2.37%); then philosophy courses (181, 2.06%).

[The University Freshman Center](#) (UFC) was created to guide first-year students through their transition from high school to college. The Freshman Center welcomes each and every student into the St. John's University community and assists with students' overall transition, acclimatization and integration into the University setting. Using a student-centered approach grounded in the Developmental Advising Model, the Center initiates and maintains an on-going relationship with first-year students and focuses on academic success, student development and individual satisfaction. For example, since 2010, the UFC has worked in collaboration with St. John's College of Liberal Arts and Sciences (SJC) Chemistry and Math departments to create a placement exam for newly admitted, paid-deposit science, math, and select undecided major students. The goal is to

assess the students' skill level in chemistry and/or math so students are appropriately placed in these classes during their first semester and thereby given maximum opportunities for academic success. Science majors are identified as new students accepted into chemistry, biology, physics or environmental science, and undecided degree students are selected because they have indicated an interest in pursuing a science degree. At the beginning and the end of each semester, representatives from the UFC and SJC meet and discuss the validity of the exam, the process and future changes. In 2009, The Peter J. Tobin College of Business (TCB) partnered with the Freshman Center to intervene with students who have been placed on academic probation by holding dual advising sessions attended by both an Assistant Dean and a UFC advisor. The purpose is to form a support team to identify each individual student's specific challenges and develop a plan for achieving academic success and getting off probation.

The University Freshman Center also coordinates a number of events and workshops geared toward student success in the first year of higher education. These events are planned in conjunction with other university departments and faculty members to ensure a well-rounded experience. According to the 2013 Progress Report, The University Freshman Center, in collaboration with respective deans, faculty and colleges, implemented various measures focused on retention.

Also based within the [University's Information System \(UIS\)](#) is the [Early Alert System](#) which provides a way for faculty to alert the university administration to students who are experiencing academic difficulties, such as failing grades or missing classes. The Early Alert System works much like a referral service, which helps to link students to the most appropriate form or assistance to their problem. Students are then referred to the [University Learning Commons \(ULC\)](#), which provides extra academic support and tutoring in an inviting, collaborative and contemporary environment. Assistance is available through professional and peer tutoring in a variety of subject areas. The University Learning Commons also offers students training in study skills.

In the fall of 2013, the ULC established a card-swipe system for collecting data on student usage, which provides the number of student visits, as well as year of study, college and the courses

for which students sought tutoring. In the fall 2013, the ULC recorded a total of 4,197 face-to-face tutoring sessions, with 3,279 recorded in the spring 2014 semester. For the 2013-14 academic year, the heaviest users of the ULC are first-year students (37%), from St. John's College of Liberal Arts and Sciences (42.4%), and the biggest users of the Academic Commons are science students with 10% from computer science courses alone. All disciplines, however, were represented among the users of the ULC. To assess the services, the ULC recently implemented a follow-up survey that is e-mailed to each student after the tutoring session. Surveys will be compiled at the end of each semester to evaluate the effectiveness of services provided and to make improvements where necessary.

In 2011, the [Student and Faculty Engagement \(SAFE\) program](#) – a faculty-student mentoring program, was created jointly by an associate professor of Human Services and Counseling in the School of Education and the associate provost for Student Success. The goal of SAFE is to provide potentially at-risk freshmen with mentors who can help them successfully transition from high school to college which in turn improves retention rates. The total number of students in the SAFE program is determined by the number of available mentors, and past retention studies are employed to determine this at-risk student population to inform future retention initiatives. Factors include majors and markets. For example, studies indicated that new students from the secondary market have a significantly higher attrition rate than those from the primary market, so students from these secondary markets are considered for the SAFE program. Certain majors and cohorts are excluded from consideration due to three key factors: 1) They are in a program with a traditionally high retention rate, such as the Ozanam Scholars program, Student Athletes, the Honors program, and majors that include Chemistry, Pharmacy, Computer Science, Cyber Forensic, Health Care Informatics, Education and Fine Arts; 2) They are already closely monitored by the University Freshman Center due to their programs having a traditionally high attrition rate; and, 3) They already have a direct connection with a department on campus. Potential SAFE students are then randomly selected and are invited to join the SAFE program. In 2012-13, the program expanded to include administrators and staff who were also interested in mentoring first-year

students. Each mentor can select between three and five students. As of today, there are 29 mentors, seven of them faculty members, who are assigned to 90 students.

Faculty members connect with new students in the summer before they arrive on campus. The focus during summer training for mentors is engagement, rather than advisement. Mentors develop “micro skills” to successfully engage the students during their first-year. Since each student’s experience is unique, the mentors work to identify if there are any academic or social barriers that could impede student success, and will work together with the students to help overcome them, and emphasizes non-judgmental and inclusive dialogue. Mentors are also provided a private tour of the campus in order to become familiar with the various departments and support services.

Outreach continues throughout the student’s first year, creating connections between students and faculty, and providing students with a person they can reach out to if they encounter difficulties with any aspect of their college experience. Faculty members can then connect students with appropriate support services. Also, SAFE has developed a “rapid response system” where, if a student is reported by a freshman advisor, mentor, or community member, and needs immediate intervention (for homesickness, family emergencies etc), the SAFE director is contacted to reach out to the student immediately and coordinates an action plan with the reporting community member.

In reviewing the historical SAFE data, students involved in SAFE have had a higher retention rate for three of the past four years when compared to the students in the SAFE control group, i.e. those with similar characteristics to the SAFE students but who were not assigned a mentor. The SAFE program was cited explicitly in the [President’s State of the University Address](#) as a model for promoting student success.

National research shows lower rates of retention and graduations among Black and Latino students. The [R.I.S.E. Network](#) (Reach, Inspire, Succeed, Empower) addresses this problem by attempting to ensure that first-year Black and Latino students are incorporated into a network to promote academic success, personal growth, and career development. Students are connected with

people, programs, and organizations that can foster their success at St. John's. The program includes administrators as well as upper-class students who act as mentors to first-year students.

Special support for Asian students is offered through two programs: [Project A.I.M.](#) (Asian & International Mentoring Program) and the Asian Alliance. A.I.M. intends "to provide comprehensive support for Asian students and international students to successfully achieve college transition, life adjustment, cultural assimilation, academic excellence, and leadership and career development." The organization focuses on student life outside the classroom. Programs include mentoring, assistance with English speaking skills, and promoting cross-cultural awareness. The Asian Alliance brings together Asian students, administrators and faculty members who meet to discuss strategies for enriching students' learning experience at St. John's.

The University maintains a number of targeted programs for students who may face particular challenges. Two examples of these programs are the [English as a Second Language \(ESL\) program](#) and the [Collegiate Science and Technology Entry Program](#) (CSTEP). Both of these programs are intended to provide appropriate support services to particular groups of students. Like most of these programs, they are based at the university's main campus in Queens, but can be accessed by students at the Staten Island and Manhattan locations. The English as a Second Language program, housed in the Department of Languages and Literature, promotes English language proficiency for international students who do not have English as their first language. The program features The English Language Table which provides opportunities for international students to interact socially with their American colleagues, promoting a stronger sense of inclusion. For international students who are often disconnected from family and friends, as well as from their home culture, the feeling of inclusion that the program can generate is very powerful. CSTEP, funded by the New York State Education Department, is an academic enrichment program for low income students and students of color to introduce them to careers in licensed professions, such as psychology, pharmacy, law and speech, and to prepare them to pursue careers with a strong science and technology component. Participants are selected in their first or second year of college.

St. John's students with documented disabilities are served by [Disabilities Services](#). This office works to provide students with permanent and temporary disabilities with equal access to all educational and social programs at St. John's.

Several programs are targeted toward high achieving students, with strong potential for success. Qualified high school students may apply for the [Early Admission Program](#). While in their junior year of high school, they enroll as freshmen at St. John's, skipping their senior year of high school while earning a high school degree at the conclusion of their freshmen year at college. High-achieving high school students may apply to participate in the [University Honors Program](#). This program enables selected students to take advanced courses and to participate in special events designed to foster community and create an intellectually stimulating environment.

High-performing students are encouraged to and assisted in applying for prestigious awards. Special assistance to students in completing these applications is provided by a Fulbright advisor at the university currently housed in the College of Liberal Arts and Sciences, and students also work with faculty mentors. As a result of these efforts, since 2006, 29 Fulbright awards were given to St. John's students who conducted research, studied, and taught abroad. Three other prominent undergraduate awards since 2006 include the Marshall Scholarship, the Truman Scholarship, and the Goldwater Scholarship. In addition, the current (2015-16) U.S. Youth Ambassador to the United Nations is a St. John's graduate. In the last 10 years, St. John's has hosted 6 Fulbright students from other countries to study in degree programs. These include students from Pakistan and Argentina who obtained their MBA or their M.S. in Biological and Pharmaceutical Biotechnology. Recently a student from Kosovo studied at the Tobin College of Business, supported with an American Council award via USAID and the Kosovo American Education Fund (KAEF).

St. John's supports the career paths of diverse students by hosting a chapter of the [Ronald E. McNair Scholars Program](#). This federally-funded program supports preparation for graduate school for first-generation, income-eligible college students and individuals underrepresented in graduate education. Students choose faculty mentors and participate in a variety of activities designed to

prepare these students to apply successfully to Ph.D. programs. The goal of this program is to increase diversity among faculty members.

College Advantage and High School Scholar Programs

The University is committed to providing affordable options to qualified high school juniors and seniors through its [College Advantage](#) and [High School Scholars](#) programs. These programs provide qualified students a concurrent enrollment in their high school, during the normal academic calendar, to earn SJU college credit at a reduced tuition rate, allowing them to self-assess college readiness. The College Advantage Program involves SJU courses offered at the high school locations and taught by qualified adjuncts. Department chairs approve both the instructors and course outlines in the College Advantage Program. Course level assessment data has not been collected from these high school extension courses to determine if students are meeting the course goals and outcomes at the same rates as SJU students on its campuses. Chairs will continue to evaluate course outlines and work with the College Advantage Program adjuncts to identify goals and outcomes to be measured each academic cycle in an effort to further ensure student success and program integrity.

Support Services

St. John's University provides a number of student support services available across its campuses aimed at enabling student success consistent with established learning goals.

Advisement

Academic advising differs according to the various colleges, with each college utilizing common tools through different methods. All first-year students across the University receive their initial advisement through the University Freshmen Center. Through the Freshmen Center, students that are new to the college experience are given dedicated and extensive assistance on a range of issues, including course selection, development of academic success plans, declaring a major, and study abroad opportunities, among others. Depending both on the student situation, and on the

particular college, subsequent advisement responsibility falls to either faculty or designated administrators within the respective deans' offices who are available to meet individually with students, not only for advice on courses and majors, but also in general terms.

A key area of strength in regard to advisement is the opportunity that the process provides for direct contact with students. For the University personnel involved in advisement, whether faculty or administrative, the opportunity to meet directly with the students in their particular program is a key aspect not just of the advisement process, but also part of a more general process of building strong communities. Secondly, the use of a common academic progress software program has made the process more uniform throughout the University. The software provides advisors with a consistent method for assessing students' progress regardless of their college or program. An additional positive feature of the software, 'What-if Analysis,' gives students and advisors a way of applying their current progress to a different major or program than the one in which they are currently registered.

All advisors, whether faculty or administrators, are trained to use the [University Information System \(UIS\)](#) to generate advisement reports that provide detailed information on a student's progress through their major curriculum, identifying when department, college, and university requirements are met, as well as keeping track of all completed credits. Advisement Reports are available for all students, at both the undergraduate and graduate levels. Advisors sign off on a student's proposed course of study each semester, generating a tangible paper-trail of advisement records. Despite the benefits that the UIS program provides in terms of its uniformity across the University, the program does have a number of drawbacks. Students and advisors do not find the advisement report that the program generates very clear, although it is generally comprehensive and accurate. Certain details of the report, such as the count of completed and in-process credits can be easily confused, generating significant problems for students as they near graduation. Additionally, the program does not easily adjust for tracking progress toward minors or second majors.

Overall, it is demonstrated that satisfaction among students for their academic advising is reasonably strong, with 66% of undergraduate respondents to the most recent University's [Graduating Student Survey](#) (2015) having received either "Excellent" or "Good" advisement; although, relative to responses on some other questions in the survey, such as overall satisfaction with their St. John's experience coming in at 92-97% for undergraduates and graduates, there is room for improvement. Graduate student respondents were moderately more positive about their advisement experience (and overall, ratings by graduate students have been higher than those for undergraduates), with 71% reporting "Excellent" or "Good" advisement. These numbers have been very consistent over the past five years, with a median result of 72% for graduate students, and 68% for undergraduates. Nonetheless, a key challenge of the university's academic advising is the extensive time demand that is placed on advisors through the process. Academic advising is one of the primary opportunities for students to engage in a direct, one-on-one conversation with a representative of the University. An advisement session is a rare chance for a student to have a conversation about their own academic goals, progress, and challenges with a member of the university's academic or administrative staff. With advisement done on this type of personal level, it is highly time and labor-intensive. For those involved in advisement, the period before registration is a time of intense activity. For some of the advising staff, particularly in the College of Pharmacy and Health Sciences (CPHS), College of Professional Studies (CPS), and The Peter J. Tobin College of Business (TCB), the volume of students seeking advisement is exceptionally high. One college assistant dean reported being responsible for nearly five hundred undergraduate students and another college distributes fourteen hundred undergraduate students among four deans for advisement sessions. Although seeing this many students may present a challenge, by limiting the number of individuals involved in advising, it also likely increases its consistency. Moreover, in both CPS and TCB, it is useful to note that the ratings of academic advising in the good/excellent category are significantly higher for undergraduates than the overall ratings reported above, coming at 71% (CPS) and 74% (TCB), the highest of these ratings enjoyed by colleges within the

University. For the graduate student population, the highest ratings for this question are observed for CPS (85%), SOE (79%), and TCB (73%).

In addition to this standardized academic advisement system, there are other advising programs in place, including those targeted toward transfer students and freshmen, as well as those for non-academic purposes such as career guidance. An office for [Transfer Student Services](#), recently having merged with the Office of Admissions, provides dedicated assistance to transfer students, including organizing specific seminars for these students. The office of [Career Services](#) educates students about potential fields of employment. They assist students and alumni in locating internships and job opportunities. Career Services works as much as possible with the different colleges and academic departments and programs to tailor initiatives which are specific for given students. Career Services has recently begun to 'embed' advisors within the different colleges to provide more targeted services to students.

Instructional Technology

Instructional technology is integrated to support course learning outcomes on all campuses. Each undergraduate student is issued a laptop computer with access to established and emerging technologies. Classrooms are equipped with podiums so that technology support is readily available in each classroom building, and training is provided in the use of laptops and St. John's intranet service.

Student support services in information technology are focused primarily through microlabs on each location of SJU operations (Queens, Staten Island, Manhattan, Oakdale, Rome, and Paris). Microlabs are staffed with individuals who provide general software support for the Microsoft Office suite and most of the discipline-specific software titles. Over 100 such titles exist and include disciplines such as accounting, mathematics, education, computer science, and many others. The support personnel routinely answer questions pertaining to, BlackBoard, the university's learning management system. Microlabs contain both PC and Macintosh computing platforms, and

they provide students with full service printing capabilities. Printing services are also available at other locations around the campus, including the cafeteria.

Every freshman and transfer student (as well as faculty members) at SJU receives a wireless laptop for their entire SJU career. The objective of this is to give freshmen and transfer students equal access to technology and to provide faculty with a mobile computer option. Provisions for laptop support exist within the microlabs on each campus. Student laptop support consists of hardware repair, antivirus protection, wireless connectivity, and limited software support for the university-issued laptop. The student retains the university-issued laptop upon graduation.

To complement on-campus student support services, the [Office of Online Learning and Services](#) specifically provides coordination of these services with two part-time dedicated online student recruitment and retention coordinators. The coordinators work collaboratively with admissions, financial aid, advisement, library, information technology and tutoring services; they are available six days a week and are accessible through online chats, email and telephone. All of St. John's online learning programs are supported by a full range of online student services such as advisement, [financial aid counseling](#), career services, and [library resources](#).

University Libraries

The University Libraries operates as a distinct university unit in order to maximize and provide access to resources and services to all the St. John's students and faculty to support research and learning. In order to ensure that the support services are comparable across campuses, including online programs, many of the resources are available digitally and can be accessed online for the entire St. John's community. All Library catalogs for the St. John's Libraries are available on the [SJU Libraries main page](#). There are over 150 databases accessible to students through computers on campus and off campus. Many of these databases offer complete periodical articles for print, download and email. Over the last ten years, the digital resources have increased to 85,000 E-Journals, 551,000 E-Books, and 173 digital databases.

Many of the resources available to St. John's students and faculty have concentrations in certain fields. For example, the [Davis Library](#), located on the Manhattan location, is an especially unique business resource for St. John's students and faculty alike. Its exceptional archival materials can be attributed to its 114-year start with The College of Insurance, which merged with St. John's Peter J. Tobin School of Business in 2001. It is a valuable resource used by professionals and researchers around the world for their scholarly activities.

The [Rittenberg Law Library](#) and the [Health Education Resources Center \(HERC\)](#) are other discipline specific resources. While these libraries report to separate schools, Law and Pharmacy respectively, there is frequent communication and consultations among their staff. This ensures that the services and resources that are provided are complementary, rather than duplicative.

[Interlibrary Loan](#) is a service that allows students to request books or journal articles not held by SJU libraries. These resources are borrowed or photocopied from other libraries around the country. There is no fee for this service and it is available to the entire St. John's community. Request forms may be filled out and submitted online. Inter-Campus borrowing is also available for materials not held at a particular SJU location and can be borrowed or photocopied from the other campus libraries. A long-standing relationship between the [Loretto Library](#) on the Staten Island location and Wagner College allows students and faculty from both schools to use each institution's libraries freely. Similar reciprocal relationships exist with other colleges and universities in the metro area as a result of numerous consortial agreements.

In addition to providing information and resources to students, Library Services at St. John's also offers [instructional services](#). While these instructional services lend themselves to be more hands-on, tailored to each individual student, the Library Services does provide [resources online for students who are not on campus](#). There are also interactive tutorials on the library web site for all students to access. During the academic year 2014-15, SJU Library held 249 instructional classes, attended by a total of 4,211 people.

Librarians are always available at the reference desk to help individual students with any questions they may have while they are on campus. Total reference transactions for the academic

year 2014-15 were 8,579. Those who are not on campus can consult a librarian through telephone or through the [Library's E-Reference service](#) on the Web.

Career Support Services

The [Career Services Office](#) is tasked with providing a variety of services to a diverse population across numerous physical locations and on an online platform. These tasks include assisting students with career discernment, identification of opportunities, optimization of student candidacy in a competitive employment environment, and record keeping. Given the size of St. John's student body, its multiple locations, and the global nature of the students, the Career Services Office has created a variety of options to address student needs. These options are available across locations and online.

Career Services Office assists students in both one-on-one and small group advisement, with exploration of career options, development of professional objectives, resume writing/cover letters, internship/job search strategies, networking and evaluating job offers/salary negotiations. Advising appointments take place in person, over the phone or email, or via Skype or related technology. University Career Services offers evening, selected weekends, and drop-in appointments for the convenience of students.

The Career Center, the individual colleges, as well as the University, have worked diligently to institute programs that focus on engaging the student to become invested in his/her educational and career experience outside the classroom. The Career Center conducted a campus-wide collaboration to improve internship opportunities and post-graduation employment and education. Individual departments reviewed success trends and analyzed gaps to improve student success by offering academic content support, encouraging involvement with professional organizations and creating networking opportunities. The 2014 survey data indicates that 93.2% of graduates were employed or enrolled in graduate programs within six months of graduation. Based on the survey of St. John's graduates, the three year average from 2012-2014 indicates that 75.5% of graduates were employed within the industry of their choice.

Changes in university placement efforts came out of a comprehensive review conducted by the advisory services of Grant Thornton in the fall of 2011. After intensive benchmarking of best practice universities, internal faculty and administrator interviews and focus groups, input from the Board of Governors and BOT, and a comprehensive employer and alumni survey, Grant Thornton, supplied Phase 1 institutional findings and recommendations. This report became the foundation for both a broad-based cultural shift and the development of an operational plan to truly embed career services across the institution. The President's Cabinet approved a significant investment of resources—both personnel and facilities—to shape a best- in-class Career Services organization.

Building upon these campus-wide recommendations from Grant Thornton, the consultancy services of two independent experts in the field were secured in the fall of 2012 and the spring of 2013 to assist with the implementation plan. Key recommendations for modification of Career Services programming content have been implemented, an employer relations outreach plan is under development and a new Career Center structure has been implemented. New personnel have been hired to support a reengineered and renamed University Career Services unit, which is reorganized in a 'hybrid' structure, with a central office and co-located personnel in each college and on Staten Island. The new model was implemented in the spring of 2013.

Related Career Services initiatives include St. John's [CareerLink](#), which is a student's gateway to University Career Services on-line resources and important updates. CareerLink includes access to job, internship, and campus recruiting listings; registration for Career Services programs; workshops, information sessions, career fairs and other event information; and additional career development and employment resources. Students access CareerLink, through [MySJU](#). Career Services utilizes MySJU to also deliver best in class virtual, subscription-based resources to students. These resources are available to all students and include the following:

- Going Global: Internship and job opportunity listings globally, including H1-B information;
- Vault Career Intelligence: Internship, industry, profession and company data and insight;
- What can I do with my major?: Applicable job titles, internship and job search links, industry trends and professional association information;
- Internships.com: Internship listings;

- Interfolio: Dossier management;
- Catholic Volunteers Network: Access to information about 215 domestic and international volunteer and lay mission programs;
- Higher Education Recruitment Consortium: The largest database of higher education and related jobs in the world

The [COACH \(Count on Alumni for Career Help\) program](#) provides students with a way to learn about potential career opportunities through one-on-one career advisement by alumni in their discipline. Through COACH, students can spend a day with a mentor through job-shadowing and/or connect with mentors on the LinkedIn group Career Connect, which allows students in any location to participate. Open exclusively to the St. John's community, this group provides students with the opportunity to learn about employment trends, job functions, salary expectations, effective job/internship searches, and career paths from St. John's alumni.

Career Services organizes a number of extra-curricular events to supplement their own services and to promote student engagement with alumni and other professionals. Speakers and networking events are held to provide students with education about and exposure to industries and career pathways that are both directly and indirectly aligned to academic majors. This is achieved through a 'Careers Across the Curriculum' programming strategy. A focus on the programming is to provide students the professional tools necessary to succeed in their careers. Programs include components of business networking strategies; dining etiquette; creating a personal brand; mock interviewing; and more. Programs are hosted on the Queens, Staten Island, and Manhattan campuses. Career Services also promotes and supports student participation in off-campus professional development events, typically held in Manhattan, Long Island, New Jersey, or on-line. Through on-site employer visits, Career Services brings 10-30 students to each company or organization site to network and learn about industries and opportunities. There are dozens of site visits each year across various industries.

Each year, employers representing various fields visit St. John's University to participate in [On Campus Recruiting](#), with hopes of meeting qualified candidates to fill their full-time and internship hiring needs. University Career Services facilitates one-on-one meetings between

candidates and employers through on-campus interviews. In addition, Career Services hosts several career fairs each year, where prospective employers from various fields come to campus offering advice about careers in their organizations and seeking to meet qualified candidates to fill internships, part-time and full-time positions. Transportation is provided from other NYC university locations to the Queens campus for major career fairs. In addition, at least one virtual fair is offered each academic year, which allows students in remote locations to actively participate. For live fairs, students unable to attend in person are offered the option of a “resume drop.” Career Services aims to engage students in conversation and information sharing on social media platforms including Twitter, Facebook and Tumblr.

The history of students’ success in securing employment has contributed to the reputation and value of the University. The continued success of the University relies on the perception and reality that students find relevant employment. A major challenge is to empower the career services staff, devote the appropriate resources and imbue every faculty member, staff member and alumnus with the mission that each is a St. John’s career services officer, for the purpose of remaining a competitive presence in the employment marketplace. Embedding career services personnel within each of the Colleges is expected to allow the counselors to gain deeper knowledge of the students and their curricula and to better match the particular strengths of the students with needs of the marketplace.

There also have been efforts to enhance the student worker experience in order to provide student workers with relevant career skills. The Office of Human Resources has partnered with Career Services to significantly enhance the student worker experience and create a connection to career development. Examples of initiatives included surveying student worker satisfaction, developing workshops for student workers and their supervisors to address gaps and instituting a student worker recognition program – SHINE. The University was recently recognized by National Association of Colleges and Employers (NACE) for these efforts.

Campus Ministry

[Campus Ministry](#) promotes transmission of the [Vincentian mission and spirit](#). Located prominently on all St. John's campuses, Campus Ministry welcomes students of all religious and cultural backgrounds to participate in its programs and activities. The University Chaplain is responsible for the Ministry's presence and programming across campuses, and there are 15 Campus Ministers available throughout each of SJU's campuses to serve as guides for students in all aspects of their lives. There is collaboration of key campus Vincentian collaborators for consistent and equitable programming. Where appropriate and feasible, similar campus ministry-related programs are offered across campuses as discussed in Chapter 1 (i.e., the [Vincentian Institute for Social Action \(VISA\)](#), [Vincentian Mission Institute \(VMI\)](#), [Catholic Scholars](#) and [Ozanam Scholars](#)). Service opportunities such as [soup kitchens](#), [midnight-run](#), and [tutoring](#) are offered to students across campuses.

Student Athletics

St. John's University Athletics consists of 17 NCAA Division I teams with 300 student athletes. The St. John's Athletics program has a philosophy of "Win, Graduate, Serve," which begins with an annual orientation program for all incoming student-athletes. The St. John's Student Development staff provides academic support, tutoring, leadership development, career preparation, sports psychology and community service opportunities. In addition, St. John's has allocated a campus minister to athletics, with responsibility for helping student athletes to develop and understand the University's Vincentian mission.

Each varsity team is assigned an academic advisor, who serves as the primary contact for student-athletes seeking academic assistance. Students below a 3.0 cumulative GPA meet with their advisor once per week. Each student-athlete is responsible for 6 hours of monitored study per week.

Over the past decade the Student Development for Athletes program has received national recognition as a best practice from three different organizations: the National Basketball

Association's Player Development Service, the National Academic Advising Association and the National Association of Academic Advisors for Athletics.

Student athletes have excelled in the classroom, in the community and on the fields of play. The student athletes are actively engaged in community service activities and have volunteered over 2000 hours per year on average department wide. The student athletes have obtained a collective grade point average higher than the general student population and garnered numerous national academic recognition awards. In addition, over the past 10 years the Red Storm has made 26 NCAA Tournament appearances, won eight BIG EAST Championships and seven BIG EAST Regular-Season titles.

St. John's successfully completed the NCAA Certification process in 2009-10. Following a yearlong self-study to review the Department of Athletics' governance and commitment to rules compliance, academic integrity, gender/diversity issues and student-athlete well-being, the Department received a designation of "certified," by the Division I Committee on Athletics Certification. .

St. John's has a partnership with the Hospital for Special Surgery, one of the leading orthopedic hospitals in the world, to provide care and support for all injured student athletes. St. John's also became the first BIG EAST Conference member to form an exclusive all-sports partnership with Under Armour in 2013, joining forces with the innovative sports performance brand to design and supply footwear, apparel and equipment for training and game-day uniforms. The St. John's Television Network (SJU-TV) launched and has garnered significant national exposure for Red Storm athletic programs over the last three years. SJU-TV has delivered nearly 150 live broadcasts to ESPN3, which is available to 85 million households.

Student Development for Athletes

Administered through the [Division of Academic Support Services](#) and in collaboration with the [Department of Athletics](#), Student Development for Athletes provides a holistic approach to student support focusing on academic, career, leadership, community service and personal

development. The program includes tracking of student athlete grades for potential problem areas, providing support such as library research sessions and writing workshops, and referral to academic tutoring when necessary. The program has been credited with helping St. John's University's student athletes maintain higher GPA's. The percentage of student athletes receiving a 3.0 or better was 73.6% in 2014-2015, compared to 62.0% in 2010-2011. Student athletes at St. John's University enjoy a cumulative GPA of 3.27 compared with 3.16 for the University's non-athlete student population. Thirty-one SJU student athletes achieved a perfect GPA of 4.0 either in fall 2014 or spring 2015. In addition, SJU student athletes achieved a graduation rate of 89%, compared to a national average of 82% based on the NCAA graduation success rates.

Academic Support Services for Student Athletes also partners with the [University Writing Center](#) (UWC), wherein experienced UWC consultants are matched with student-athletes to work on their writing via recurring UWC sessions. The consultants gather syllabi and assignments and create plans of action for each student factoring in their writing requirements and practice/travel/game schedules.

The Office of Residence Life

The [Office of Residence Life](#) at St. John's University aims to strengthen the learning community for all students by providing opportunities for intellectual, spiritual, and personal development that complement those offered in the classroom. Its goal, as outlined in the [Residence Life Handbook](#), is to foster personal responsibility, social awareness, and student leadership through programs and activities consistent with the values of the University's mission by

- Enhancing the academic mission of the University by facilitating integration of classroom activities with co-curricular and extra-curricular experiences;
- Consistent with the university's Catholic mission, promoting the development of spiritual and moral values, ethical principles, and an appreciation for human dignity;
- Consistent with the university's Vincentian mission, encouraging living in the spirit of St. Vincent De Paul through innovative service-learning and volunteer activities;
- Taking full advantage of the university's New York metropolitan location, providing opportunities for students to be enriched by the diverse resources of this global center.

By helping students to realize their human potential, the Office of Residence Life strives to develop St. John's University alumni who are lifelong learners, responsible citizens, and men/women of compassion and integrity. Resident Assistants (RAs) are students assigned to directly oversee residents of a particular floor or wing in a residence hall at St. John's. They are experienced students trained in community development, mentoring, Catholic social teaching, conflict mediation, confrontation skills, active shooter, safe zone, teambuilding, diversity, bystander intervention, suicide prevention, emergency procedures, sexual assault/Title IX, among other themes. Under the supervision of a professional Residence Director or Area Coordinator, Resident Assistants plan programs and events for their residents on topics related to personal, professional, spiritual, and holistic development. RAs help students navigate the university through their role as supportive peer mentors. They perform regular rounds, room inspections, and duty coverage to enforce policy, compliance, and to be responsive to student needs. RAs are required to maintain a 2.5 grade point average, a positive student conduct record and participate in pre-service, summer, and on-going training programs.

International Student Support

The [Office of Multicultural Affairs](#) offers a variety of programs to recognize and support students from diverse ethnic backgrounds. The office helps to build a pluralistic learning environment by hosting month-long celebrations of Italian, Black, Irish, and Asian-Pacific Heritage. In addition, it celebrates Women's History Month, sponsors a series of interfaith dialogues, administers peer-mentoring and diversity training programs, and supports campus-wide initiatives to educate all members of the St. John's community about the value of diversity. These services are aimed at being inclusive of all members of the St. John's community, and providing opportunities for leadership, thus contributing to the retention and persistence of all students, regardless of their ethnic, cultural, and religious background. The office also offers practical advice to international students on immigration regulations and builds bridges with alumni to foster career development. During the 2014-2015 academic year, the Office of Multicultural Affairs sponsored 137 events,

attended by 12,950 students. In addition, the office engaged 313 students in peer mentoring, held 43 professional development seminars for 449 students, and supported 22 multicultural student organizations, which held 144 campus events.

The [International Student & Scholar Services Office \(ISSSO\)](#) helps international students coming to St. John's with many aspects of life and learning in the U.S. They assist students in applying for visas and maintaining F-1 status, getting their I-20, obtaining their driver's license and completing all immunization and medical insurance forms. This office also refers students to other offices and departments that they may need to contact.

As the university's interest in recruiting international students increases, it need to ensure that support services are effectively implemented for both graduate and undergraduate students and their families including aid with cultural and geographic transitions. In addition, SJU needs to consider the administrative challenges that accompany increased international enrollment. The ISSSO is already taxed with preparing the work for initial visas and extensions, and it is important to maintain timeliness. The services provided by the Office of Multicultural Affairs may also need to be expanded, on all of the campuses.

Overall international student support has been recently enhanced by an International Student Engagement initiative generated by the Provost's Office in July 2015. This initiative seeks to better integrate international students into the SJU culture through three sets of activities proposed to faculty: Host Family Experiences, Conversation Partners and Center for Teaching and Learning workshops.

Student Wellness

As part of the Division of Student Affairs, the Department of Student Wellness is comprised of five areas: (1) Center for Counseling and Consultation, (2) Disabilities Services, (3) Student Health Services, (4) Wellness Education and Prevention Services, and (5) Campus Recreation. Student Wellness provides comprehensive education, prevention, and intervention programs and services designed to assist students in taking responsibility for their personal well-being and the well-being

of the campus community. The overarching goal is to help students achieve their academic, personal, and career goals while developing lifelong habits that lead to healthier lifestyles.

The Center for Counseling & Consultation

The [Center for Counseling & Consultation \(CCC\)](#) is dedicated to helping students with a whole range of challenges that may interfere with the ability to live well, relate to others, and succeed academically. These challenges may include: stress, anxiety, family or social concerns, relationship difficulties, grief, trauma, alcohol or substance abuse, food relationship issues, homesickness and loneliness.

The CCC offers SJU students free and confidential mental health services promoting their psychological health and well-being. The CCC embraces a proactive stance in promoting positive mental health while providing appropriate clinical intervention for students experiencing serious mental health concerns. Staffed by licensed mental health providers including psychologists, mental health counselors and a part-time psychiatrist, the CCC offers individual psychotherapy, psycho-educational programming, crisis intervention, psychiatric services, and referrals to mental health resources in the community. In addition, after hours, the CCC offers “Counselor On-Call” services with links to emergency resources.

In providing such services, CCC strives to be sensitive to the diverse needs, backgrounds, values, and characteristics of the members of the university’s student body. It is important to note that the CCC is used by students of color to a degree that is proportionally higher than the number of students of color found in the general student population. Although approximately 43.3% of the SJU student body consists of students of color 61% of students seeking services at the CCC come from diverse cultural backgrounds. It is also worthy to note that 10% of clients at the CCC identify as gay, lesbian, bisexual, or questioning. Clients at the CCC represent 45 different countries.

The CCC uses a short-term counseling model, but more longstanding or specialized support referrals can be made to resources within the community as needed. The Center serves the entire

SJU community, including students, faculty, and staff: The CCC is open every day, from Monday through Friday on the Queens and Staten Island campuses.

Disability Services

The Office of Disability Services (ODS) aids students with permanent and temporary disabilities in gaining access to the educational opportunities at St. John's University. These services are designed to ensure, for all students, full participation in programs and activities offered throughout SJU and improve the quality of the academic, social, and personal lives of the university's disabled members. Over the past several years the number of students seeking services through the ODS has increased over 115%.

Student Health Services

Student Health Services assists students with their health-care needs in order to facilitate maximum academic and personal growth. Student Health Services provides treatment for minor illnesses and injuries, ensures compliance with New York State Public Health Laws 2165 and 2167, gives referrals to local medical providers, and offers consultation and guidance on health insurance matters.

Wellness Education and Prevention Services

Wellness Education and Prevention Services is dedicated to empowering students to make intentional healthy lifestyle choices. In addition to coordinating mental health awareness, alcohol prevention and sexual violence prevention programs, Wellness Education and Prevention Services increases awareness on topics including depression, eating disorders, sleep, exercise, stress management, and nutrition. Additionally, Wellness Education coordinates the dissemination of online learning tools, AlcoholEdu, Haven (sexual violence) and Screenings for Mental Health. Furthermore, Wellness Education and Prevention Services collaborates with the office of Student Conduct and delivers an educational experience, the Brief Alcohol Screening and Intervention for

College Students (BASICS) program, for all students who violate St. John's Alcohol and Other Drug (AOD) Policy. Wellness Education advises the "How Ya' Doin'?" support group, part of the student led Spectrum Initiative providing support for LGBTQ identified students. Wellness Education and Prevention Services also offers student leadership opportunities through the Peer Educators and Stressbusters programs, which train student wellness ambassadors to communicate wellness messages and best practices.

Over the past several years Student Wellness has secured external funding from Fund for Public Health, National Collegiate Athletic Association, and Substance Abuse and Mental Health Services Administration to support St. John's alcohol prevention initiatives.

During the 2014-2015 AY over 1000 student participated in stress reduction events, 3,232 students were engaged in SJU's alcohol prevention events, and over 10,500 students were exposed to bystander and sexual assault prevention initiatives.

Campus Recreation

Campus Recreation (CREC) is dedicated to improving the quality of life for students and encouraging the habit of lifelong fitness and healthy choices. Campus Recreation enriches the educational experience with opportunities to participate in formal and informal sporting and fitness activities. These activities include an array of intramural sport opportunities, weekly fitness classes, work with personal trainers, and use of sports facilities including the Fitness Center and Taffner Field House. During the 2014-2015 AY, one in three students used Taffner Field House or the Fitness Center, with over 280,000 individual swipes at Campus Recreation events and facilities—a 28% increase over previous years. Over 1,500 students engaged in intramural activities such as tournaments, leagues, and contests, with a 15% increase in attendance of fitness classes with 2,396 unique participants.

In collaboration with the Healthy Minds Network, Student Wellness coordinates St. John's participation in the Healthy Minds Study, an annual, national survey that examines mental health issues among college students. Additionally, SJU's Counseling and Consultation Center participates

alongside 259 other institutions in the Center for Collegiate Mental Health (CCMH), a multi-disciplinary research center focused on providing accurate and current information on the mental health of college students. As part of the CCMH research protocol, clients of SJU's CCC are asked to complete a Standardized Data Set (SDS) as well as the Counseling Center Assessment of Psychological Symptoms (CCAPS-62).

In addition, Student Wellness has led campus wide suicide prevention effort supported by the award of a Substance Abuse and Mental Health Services Administration (SAMHSA), Garret Lee Smith, Campus Suicide Prevention grant (2014-2017), (\$303,000). Furthermore, Student Affairs and Student Wellness are part of a co-curricular effort with the Department of Clinical Pharmacy focused on teaching pharmacy students in using motivation interviewing techniques in assessing substance abuse in patients and methods for enhancing compliance with medication therapy management. This project is supported by funds awarded by a Substance Abuse and Mental Health Services Administration (SAMHSA), SBIRT Training grant (\$945,000 for the time period 2015-2018).

Prevention of sexual assault has also been a critical component of the wellness education and prevention education agenda on campus. St. John's has received two three year grants from the Department of Justice Office on Violence Against Women to aid in these prevention research efforts (two grants 2011-2017 totaling \$600,000). The focus of this work is to raise awareness of the issue, train students in bystander education response, and enhance the response to student survivors of sexual assault. In addition, training has occurred across campus to educate faculty and administrators on how to assist students who have experienced violence and to train the campus community on proper reporting requirements.

Over the past several years, staff members within Student Wellness have been active on professional boards, presenting at regional and national conferences or meetings as well as securing external funding to support wellness programs and services for the SJU community. Student Wellness staff members have served in the following leadership roles, The Jed Foundation Board of Advisors, President, Richmond County Psychological Association and Advisory Board member of the Center for Collegiate Mental Health.

Campus Activities

Campus Activities coordinates large scale programming that incorporates students, staff, faculty, alumni, and various on-campus departments. Such events include Red Carpet Welcome (weeks of welcome), Fall Fest, Winter Carnival, Spring Fling, which engages over 5,000 members of the St. John's community.

In addition to large scale programming and advising of student organizations, Campus Activities works closely with the Commuter Connection Committee (CCC). This committee was established in 2007 to provide commuter students with programs and services that addressed their specific needs. Such programming efforts include Commuter Pride Week, Commuter Breakfast, Commuter Cafes, and a series of collaborations and meet-ups throughout the year.

Campus Concierge is a service that provides assistance to students who are looking for information on how to get involved on campus and the NYC community. At Campus Concierge, students can purchase tickets through the Experience New York program, which offers tickets to Broadway shows, sporting events, and other Manhattan-based activities at heavily discounted prices. Experience New York sold 100% of all its Broadway, sporting, dinner and movie tickets. Some of the highlights include:

- DAC After Dark: Free, weekly Thursday evening programming
- Java Johnnies: Free, weekly Friday evening programming of musical performances
- Live, Love, Learn: Bi-weekly opportunities for students to attend scheduled trips into Manhattan or on-campus activities such as painting or cooking
- Student Resource Center: Quick access to travel information to Manhattan and the NYC airports, free events and movie show times.

Discover New York (DNY)

Discover New York is a co-curricular program that encourages students to engage intellectually and personally with the remarkable city that is home to people from all over the world. Faculty members develop DNY courses around the application of their academic disciplines and employing their disciplines as the framework to define DNY's educational goals. Students are required to attend three field-based trips and complete an Academic Service-Learning requirement.

Student Development works with faculty to plan and create these field-based trips, which blend in-class instruction with the cultural wealth of New York City. Students engage in activities that promote analytical thinking and becoming proficient at accessing information. DNY also assists students in the transitional period of their college years. Student Development works with an average of 50 faculty members to plan between 140-160 events that engage between 2,500 -2,800 students over the course of an academic year. Some exciting events include museum visits, neighborhood walking tours, Broadway and theater and other cultural excursions.

Fraternity and Sorority Life

Fraternities and sororities have been part of the university community since 1956 and focus on the pillars of leadership, service, scholarship, and fellowship. Currently 8% of the student population has membership in 31 organizations, which are supported by full-time professional staff and graduate assistants. Members of these fraternity and sorority organizations enjoy a cumulative GPA of 3.23 and volunteer over 20,000 hours of service annually to local and global communities.

Learning Communities

Learning Communities are based on experiential learning and building community. Teams of faculty work with peer academic leaders to plan four out-of-classroom events to help bring the learning content to life. These events range from service opportunities to museum visits, from lectures with accomplished business executives to sit-downs with hip-hop legends, and from the planting of gardens to the exploration of New York's forgotten waterways.

55 faculty members planned 226 events over the course of the 2014–2015 academic year, engaging approximately 1,500 students through these events, including:

- “Urban Word NYC”: Students attended a workshop (writing and performing) with a poet mentor from Urban Word NYC. Each student had the opportunity to revise a piece of narrative writing into.
- “Just One Person”: Students got the opportunity to meet and interact with Maya Nussbaum, Executive Director of “Girls Write Now”. Maya spoke about her experiences starting this nonprofit organization, which serves at-risk girls from New York City public high schools.

- “Tango”: An exploration of tango, with live dancers. Students were able to learn about the dance while also receiving a lesson.
- “An Ecological Study of Botswick Forest”: Students visited Botswick Forest on Gardiner’s Island, where they learned sampling techniques and assisted their professor with collecting data for a study of an uncut oak dominated coastal forest.

Student Operations

Opened in fall 2009, the D’Angelo Center is a state-of-the-art 127,000 square feet building that has become the most popular hub of student life on the Queens campus. The building is managed by students with oversight by four professional staff members as part of Student Operations.

Student Operations is dedicated to a high-quality, service-driven culture that enhances the experience of the student center and student events. Student Operations recruits, employs, trains, and evaluates over 100 students each year. The students gain valuable experiences working in theater operations, information services, reservations, social media (Facebook, Twitter, Instagram and YouTube), event management as well as media including video production and photography.

RECOMMENDATIONS

- Strengthen student support services and programs at satellite campuses.
- With projected growth of international student populations, review student support resources to ensure their adequacy in addressing that population’s diverse needs.
- Strengthen graduate and undergraduate student academic and career advisement within and across individual colleges and departments.
- Employ digital technology effectively to engage, advise, and mentor students, and to improve learning outcomes.
- Increase coordination among Alumni Relations, Career Services, Office of University Mission, and the academic units to strengthen ties to the alumni network and grow student opportunities for mentoring, experiential learning, and employment.

CHAPTER 7

Standard 10: FACULTY

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals (Characteristics of Excellence in Higher Education).

Faculty Profile

St. John's faculty profile reflects the priority placed on quality academic programming and rigorous curriculum in a diverse setting, with well qualified faculty members holding credentials appropriate to their field. This section provides a more granular look at the faculty composition. The table below indicates the numbers and percentages of full-time and part-time faculty in the five-year time period from 2011 to 2015 ([University Fact Book Fall 2015](#)). Part-time faculty includes administrators who also teach.

Number and Percentage of Full-Time and Part-Time Faculty										
	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	#	%	#	%	#	%	#	%	#	%
FT Faculty	649	43%	663	44%	670	45%	631	43%	627	43%
PT faculty	864	57%	829	56%	821	55%	840	57%	823	57%
Total	1513	100%	1492	100%	1491	100%	1471	100%	1450	100%

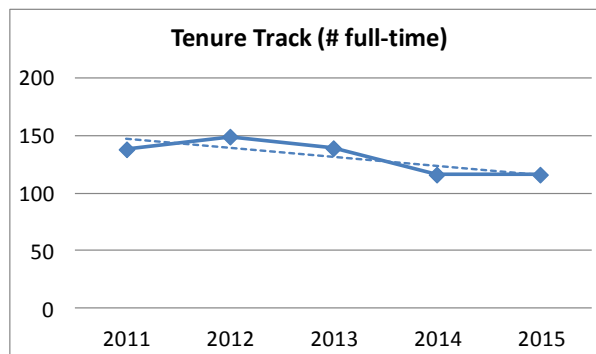
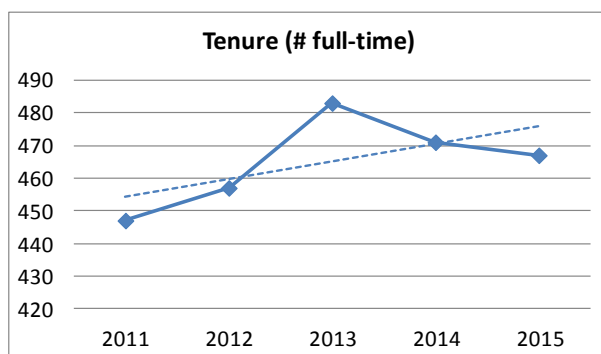
The mean percentage of full-time faculty in the period spanning 2011 to 2015 is approximately 43.6% with a high of 45% (2013) and a low of 43% (2011, 2014, 2015). The mean percentage of part-time faculty in the period spanning 2011 to 2015 is approximately 56.4% with a high of 57% (2011, 2014, 2015) and a low of 55% (2013). Thus, over this time period (2011-2015), the general trend has been constant in the percentages of part-time and full-time faculty while the actual numbers of both part-time faculty and full-time faculty have fluctuated slightly.

The number of credits hours taught by full-time and part-time faculty in the five-year time period from 2011 to 2015 is shown in the table below. While the number of credits taught has fluctuated slightly over the period from 2011 to 2015, the percentage of full-time and part-time faculty teaching those credits has remained constant.

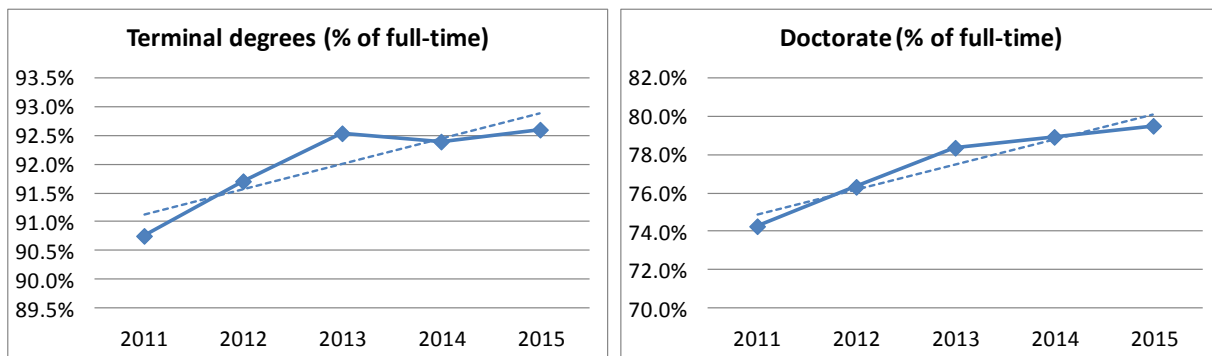
Number of Credit Hours Taught by Full-Time and Part-Time Faculty										
	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	#	%	#	%	#	%	#	%	#	%
FT Faculty	128,258	56%	123,353	56%	121,489	56%	115,402	55%	117,653	54%
PT faculty	99,024	44%	96,482	44%	93,818	44%	95,790	45%	99,383	46%
Total	227,282	100%	219,835	100%	215,307	100%	211,192	100%	217,036	100%

Across the institution, the number of full-time faculty holding tenure or tenure track positions gradually increased from 90.2% in 2011 to 93% in 2014 and 2015. The average percentage of full-time faculty holding tenure/tenure-track appointment was 92% in the period spanning 2011-2015.

As shown in the charts below, the number of faculty holding tenure has fluctuated from a low of 447 in 2011 to a high of 483 in 2013. In 2014, this number dropped to 471 and, in 2015, to 467. This drop may reflect recent VSO actions. However, as the number of full-time faculty in the institution has also decreased from 2013 (670 total full-time faculty) to 2014 (631) and 2015 (627), the percentage of full-time faculty holding tenure has increased from 72.1% in 2013 to 74.6% in 2014, remaining constant at 74.5% in 2015. The average for the 2011-2015 period was 71.8% of full-time faculty holding tenure. Considering only tenure and tenure track faculty over the 2011-2015 period, the proportion of faculty holding tenure has increased from 76.4% to 80.1% (tenure-track faculty proportion has dropped from 23.6% to 19.9%). The drop in total numbers of this cohort (tenure and tenure-track) from a high of 622 (2013) to 583 (2015) may suggest progression and promotion of existing faculty and the impact of VSO actions with a concomitant reduction of new hiring at the tenure-track level over the 2011-2015 period.



As indicated in the charts below, over the 2011-2015 period, the average percentage of full-time faculty holding terminal degrees (Doctorate, J.D., M.F.A., or M.L.S.) was 92%. This average represents an increase in the proportion of full-time faculty holding terminal degrees as the percentage rose from 90.8% in 2011 to 92.6% in 2015. Those full-time faculty holding Doctorate degrees rose from 74.3% (482 faculty) in 2011 to 79.5% (499 faculty) in 2015, while those holding Juris Doctorates declined from 12% to 9.4% and those holding MFA or MLS degrees has remained constant from 4% to 3.7%. The number of full-time faculty holding only Bachelor degrees has not fluctuated significantly and represented only approximately 1% of the total full-time faculty across the 2011 to 2015 period.



In the period from fall 2011 to fall 2015, the male/female full-time faculty ratios have steadily remained in the range of 56-57% Male and 43-44% Female. The table below illustrates that in terms of ethnic and racial diversity of the faculty, the composition has remained constant over the five period.

All Full-Time Faculty	Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	#	%	#	%	#	%	#	%	#	%
Black/African	34	5%	33	5%	30	4%	26	4%	24	4%
American	4	1%	4	1%	5	1%	4	1%	4	1%
Asian	76	12%	90	14%	97	14%	93	15%	92	15%
Hispanic/Latin	30	5%	29	4%	32	5%	31	5%	29	5%
White	493	76%	496	75%	496	74%	467	74%	466	74%
Unknown	7	1%	5	1%	3	0%	4	1%	5	1%
Two or More	3	1%	4	1%	5	1%	5	1%	6	1%
Native	2	0%	2	0%	2	0%	1	0%	1	0%
TOTAL	649	100%	663	100%	670	100%	631	100%	627	100%

Roles and Responsibilities of Faculty

Although the “teacher/scholar” model is not a term explicitly articulated in any University documentation, the term references the implicit expectations of balancing scholarship and teaching articulated by college deans, department and divisional chairs, and personnel & budget committees at every stage of employment. Moreover, it is implicitly defined through Article 3 of the [Collective Bargaining Agreement's](#) (CBA) “Initial Appointments” section, which states that the faculty is expected to conduct research and teach. Under “Faculty Responsibilities” in the CBA, both Article 9.02, “Teaching” and 9.03, “Research and Scholarship” state clear expectations related to effectiveness as a teacher and scholar, as well as continuous improvement. The CBA distinguishes between College of Professional Studies (CPS) faculty members and other SJU faculty members indicating that: “...faculty members are expected to be active in research and scholarship; the CPS and University Library faculty members are expected to engage in professional development.”

The CBA and [University Statutes](#) are the two major governance documents that define the relationship between St. John’s University and its faculty. The roles and responsibilities, qualifications, teaching loads, and hiring and promotion policies for full-time and part-time faculty are defined in the CBA and *University Statutes*. The University is successful in hiring, retaining, and promoting faculty because they adhere to the criteria promulgated in Article 7 of the *University Statutes* for hiring and promoting faculty. Article 7 refers to “Qualifications and Conditions for Faculty Appointment, Reappointment, and Promotion.” Possession of the terminal degree or equivalent is a requirement for most appointments although professional experience has been recognized as qualifying for certain professional programs.

Hiring and Retention

The University has clear policies in place for faculty hiring and promotion. Faculty are hired, retained and promoted in adherence to the standards stipulated in the [University Statutes](#) and [CBA](#), and fairly consistent processes are adopted across colleges, with variation dictated by the divergent needs of the particular school and its programs. The faculty data that appears in the most recent

faculty profile spreadsheet (see key Institutional documents) for all university faculty and by college enumerates the credentials and other important data to demonstrate the qualifications and academic preparedness of the faculty. These qualifications and demonstration of continued development and progress toward tenure are reviewed for all full-time tenure-track faculty via a detailed process with four layers of review, and these processes are described in the *Statutes* and summarized in the *CBA*.

The standards and processes in place for hiring faculty across the various colleges are documented by Human Resources under “New Hire Instructions and Procedure.” Human Resources also provides advertising support such as the [Higher Education Recruitment Consortium \(HERC\)](#), which offers national reach and is a champion of diversity, and which also provides resources for candidates who may have a trailing spouse interested in employment. Furthermore, utilized by most colleges is an Applicant Tracking System (OpenHire) that electronically collects all applications, CVs and employment data, has the capacity to share documents among search committee members, and ensures Clery Act compliance by notifying applicants where to go to view information.

However, there is no documentation per se of faculty hiring standards and practices by department and college. There is no stipulation in the *CBA* or *Statutes* that require a national search. According to information provided by deans and chairs, there is variation in hiring practices by department. Some departments are more likely to do national searches than others. SJC’s Dean defines a process that is fairly representative of all the Colleges, indicating that “each department advertises open positions in discipline-specific publications, newsletters, and/or media (e.g. Biological Sciences advertises in Science), or recruits at national conferences.”

The colleges keep detailed records of hiring, retention, and promotion and conform to University *Statutes* on retention and promotion. In terms of retention, information on faculty satisfaction is reflected in the [HERI full-time faculty survey results](#). Records also are kept indicating that faculty members leave for the following reasons: a) retirement, b) voluntary separation offer (VSO), c) end of contract, d) individuals choosing to leave the University for other employment, usually described as “Accepted Professorship at –”, e) voluntary/did not seek renewal of contract or

voluntary/did not seek reappointment, and f) death. Per Human Resources records, full time faculty turnover, excluding the faculty choosing VSO, remains between 1-2% annually.

Tenure and Promotion

Article 7 of the *CBA* specifies that the duties of the department or divisional chairperson include monitoring and guiding the professional development of the faculty to ensure the appropriate balance among teaching, research and service activities.

The "[May Memo](#)" from the Provost directs all faculty on the procedures to follow for faculty personnel actions for reappointment, tenure, and promotion as per Article 8 of the [University Statutes](#). The Memo provides i) calendar and timeline, ii) a link to the [Personnel Action Form \(PAF\)](#), which is used to document the faculty member's credentials, teaching, and research activity and, iii) miscellaneous suggestions, including a reminder to document and demonstrate teaching effectiveness in addition to documenting excellence in research and/or scholarship and service. The memo also indicates that chairpersons are expected to provide appropriate guidance to all faculty with respect to teaching effectiveness, but particularly to those seeking tenure and promotion.

Faculty who will seek or are seeking tenure and promotion submit the PAF. Article 8.05 and Article 9.05 of [University Statutes](#) specify that there are four levels of review for faculty promotion and tenure, respectively: 1) Department or Divisional, 2) School, 3) University, and 4) Board of Trustees and describe procedures. The [BOT](#) ultimately confers tenure and promotion in accordance with the *Statutes*. The *Statutes* also describe the process for annual review of tenure-track faculty for re-appointment, with documentation provided by the faculty member in the form of a PAF. If it has been determined in the formal annual review that the faculty member is not making satisfactory progress toward tenure and/or promotion, a discussion occurs between the faculty member and their dean about the volume of research, quality of teaching and involvement in service activities necessary to attain re-appointment and eventually tenure.

Faculty Rewards

The annual merit process as established in Article 14.03 in the CBA provides for Faculty Recognition Awards for teaching, research and service activities and has been updated in the most recently negotiated CBA, effective 2014. It applies to all full-time faculty. The [Annual Faculty Activity Report \(AFAR\)](#) that is submitted by faculty to their chairpersons and deans by mid-April, and in which faculty members document their teaching, research, scholarship, service, awards and professional development activities, asks whether the faculty member wishes to be considered for a Recognition Award, and whether the submission is based i) primarily on research or ii) primarily on outstanding teaching. The AFAR provides for the strategic goals of the deans to be considered in the annual merit process. Their strategic goals, which can influence the balance across teaching, research and service, can be given special weight in the merit process. Individual schools and colleges may supplement the university merit reward. Deans have the ability to provide incentives in areas of focus for the school or college. For example, The Peter J. Tobin College of Business offers a Dean's Award each year in each of the categories of teaching, research and service. The University recently adopted Digital Measures, a web-based faculty reporting system, to gain new insights into teaching, research and service efforts by faculty and to facilitate organizing and generating reports on faculty activities, including the PAF and AFAR reports.

Expectations and Support for Faculty Development

When a faculty member is initially hired, expectations on the appropriate balance among teaching, research, and service activities are communicated by the department chair. An assigned mentor from within the department helps guide the new faculty on teaching, research, and service activities as they transition to their careers at St. John's University. The promotion and tenure process, described above, ensures that an appropriate balance has been achieved across all faculty that are promoted and tenured. While the balance across these areas is not formally established by University *Statutes* or *CBA*, for untenured faculty, the balance is determined and communicated by

individual departments, divisions, colleges and the University through the formal review on progress towards tenure as described earlier.

The University offers support for faculty development and success in both teaching and research (for full-time, part-time and contract faculty and graduate students) through the offices of [Information Technology](#) (IT), [Center for Teaching and Learning](#) (CTL), [Writing across the Curriculum](#) (WAC) and the [Office of Grants and Sponsored Research](#) (OSGR). The programs offered by these offices are carefully assessed and HERI data for faculty shows that St. John's faculty take advantage of this support more than faculty at comparison institutions. There is also a commitment to research productivity as evidenced by a liberal travel policy, permitting faculty to attend conferences, meetings and workshops in their fields to network, caucus, present papers, and otherwise engage in their academic disciplines with like-minded colleagues. The University also supports faculty applications to pursue Fulbright awards. Since the last self-study, 13 St. John's faculty members representing 10 different departments across colleges won Fulbright awards to study in countries on four different continents.

The University's [Office of Information Technology](#) offers [Portable Professor™](#) Emerging Technologies Workshops for all faculty members to enhance the teaching/learning process. Faculty members frequently attend pedagogical workshops on campus as well as webinars. Prominent faculty development resources for SJU faculty are found at the CTL which supports excellence in teaching and encourages faculty to engage in research, scholarship, and other forms of innovative work that advance the understanding of the teaching and learning processes and how they relate to each other. To that end, the CTL has implemented several key initiatives that bring together faculty members from across the University. Major initiatives of the CTL include the following:

- Publication of a [resource guide](#) on the CTL website;
- Publication of a monthly [CTL Newsletter](#);
- Co-sponsorship, with the Office of the Provost, of [annual faculty research forums](#), where faculty present their research to the University community to further the university's goal of fostering a culture of academic excellence;

- Presentation of workshops, including a certificate program for participation in workshop events. Participants attending four or more workshops in "[The CTL Certificate Program](#)" receive a certificate at the end of the semester.
- Sponsorship of the "[Growth Grants Program](#)" which provides support to faculty members interested in enhancing their teaching skills, integrating technology into instruction, and developing groundbreaking courses with broad applicability. The Office annually awards grants of up to \$1,500 to faculty members to fund travel and attendance at conferences, participation in workshops and courses, and purchasing supplies for developing teaching materials.
- Sponsorship of the "[CTL Fellows Program](#)" which selects faculty members on a competitive basis to participate for a two-year period in a learning environment focused on applying technology to the courses they teach. Each fellow receives \$2,000 in funding to support attendance at conferences and workshops and to purchase supplies that further develop their understanding and skills in integrating technology into their teaching. Fellows disseminate their results internally to other faculty members through presentations and externally through other forms of "publication."
- Sponsorship of the "[Technology Associates](#)" program, which supports selected faculty in developing technology applications for their teaching. Associates are appointed for a two-year term and must participate in monthly meetings to discuss their work. Each Technology Associate receives a \$1,000 stipend to support their projects.

Both Fellows and Associates receive additional support from the university's e-Studio and the University Libraries. Between the 2009-2010 and 2013-2014 academic years, the Center awarded 8 grants of \$1,000, 11 grants of \$1,500, and 24 grants of \$2,000. In addition, during that same period the Center sponsored a total of 438 workshops including 6,933 participants. The Center offered most of these workshops in collaboration with one or more of the following: Writing Across the Curriculum (WAC), Information Technology, the University Libraries, and Online Learning and Services. Created in 2007, WAC supports faculty teaching with writing across disciplines in all colleges. It was awarded a 2014 National Award of Excellence from the Conference on College Composition and Communication. The CTL and WAC collaborate on the Faculty Writing Initiative, which includes a regular series of workshops and writing retreats to support part-time and full-time faculty research and writing.

Articles 9 and 10 of the CBA establish teaching loads, and specify restrictions on class sizes, student load, and number of preparations to ensure faculty have sufficient time to conduct research and participate in service activities. The OGSR represents the pre-award administration office at St. John's University and provides service and support related to funded research activities across all

schools and units at the University and collaborates with the Office of Business Affairs on post-award financial matters. OGSR runs workshops, assists faculty in preparation of grant proposals and consults with the Office of General Counsel, Biosafety, and the [Institutional Review Board](#) on issues relating to the conduct of a sponsored project and compliance with government regulations. It further coordinates with the Office of Institutional Advancement on matters related to foundation and corporate proposals. The OGSR identifies areas of potential collaboration among the various units of the University, assists faculty individually and through workshops in identifying possible sources of funding, and provides guidance and training in all aspects of the grant application process including proposal development, budgeting, compliance, and updates on federal funding programs. Some major initiatives out of OGSR that foster faculty development include the Summer Support of Research program which provides research funds to a limited number of full-time faculty each summer and the Grant Mentoring program. Grant support, both external and internal, as reported on HERI faculty surveys is lower than at comparison institutions.

An analysis of results from the 2010-2011 and 2013-2014 [HERI full-time faculty survey](#) reveals basic satisfaction with and good participation in faculty development opportunities. In both surveys, more than two third of all faculty reported participation in teaching enhancement development opportunities, above that at comparable institutions. Participation in paid workshop opportunities for teaching enhancement outside the university increased from 18% to 28%. A substantial majority of faculty indicated an awareness of institutional funding for travel to conferences and for other scholarly purposes. But there was an overall decline in satisfaction with support for such activities, perhaps attributable to the fact that institutional funding for this area was reduced in 2014 as part of efforts to assure a balanced budget. At the same time, faculty participation in grant seeking, which could provide funding for participation in scholarly meetings and other pursuits, declined to 24% from an already low percentage of 30%. In addition, the number of faculty self-identifying as ineligible for faculty development support or unaware of its existence increased.

The goal of faculty development is to improve scholarly output and teaching effectiveness of the faculty of St. John’s University. From the above-cited HERI surveys, scholarly productivity of full-time has increased as indicated below.

	2010-2011 survey	2013-2014 survey
High Scholarly Productivity	35.30%	39.70%
Average Scholarly Productivity	42.30%	46.60%
Low Scholarly productivity	22.40%	13.80%

Further, over the course of time spanning the two surveys, full-time faculty receiving funding for their work from foundations, state or federal government, or business or industry also increased from 25.7% to 30% of faculty participating in the survey.

With respect to any impact of faculty development in the area of teaching, student satisfaction can be one indicator of positive impact. The Graduating Student Surveys demonstrate that during the period ranging from 2011-2015, there was very little fluctuation in student satisfaction and perception of instruction quality from the graduating student survey (see Table 1, Appendix).

Faculty Involvement in Academic Programs

The mechanisms for faculty involvement in academic program development, assessment, and improvement are described in the University *Statutes*, Articles 4, 5, and 6. In summary:

- At the departmental level, new courses and academic programs are developed by individual full-time faculty, and discussed and approved by the relevant Undergraduate or Graduate Education Policy Committee (UEPC and GEPC), consisting of both untenured and tenured full-time faculty (*Statutes*, Article 4). Subsequently, the academic programs are discussed and approved by Faculty Councils of the individual colleges that have, by university Statute, the legislative authority to formulate and maintain educational policies of that college subject only to the BOT. Faculty members have the opportunity to review and revise the proposed courses at both levels. Departmental UEPCs/GEPCs and Faculty Councils of individual colleges also regularly review existing academic programs and courses, and discuss their possible improvements.
- Each department performs assessment of the existing courses. The results of this assessment are uploaded into the WEAVEonline database, which is accessible to all faculty members.

- Typically, any issues related to academic courses and program improvement are discussed at regular department meetings.
- The University Senate is responsible for the formulation of educational policies that relate to academic programs affecting more than one school. The University Senate Membership is described in the *Statutes, Article 6*.

Over the past five years all courses and syllabi have been listed and made accessible online and assessment materials are available online to all faculty members. The following positive outcomes can also be related to recent faculty involvement in academic program development, assessment and improvement:

- Number of hybrid and online courses offered has significantly increased.
- Many courses now have an academic service-learning component.
- New study abroad courses have been developed and offered.
- St. John's students will have to be prepared for global competition. This has been increasingly recognized by faculty who strive to develop and enhance global competencies of students.

Full-time faculty members are also actively engaged in accreditation activities where relevant and in program review through participation in periodic [Academic Program Review](#) performed by all Colleges. The most recent Academic Program Review is in progress.

Assessment of Faculty

Full-time faculty submit Annual Faculty Activity Report (AFARs) to their respective deans at the end of each academic year. These provide a means for assessing all three legs of the academic stool – Teaching, Research, and Service. The AFARs are also used to determine special awards and annual merit awards. Tenure-track faculty who are not yet tenured are evaluated each year for their classroom teaching by their department chairs and deans. The teaching evaluations become part of the faculty member's Personnel Action Form. Personnel Action Forms, submitted by Faculty when applying for reappointment, tenure or promotion, allow for a periodic and consistent review of faculty progress year-to-year, and are accompanied by mentoring activities and regular

communication with chairs and deans. Classroom observation of tenured faculty occurs on a seven-year cycle through a post-tenure review process described in Article 12.04 of the *CBA*. Part-time and contract faculty are evaluated each year through classroom observation by the department chair or assistant chair.

Students assess faculty performance through classroom evaluations and course-level learning objectives are assessed in WEAVEonline. Student/faculty engagement is also assessed with surveys administered by the Office of Institutional Research. For example, on the [2014 NSSE survey](#), SJU engagement indicator scores for student-faculty interaction and effective teaching practices for first-year students and seniors were within one point of its Carnegie Peer Institutions. In the most recent [Graduating Student Survey](#), ninety-two percent of graduating seniors indicated that they were satisfied or very satisfied with their overall experience at St. John's, and seventy-seven percent rated the quality of instruction as "good or excellent" (see Table 1, Appendix).

Utilization of Part-time Faculty

The Office of Institutional Research maintains statistics concerning university personnel and publishes an annual [Fact Book](#). Within the Fact Books are the numbers of full-time and part-time faculty. The percentage of part-time faculty utilized vary by colleges and is a function of the individual college's teaching needs and the college level accreditation standards that they need to meet.

Over the time period (2011–2015), there was very little fluctuation in student satisfaction and perception of instructional quality overall within the graduating student survey. Within the student satisfaction inventory, survey questions and data are used to identify student satisfaction versus expectations to identify gaps in performance. One survey question in particular addresses competence of adjunct faculty instruction (specifically, "adjunct faculty are competent as classroom instructors"). The gap between perceived importance of this issue and student satisfaction amongst St. John's students has been reduced significantly.

Support for Part-time Faculty

The University's most complete data for part-time faculty's perception of support comes from the [Higher Education Research Institute \(HERI\) survey](#). HERI surveys were completed for St. John's University in 2010-2011 and 2013-2014. Part-time faculty survey data was obtained with 71 respondents in the 2010-2011 survey, and 39 respondents in the 2013-2014 survey (see Table 2, Appendix).

Relevant Survey responses

- Office space (private or shared) for part-time faculty – response rate has increased from less than 50% of respondents to more than half (61.6 %). The results indicate that nearly 40% of part-time faculty report that they do not have dedicated office space for class preparation and meeting with students. The survey results also indicate that satisfaction with office space has not improved over time with over 60% of part-time faculty responding that they are only marginally satisfied or not satisfied with office space.
- Part-time faculty satisfaction with clerical/administrative support has increased marginally over time with very satisfied/satisfied respondents of 74.6% increasing to 77%;
- The majority of part-time faculty disagree somewhat/disagree strongly that they are given specific training before teaching from both surveys, indicating a possible area for improvement;
- Access to support services has dropped slightly from 85.9% to 82.1% for the agree strongly/agree somewhat categories between the two surveys.

Comparison of responses between the [2010-2011 and 2013-2014 HERI surveys](#) suggests that part-time faculty surveyed (39 respondents) have reduced job satisfaction at St. John's (see Table 3, Appendix). This result may call for a more comprehensive survey sample to determine if this is an issue.

Further support for part-time faculty came in the form of guiding and mentoring for effective curriculum delivery. For example five full-time faculty members in the history department took part in the Tuning project. In 2012, in an effort to determine if the learning goals were being met, the SJU Core Curriculum Council made History 1000C the focal point of their assessment efforts. They started by clarifying the goals and expected outcomes for History 1000C, and then distributed them to all full-time and adjunct faculty members teaching the course. The history department then collected all syllabi from introductory courses, including History 1000C, History 1010, World History I, History 1301, and History 1302 in SJC. After reviewing these syllabi, it became

clear that many of the adjunct faculty needed guidance, and therefore the Tuning project participants created sample syllabi and guidelines with enhanced writing assignments. The Tuning project helped ensure that course goals were being addressed in HIS 1000C, and that the course would remain part of the core curriculum at St. John's. To improve teaching and learning in English 1100C, the english department recently launched a program in which adjunct instructors have faculty mentors assigned, who perform classroom observations, review syllabi and assignments, and discuss teaching practices. In addition, the english department of SJC organized a series of faculty workshops specifically around English 1100C, with the goal of helping faculty members design syllabi and course assignments, improve teaching practices, and assess the course. ENG 1100C syllabus and assignments were subsequently revised, with special focus on "suggested readings" and "suggested assignments."

Utilization of Contract Faculty

In *Fact Books* the faculty profile contains the statistics for full-time faculty where tenure/tenure track is listed as "Not applicable." and are termed "contract faculty." Contract faculty are temporary full-time faculty, the term of employment being that stipulated in the contract but not exceeding one year. The number of contract faculty per semester, and the number of times a contract faculty member's contract may be renewed, is stipulated in Article 3.02 of the *CBA*. The table below shows the utilization of contract faculty by college/division/school. There was a slight change in utilization of contract faculty over the last five-year period.

Number of Contract Faculty per Year					
School / College / Division	2011	2012	2013	2014	2015
SJC (and Institute of Core studies for 2009)	24	19	22	18	19
SOE	3	3	2	2	2
TCB	8	8	7	4	5
CPHS	4	5	1	6	4
CPS	2	4	1	0	0
LAW	20	18	15	14	14
LIB	0	0	0	0	0

Utilization of Graduate Assistants (GAs)

The graduate programs at SJU, with an enrollment of 4,671 in 2015, are closely intertwined with the University's undergraduate programs and contribute significantly to the quality of teaching and research at the University. The research performed by the graduate students under the guidance of their faculty mentors contributes to their scholarly development. In addition, it contributes to the continued professional growth of faculty members and the graduate students who can utilize the research findings to make presentations at conferences, and write scholarly articles and grant proposals for external funding. Engagement of graduate students in seeking and producing new knowledge contributes to their professional development and is reflected in the quality of their contributions to teaching, mentoring and tutoring the undergraduate students.

Graduate students may be assigned Graduate Assistantships upon application, sometimes with teaching assignments. Graduate Assistants (GAs) are full-time graduate students who receive a stipend and tuition remission for 12 credits per semester, and must dedicate 15 hours a week to a variety of assignments. In the fall of 2011, Human Resources partnered with the Provost to review and evaluate 141 non-academic Assistantships to ensure the student experience met academic expectations. All GA descriptions were reviewed; almost all were modified in some way and 30 (21%) were transitioned to student worker roles as they did not meet academic criteria. The creation and filling of a new position – Vice Provost for Graduate Education (now Senior Vice Provost) – promises to improve the process further. The Office of the Senior Vice Provost started a process during fall 2014 with HR and IT offering the ability to track every GA and doctoral fellow through the different academic programs and non-academic offices. The new process will be completely online, track-able and will eliminate paper. It also will be transparent for students and easier in terms of the process for identifying a GA position on campus.

RECOMMENDATIONS

- Ensure that the ratios of full-time to part-time faculty in individual colleges assure academic quality.
- Strengthen communications between the institution and part-time faculty and identify/implement strategies to increase their participation in institutional surveys to better understand their needs and concerns.
- Enhance support and infrastructure to increase faculty participation in sponsored research.
- Develop and employ a comprehensive approach to faculty development, training and mentoring to ensure faculty and student success.
- Fill faculty positions through national and international searches in alignment with disciplinary hiring season in order to recruit the best candidates consistent with institutional and unit strategic priorities, and reflective of the rich diversity of the student body.

CHAPTER 8

Standard 11: EDUCATIONAL OFFERINGS

The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings (Characteristics of Excellence in Higher Education).

St. John's University offers seventy seven (77) undergraduate majors, one hundred one (101) graduate/post-baccalaureate programs and one hundred one (101) combined/dual undergraduate/graduate degree programs administered by the six colleges. In addition, the University offers twelve (12) accelerated three-year undergraduate degree programs at its [Staten Island](#) location. More than 500 courses are listed in the university's [Undergraduate Bulletin](#) and more than 525 courses are listed in the university's [Graduate Bulletin](#). Students have access to electronic as well as paper copies of the undergraduate and graduate bulletins. Furthermore, these bulletins are archived (since 2005 for the Undergraduate *Bulletin* and since 2004 for the Graduate *Bulletin*) so that the students can view the curriculum requirements in terms of the program requirements under which they entered the University. Bulletins older than that are maintained in hard copy in the University Archives and the Office of the Provost.

SJU's educational offerings at the undergraduate and graduate level show academic content, rigor, and coherence that are appropriate to university's mission. All course sections, whether delivered on-line or at remote locations, and by full-time as well as part-time faculty, follow comparable standards for course rigor and quality as the syllabi are the same, and departments governing the course are the same. Faculty councils within each college oversee curriculum and evaluate academic content. All syllabi for new courses are vetted through the Undergraduate and Graduate Education Policy Committees of the respective departments and divisions before they are adopted; reviewed by the College Curriculum Committee to ensure that all the learning goals and outcomes meet the college criteria and are clearly stated for students; and are approved by the Faculty Councils. SJU strives to maintain high academic standards for its undergraduate and graduate programs and this process of syllabi review is designed to ensure that the rigor of the curriculum is maintained.

New academic programs must be approved by the Faculty Council of the unit that proposes to offer the program; graduate level programs also require approval by the Graduate Council. Following these approvals and approval by the Office of the Provost, where they are reviewed for their fiscal implications, programs are forwarded to the University's BOT. Faculty make a formal presentation of the proposed program at a meeting of the Academic Affairs Committee. After deliberation, the Committee recommends the proposed program for final approval by the Full Board or remands it back to the faculty for modification.

An additional layer of review is then provided through the New York State Education Department (NYSED), which must approve and register all programs before they can be launched. Forms and instructions for registering programs are found on the [NYSED website](#). Programs must meet quality standards that include a coherent curriculum delivered by qualified faculty; adequate instructional resources, including information resources and classroom facilities; and coursework that meets requirements for the awarding of credit. NYSED standards for the latter are basically identical to those required by MSCHE. Programs designed to prepare students for certification as teachers within the State are reviewed separately to assure that the curriculum meets the criteria for teacher certification. Masters level programs must be reviewed by an expert in the field; doctoral programs are reviewed by two such experts, who must be approved in advance by NYSED. External evaluators make a site visit to the campus and review all materials intended for submission to NYSED. The evaluator must certify that he/she has no conflict of interest in conducting the review (NYSED sets out the definition of conflict of interest). The evaluation is submitted to the institution, which must respond to the evaluation, modifying the program to correct any deficiencies/ weaknesses cited by the reviewer or presenting a compelling reason for retaining the original proposal.

Evaluation is also accomplished via university-wide academic program review of existing programs, completed most recently in 2009 and in process at present. [Academic program review](#) is performed by the academic deans and their faculties, and provides opportunity to consider the academic content and rigor of the University's educational offerings, and make certain these are

appropriate to the degree levels(s) and aligned with learning outcomes. Instructions for performing the academic program review, along with review templates and calendar, appear on the website. Programs are assessed in terms of their quality, market and internal demand, cost effectiveness, and centrality to mission. A rubric is used to determine a program's score in the categories of demand, mission, and quality (inputs, process, outcomes and environments), with ratings being: "developing" (1), "meets expectations" (2) or "exceeds expectations" (3). Evidence collected as part of the program's ongoing program-level assessment and recorded on WEAVEonline, serves as the foundation of the review. On the basis of the findings, recommendations are offered to enhance, maintain or reduce support/discontinue the program. Results of the academic program review help inform academic program plans, the next institutional strategic plan, and the Middle States self-study accreditation process.

Effective beginning 2012-2013, St. John's University's [Collective Bargaining Agreement](#) mandates posting of updated outlines for each course (including those with multiple sections) every semester. The postings must include statements of course goals, objectives and expected learning outcomes. Most professors post course outlines on Blackboard or MySJU (departments sometimes share all course outlines among department faculty in Digication e-Portfolios). At the Law School, professors typically use TWEN (Westlaw's classroom). Programs with external accreditation also have documented program requirements that are provided to the students. This is further discussed in Chapter 11.

Communication of Learning Outcomes to Students

To comply further with these mandates, the six colleges have implemented various strategies to improve their communication with students and to engage students in the processes of integrative learning, assessment, and quality-improvement (see Table 6, Appendix, and specific reference in Chapter 11). For example, the [College of Pharmacy and Health Sciences \(CPHS\)](#) has a dedicated Office of Assessment, headed by an Associate Dean for Assessment and three full-time staff, to assist faculty and students with assessment. The office compiles comprehensive data for all

programs in the college. For students, CPHS has implemented a Culture of Assessment Project, in which students assemble for student town hall meetings with deans and faculty in their disciplines to discuss updates in the programs, student expectations, and programmatic learning outcomes. The project also engages the students in the ongoing assessment process and helps them promote tools for self-assessment. CPHS also provides access to RxPortfolio for all students. This tool allows students to compile a portfolio over the course of their studies and reflect on their progress in the program. The M.S. students in the Toxicology Program are also participating in a pilot program of e-Portfolios through Digication.

[The Peter J. Tobin College of Business \(TCB\)](#) communicates the expected student learning outcomes in the university's undergraduate and graduate *bulletins*. With reference to multiple sections, in some departments of TCB, the faculty and chair assess student outcomes on institutional, program and course levels. The Assurance of Learning (AOL) Committee (created in 2006) has stated as one of its objectives that all departments assess student learning outcomes at all levels, including at the course level.

[The School of Law \(LAW\)](#) communicates the expected student learning outcomes in its handbook and registration materials. Because the School of Law integrates skills, career readiness, bar-exam preparedness, values, and ethics across the curriculum, students have several non-credit courses and meetings in which they discuss learning outcomes and assessment with members of the administration, faculty, and Career Development Office.

[The School of Education \(SOE\)](#) follows a number of New York State guidelines to assess new teacher preparedness. Additional tests assess academic literacy and specific content areas. If graduates' success rates on state exams decline, the content courses are reviewed and modified if necessary. SOE maps CAEP standards to courses, as well as NYSED standards. SOE reviews data continuously and makes adjustments to courses based upon this data as needed. Additionally, the State of New York requires all teacher preparation candidates to take and pass the EdTPA exam for certification. The School of Education prepares students to take and pass this exam.

[St. John's College of Liberal Arts and Sciences \(SJC\)](#) has several methods in place to monitor learning outcomes and communicate them to the students. The Bulletin states the requirements for each of the College's majors and minors. A syllabus with detailed learning objectives is available for each course. Doctoral programs have student handbooks with clearly delineated learning objectives and program requirements.

Meeting Assessment Requirements Associated with Accreditation

All professional programs currently hold full accreditation from the relevant agencies, and students are subject to rigorous licensure examinations from New York State in programs which lead to State licensure. These accreditations require periodic self-study, curriculum-mapping and regular reports on academic excellence as well as periodic comprehensive reviews for re-accreditation by external agencies. These include the American Bar Association (ABA) (Law School and CPS's Legal Studies Program), the Association of American Law Schools (AALS) (Law School), Association to Advance Collegiate Schools of Business (AACSB) (TCB), Accreditation Council for Pharmacy Education (ACPE) (CPHS), National Accrediting Agency for Clinical Laboratory Sciences (NAACLS) (CPHS), Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) (CPHS), and Joint Review Committee on Education Programs in Radiologic Technology (JRCERT) (CPHS), Council for Accreditation of Counseling and Related Education Programs (CACREP) (SOE) and Council for the Accreditation of Educator Preparation (CAEP) (SOE). The American Psychological Association (APA) accredits both the Ph.D. and Psy.D. programs in the Psychology Department (SJC). In 2004, the Department of Art and Design (SJC) gained National Association of Schools of Art and Design (NASAD) accreditation. Each program undergoes continued review at an interval based on the outcome of the evaluation with every eight years being the maximum. Both doctoral programs in the Psychology Department have repeatedly been awarded 7-year accreditation. The Computer Science program is currently seeking accreditation from the Accreditation Board for Engineering and Technology (ABET).

The schools also closely monitor student performance on external examinations, including licensure exams. Student performance on these exams allows the respective programs to identify strengths and weaknesses in the curriculum. Each relevant college sets performance goals for exam pass rates. In CPHS, for example, the Board of Pharmacy licensing exams provide comparative information of student performance compared to other schools as well as data on performance in key content areas tested. The Doctor of Pharmacy students also take a Pharmacy Curriculum Outcomes Assessment in their third professional year of the six year program. The aggregate data help to evaluate the preclinical curriculum and acquisition of competencies that are necessary for successful progression in the program.

The School of Law (LAW) expects that all students should be able to succeed on the bar examination. In 2014, LAW had the fourth highest passing rate in New York State, behind only Columbia University, New York University, and Cornell University. At the Law School, where students have historically been assessed by one exam at the end of the semester, the faculty has moved toward incorporating assessment in different ways through the semester. The Law School's Associate Academic Dean, faculty, and Curriculum Committee closely monitor courses for high quality, rigor, and consistency among different sections.

Several deans also have instituted advisory boards consisting of professionals and experts to guide curriculum and program development. For example, in the [College of Professional Studies \(CPS\)](#), an Industry Advisory Board specific to each major meets once a semester and issues periodic reports and recommendations for improvement. In fall 2014, CPS established a subcommittee of the Curriculum and Educational Policy Committee of its Faculty Council to develop learning outcomes and evaluate student outcomes. Each division of the college will post its findings on WEAVE, which all faculty can access. CPHS has a Dean's Advisory Board that makes recommendations for the pharmacy program. Similarly, TCB has a Dean's Advisory Board that meets regularly to engage in planning and to recommend strategic initiatives.

In 2006 TCB formed the Assessment of Learning (AOL) Committee, consisting of administrators and faculty from each department, which determined that every undergraduate and

graduate required course should have a commensurate course-level assessment to ensure that students were meeting the learning outcomes for that course. The AOL Committee developed measurement instruments, such as embedded questions, projects, cases, and other direct course-level assignments. Two positive results ensued. First, all departments now review more closely the treatment of topics in the various sections of a course to ensure that faculty members adhere to syllabi. Secondly, the AOL Committee identified and acted upon a need for additional required courses in the MBA program, since the structure of the program, with numerous waivers, allowed certain managerial competencies (finance or marketing, for instance) to be bypassed entirely, depending on a student's choice of classes; hence, the learning goal for a broad-based business knowledge for future managers was not addressed. In line with this finding, a recent revision to the MBA structure, while including fewer credits, has, in fact, made all the required courses non-waivable for all students except those who would substitute a higher level course for the core course when entering with over 5 years of professional experience in the relevant field.

The results from the various measurement instruments revealed that 75% of TCB undergraduates obtained a score of 60% or higher, and 75% of TCB graduate students obtained a score of 70% or higher on assessments of students achieving the learning goals and objectives for the specific courses. TCB continues to explore solutions to increase the passing rate on these measures. For examples, it has

- i) increased the reliability and validity of the embedded questions and other measures;
- ii) focused on standardized examinations as measures, such as the CPA examination for the accounting and taxation programs. The Department of Accounting and Taxation prepared a report on the undergraduate and graduate student results on the uniform CPA examination and presented it to the Dean of the College. TCB has now taken steps to improve the CPA test results, including a CPA Review program for students in the four- and five-year programs, and incorporation of all content specifications of the CPA exam into relevant course syllabi;
- iii) changed the introductory and capstone courses to include a live case project (pro bono work) to improve students' group presentation skills by incorporating an oral team presentation to not-for-profit executives on the semester's project findings;
- iv) increased the number of and student enrollment in global business courses, including courses that are offered in study abroad (TCB's Global Destination Course program);

- v) added Career Services professionals embedded in the College to assist students with internships and career planning, and added additional professionals within the School of Risk Management to counsel students on careers in risk management, insurance, and actuarial science.

Similarly, CPS uses embedded questions in the final exams of freshman introductory courses to evaluate whether the students have mastered fundamental concepts. The faculty receive the results and identify areas that need attention. In addition, faculty in all majors are encouraged to incorporate exam questions to measure the level of mastering specific program objectives. The college uses WEAVE to summarize and communicate information about student competencies.

CPS has for the past ten years used a sequence of Drugs and Disease courses to monitor the efficacy of the integrated, cross-disciplinary, team-taught advanced Pharm. D. classes. The course approaches diseases system by system, integrating the pathology, pharmacology, medicinal chemistry, and clinical therapeutics relevant to that system. The college Faculty Council mandated this ongoing assessment as it initiated this innovative course design. Student performance in each area is monitored by the Office of Assessment and reported to the relevant department chairs, to the Assessment Committee, and ultimately to the Faculty Council. As a result, CPS has modified the courses to improve student learning outcomes. The American Association of Colleges of Pharmacy publishes comprehensive guidelines for the ongoing development of the Pharm. D. program, through its [Center for the Advancement of Pharmacy Education \(CAPE\)](#). CAPE's advisory panel is composed of educators and practitioners nominated for participation by practitioner organizations. [CAPE 2013](#) represents the fourth iteration of the Educational Outcomes. The college actively engages in mapping the curriculum to the CAPE learning outcomes.

The faculty of the new Master of Public Health program is currently mapping its curriculum to educational outcomes in preparation for its application for accreditation from the [Council on Education and Public Health \(CEPH\)](#). Following approval by NYSED, this program admitted its first students in fall 2012. The first cohort graduated in May 2015. Similarly, the Master of Science program in Physician Assistant was recently approved by the NYSED and is currently in the process of being submitted to the ARC-PA.

SJC, as a liberal arts college with nineteen departments, has several programs that do not require accreditation. The college does take part, however, in a number of benchmarking activities against area institutions.

Synthesis of and Reflection on Learning

The University takes seriously its goal of ensuring that students synthesize and reflect on their learning and understand the interrelationship of their academic requirements. Departments and programs strive to develop students' awareness of learning outcomes and students' synthesis of and reflection on their learning both within their majors and minors and across their entire educational career, including their core and general education experiences. The synthesis and application of knowledge is accomplished in several colleges by capstone projects, internship experiences, independent research projects, and academic service learning. The University also provides students with the opportunity to have a [Digication](#) e-Portfolio. With access to Digication students not only have a platform for synthesis and reflection, they also have the opportunity to share their synthesis and reflection with potential employers. Many courses offer students guidance in developing their e-Portfolios and the [Institute for Core Studies](#) offers a one-credit course in which undergraduate students from any year and any major can develop their e-Portfolios.

In CPS's Computer Science program, juniors or seniors undertake a project to build a system for real-world application for non-profit clients. For example, students last year designed a room reservation system for Ronald MacDonald House that today facilitates families' access to the center. Internships, while optional, are available to most students, targeting achievement of an institutional goal that any student who wants an internship can secure one. A partnership with the Entertainment and Sports Programming Network (ESPN) has provided opportunity for Communications students majoring in TV and Film to work at St. John's sporting events with ESPN professionals in filming, editing, and producing programs.

In TCB, all students, undergraduate and graduate, take at least one capstone course. Some take an additional capstone course in their major.

The CPHS is striving for increased self-assessment by the students, through such tools as Rx Portfolio and Digication with appropriate orientation and interaction with faculty about learning outcomes. The students are introduced to the pharmacy profession through an Introductory Seminar and the Introduction to Pharmacy Practice, which also incorporates discussion of learning outcomes and curriculum. Before they enter their first professional year, pharmacy students must pass a progression interview, where members of the faculty question them on their knowledge of the profession, their educational goals, and their communication skills. All students in undergraduate, professional, and graduate programs are interviewed by a faculty member about their experience at St. John's. The data are then used to adjust or change programs, curriculum or delivery. In the CPHS, the professional programs in pharmacy, physician assistant, clinical lab sciences, and radiological sciences all include extensive internship and externship experiences supervised by faculty and clinical affiliates. Students in the graduate programs, M.S. and Ph.D. in Pharmaceutical Sciences, M.S. in Pharmacy Administration and Master of Public Health (MPH) carry out novel research projects in the lab or community (MPH) supervised by faculty mentors. The toxicology undergraduate students complete a capstone project as part of a senior course. The course culminates in a toxicology Expo, in which a day is devoted to student presentations on topics in the field of Toxicology and a keynote lecture by and meetings with a prominent toxicologist.

The Institute for Biotechnology offers an interdisciplinary master's program with course work drawn from the chemistry and biology departments in SJC and pharmaceutical sciences and pharmacy administration and public health in CPHS. A semester-long internship at a local biotechnology company is a required component of this program which has drawn highly qualified students including three Fulbright students in the last three years.

The Law School faculty, administration, career development office, and alumni office work together to give students the knowledge and skills they need to find employment they will find fulfilling and satisfying. The students are made aware of this collaboration in their freshman year.

As of fall, 2010 all students in [Discover New York](#) (DNY), a core course, complete an [Academic Service-Learning](#) (AS-L) component, fulfilling this high impact learning practice within

their first year at the University. After students complete their AS-L requirements for the DNY class, they are asked to write an essay, or some other form of written or oral expression, that grounds the act of service in its larger theoretical context and allows students to connect with the Vincentian mission of SJU.

The number of unduplicated students participating in AS-L across the University has increased from 4,790 in 2012-2013 to 5,986 in 2014-2015 surpassing the target of 5,000, with each college offering courses with an AS-L component. The chart below shows the breakdown of AS-L courses by college (including DNY) for the academic year 2014-2015, with a total number of AS-L courses totaling 495 for that year.

School / College and DNY	Fall 2014 # of Courses by College and DNY	Spring 2015 # of Courses by College and DNY
DNY - core course	60	55
CPS	29	32
CPHS	32	38
SOE	54	28
SJC	57	52
TCB	27	31
Total	259	236

According to surveys of graduating students in 2014, 73% of undergraduate students and 66% of graduate students reported that the teaching of Vincentian values had a positive influence on them, which allows for the inference that AS-L contributes to these results.

Minors/Double Majors

In addition to their majors, undergraduate students in all colleges of the university have the opportunity to seek minors or second majors that meet their personal interests or career plans. Requirements for minors and double majors are described in the University *Bulletins*. Minors may include offerings within one college or across colleges. For example, the School of Education (SOE) collaborates with SJC to provide content instruction for adolescent education. Students can also run “what if” analyses from the University Information System (UIS) to analyze what coursework is

necessary for a minor or double major and to consider whether the addition of a minor or double major would defer graduation date. If a student decides to add a minor or double major, the necessary advising and approval process is completed in the college dean's office or between the deans' offices of two colleges.

The University offers several interdisciplinary minors, such as Africana Studies, American Studies, Catholic Studies, Italian American Studies, Global Studies, Multi-Culture and Multi-Ethnic Studies, New York Studies, Social Justice: Theory and Practice in Vincentian Tradition, and Women and Gender Studies. Minors may be college based or department based.

Dual Degrees and Interdisciplinary Education

[Academic programs and majors](#) offered at St. John's include more than one hundred dual undergraduate/graduate, graduate/graduate, or graduate/professional programs through its six colleges. Typically students apply to the combined programs in the junior year and must meet admissions criteria and submit credentials indicating strong academic record and potential for graduate study. There are policies and procedures to assure that the educational expectations, rigor, and student learning within any accelerated degree program are comparable to those that characterize the more traditional program formats. Dual degree programs, which take many forms, enable qualified students to earn two degrees in a time-shortened format. In some instances, students earn both their undergraduate and graduate-level degrees in the same discipline. The increased demand for skills that span classical disciplinary boundaries has prompted the development of many interdisciplinary programs as well. Students can combine an undergraduate degree in one discipline with a master's degree in another discipline. Frequently, the graduate degree is a professional degree. For dual baccalaureate/masters degree programs, students enroll in graduate-level courses (usually 12 credits) during their final year of undergraduate study, and the credits for these courses are counted toward both the baccalaureate and graduate degree. Dual graduate level programs, which are less numerous, allow students to use certain credits from one program to fulfill requirements for the other. Dual degree programs, which, like all other academic

programs, require approval from the NYSED are described in University communications as “combined” programs, since that term has been deemed more “user-friendly” than the official terminology of “dual” degrees. These dual degree programs are described in both the undergraduate and graduate *Bulletins*. In all instances, students benefit from both reduced costs and reduced time-to-degree.

The interdisciplinary programs frequently span academic units. For example, a combined B.A. or B.S./J.D. program permits exceptionally qualified students with well-defined professional goals to complete their academic training in six years, earning a B.A./B.S. degree from St. John’s College and a Juris Doctorate degree from St. John’s School of Law. Interested students must contact the Pre-Law Advisor in the St. John’s College Dean’s Office before the start of their junior year. Students in the Law School have the opportunity to obtain J.D./M.B.A. or J.D./M.S. in accounting degrees offered in collaboration with Tobin College of Business or J.D./M.A. in Government and Politics offered in collaboration with St. John’s College.

The Division of Library and Information Science (DLIS) received approval for two new combined degree programs from NYSED in April 2015, one that would permit qualified students to earn both a Bachelor of Science degree (B.S.), either in computer science or information technology from CPS and a Master of Science in Library and Information Science from SJC and another combined degree involving B.A. in French, Italian or Spanish with the Department of Modern Foreign Languages and Master of Science in Library and Information Science from the DLIS. These combined degree programs enable students to earn their degrees within a shortened time frame of five years of full-time study. The Sport Management Program in CPS offers a five-year B.S./M.S. program for St. John’s students and also has an affiliation with St. Thomas Aquinas College, allowing their students to earn a five-year B.S./M.S. degree.

St. John’s also offers joint degree programs with other institutions. In the highly competitive accelerated joint-degree B.S./D.P.M. and B.S./O.D. programs, qualified students can earn a B.S. in biology from St. John’s and a D.P.M. from New York College of Podiatric Medicine, or an O.D. from

SUNY Optometry, in seven years. These programs are open only to incoming freshman with superior credentials. Admission interviews are required.

The M.S. in Biological and Pharmaceutical Biotechnology is an innovative interdisciplinary program comprised of courses given by the departments of biological sciences and chemistry in SJC, and the departments of pharmaceutical sciences and pharmacy administration and public health in CPHS. The program is administered by the Institute for Biotechnology under the auspices of the Office of the Provost.

Health professions accrediting agencies are strongly recommending that colleges incorporate curriculum exercises that develop skills that facilitate communication among various members of the health care team into the professional curricula. CPHS has begun developing courses that enroll students from the various health professions. For example, a health care seminar course includes pharmacy and physician-assistant students. Similarly, a pharmacogenomics course, which is a collaboration among the three departments in CPHS, will incorporate research supervised by an interdisciplinary team to address a specific topic. The research may be basic bench science, community-based or clinical and all participating students will experience how the question/topic is addressed from different perspectives.

TCB undergraduate students all take liberal arts courses as part of their graduation requirements. Several courses, such as "[GLOBE](#)", an academic, student-managed microloan program providing small loans to budding entrepreneurs living in impoverished conditions around the world; and, interdisciplinary activities, such as the James and Eileen Christmas Business Plan Competition, are open to students from across the University.

Transfer Credit

St. John's University established an [Office of Transfer Student Services](#) (TSS) in fall 2009 (see Standard 9) to assist transfer students from acceptance to enrollment, through their first semester. In collaboration with the Office of Admission and the various deans' offices, the TSS provides transfer students with guidance during their transition to SJU. In addition, the TSS acts as a gateway to the many support services and departments across campus. The Transfer Student

Services Team has been merged with the Office of Admissions. This merger has provided the TSS team to now have full use of the Welcome Center resources as well as having additional staffing to assist with recruitment.

Upon acceptance, a TSS advisor schedules a one-on-one meeting to discuss potential credits granted and various course options. The advisor also facilitates the registration process. The TSS advisor informs the student how many credits will transfer and how that will affect the student's matriculation. The criteria for accepting credit transfer typically depend on whether it was earned at a college/university that is accredited by a regional accrediting organization. Public disclosure of the policy of transfer of credit is described under [Transfer Credit Policy](#) on the University website. In recent years, TSS and the Office of Admission has been establishing partnerships, or strengthening partnerships, with the largest feeder community colleges, mostly in the primary market. Articulation agreements between St John's and these schools allow for a more seamless transfer of credits and both parties are able to communicate and consult with each other to ensure the success of the student.

The Transfer Office holds several workshops to facilitate transfer students' transition from their previous institution to St. John's. The Transfer Office also collects data from the students on their transfer experience, including their satisfaction with the number of credits accepted for transfer and the ease with which they were integrated into the department of their chosen major. The Transfer office is in the process of compiling retention and graduation data on transfer students with the objective of improving its services for transfer students.

Over the past five years, as reported to [American Bar Association](#), the Law School has seen an increase in transfer students from other law schools after the first year going from 3 transfers in academic year 2010-2011 to 16 in 2014-2015 with a few transferring out of SJU School of Law (only one student transferred out in 2014-2015). In addition to assessing which credits will transfer from the other law school, the Law School has a series of orientation events for the transfer students to facilitate the successful integration of the transfer students into the academics of the University.

Learning resources including library services and information technology support services are deemed adequate to support the university's educational offerings and are extensively discussed under Institutional Assessment (see chapter 5) and Student Support Services (see chapter 6).

RECOMMENDATION

- Assess the use of results of academic program reviews to assure that they are utilized to effect changes in educational offerings.

CHAPTER 9

Standard 12: GENERAL EDUCATION

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency (Characteristics of Excellence in Higher Education).

The Mission and the Core Curriculum

St. John's is an institution of higher education that is uniquely shaped by its Catholic and Vincentian foundations and its metropolitan and global setting ([University Mission Statement](#)). The academic mission of St. John's is informed by the insights of Roman Catholic teaching on higher education, which emphasizes the importance of a broad-based education that includes substantial work in the humanities, including theology and philosophy ([Ex Corde Ecclesiae](#), #19 and #20). The university's academic mission is also deeply informed by the teachings of St. Vincent de Paul, who in his life and ministry emphasized attentiveness to poverty and to those marginalized by injustice. In 2001, the University launched a new core curriculum that was designed to provide "a unified educational experience that characterizes St. John's students and provides them with the knowledge and skills necessary to become educated members of society" ([Undergraduate Bulletin](#)). The 2013-2015 Undergraduate *Bulletin* (see page 30) indicates that the University Core Curriculum reflects the Catholic, Vincentian and metropolitan nature of the institution in the following ways:

1. The courses of the Core Curriculum at St. John's, in the best of Catholic tradition, enrich the study of the arts and sciences with the perspectives and traditions of the Catholic faith and encourage students of all faiths to seek truth in a universal spirit of openness.
2. The courses of the Core Curriculum at St. John's reflect the Vincentian tradition of a values-oriented worldview. This means that in its design and execution, the Core Curriculum makes conscious efforts to promote global harmony and human development and in the spirit of St. Vincent de Paul, reflects sensitivity to and concern for those who lack advantages.
3. St. John's University is proud of its role as an institution of higher education in New York City, a global center of ideas and cultures. The courses of the Core Curriculum draw on the rich resources that the city and its surrounding area have to offer.

The core curriculum consists of 27 credits of common core and, 21 credits of a distributed core with some variations in specific courses included depending on the college. All St. John's students are required to take these 48 core credits. In addition, students may be required to take up

to twelve additional credits depending on the college. For example, St. John's College of Liberal Arts and Sciences (SJC) has a core curriculum consisting of a total of sixty credits (see Table 4, Appendix for core requirements by college). In support of its mission as a metropolitan university, St. John's developed the course "Discover New York" (DNY) and included it in the common core as a requirement for all students. It is taught by instructors from a number of disciplines who supplement classroom learning with field-based learning experiences in New York City. DNY also supports the Catholic and Vincentian elements of the University's mission in that all students enrolled in DNY are required to participate in academic service-learning.

Academic Service-Learning (AS-L)

The institution is committed to [Academic Service-Learning](#) (AS-L), which directly reflects the University's mission as a Vincentian university, one committed to compassion for those in need and zeal for service. Now part of the Vincentian Institute for Social Action (VISA), the office of AS-L, established in 1995, helps faculty and students find the optimum opportunities to connect their classes with community service. On the University website, the VISA unit identifies "Five Validating Factors" of AS-L:

- Academic service-learning must be part of an academic course, with a designated number of service hours and specific learning objectives.
- It must serve a real and existing need identified by the community agency.
- It must be for course credit only; no financial reward for service.
- There must be a reciprocal relationship – service reinforces learning and learning strengthens service; benefits for both SJU students and the community site.
- Academic service-learning must have a reflective component.

In addition to being required in the DNY course, AS-L is integrated into many other courses and programs. For example an important AS-L opportunity is the Volunteer Income Tax Assistance (VITA) program. Each spring for the last five years, graduate and undergraduate accounting and tax students participate in this extracurricular activity in partnership with Food Bank of NY. VITA student participants prepare tax returns for the poor in several NYC locations. In spring 2014, SJU became the first [virtual VITA site](#) in the nation, expanding outreach to the poor beyond

geographical boundaries. Many of the clients rely on their tax refunds to pay for food, rent, child care, and other necessities. From its inception in 2009 through spring 2015, a total of 489 students have served over 7,700 clients generating over \$12.2 million in income tax refunds for the most needy of New York City residents. VITA is an innovative program that provides students with experience in translating their classroom knowledge into the professional realm, a highly desirable learning outcome. The experience also hones students' oral communication and interpersonal skills and teaches students to appreciate the Vincentian value of service and to value professional and ethical responsibility both of which are stipulated learning goals of the program.

Required Core Courses

The Core consists of nine courses (27 credits) that are taken by every St. John's student, regardless of college or major field of study:

- DNY 1000C –Discover New York
- ENG 1000C –English Composition
- ENG 1100C—Literature in a Global Context
- HIS 1000C –The Emergence of a Global Society
- SCI 1000C—Scientific Inquiry
- PHI 1000C –Philosophy of the Human Person
- PHI 3000C—Metaphysics
- THE 1000C –Catholic Perspectives on Christianity
- SPC 1000C –Fundamentals of Public Speaking

A description of these courses can be found on page 30 of the university's [Undergraduate Bulletin](#). The learning goals for the core courses administered by the Institute for Core Studies, which include Writing Composition (ENG 1000C), Scientific Inquiry (SCI 1000C), and Discover New York (DNY 1000C) may be found at the [Institute for Core Studies](#) webpage.

There are additional requirements in what is called the "distributed core," consisting of a minimum of 21 credits. Requirements in the distributed core vary by college and by program of

study as described earlier. Specific requirements are clearly described in the Undergraduate *Bulletin* for each college and an overview is provided in Table 4, Appendix.

NYSED requirements that a minimum of half the credits for a B.S. degree and three quarters of the credits for a B.A. degree be in the liberal arts and sciences buttress the university's own commitment to ensuring a well-rounded foundation in the liberal arts and sciences essential to a student becoming an educated person and a productive member of society.

Knowledge Bases

The Core is designed to ensure that students master specific knowledge bases, all of which are seen to be critical areas of learning for any student at a Catholic, Vincentian, and Metropolitan university in a world marked by increasing diversity and globalization. These knowledge bases include the following:

- The Catholic and Vincentian Mission of St. John's University
- Philosophical traditions and concepts
- Christian traditions and contemporary issues
- Processes of scientific inquiry
- Social and psychological dimensions of human behavior
- Emergence of global society
- Cultural, literary, and aesthetic components of global traditions

A full curriculum map indicating how the core curriculum addresses each of these knowledge bases can be found on the [Provost's Assessment Tools page](#) of the University's website.

Core Competencies

In addition to ensuring that students are exposed to key content, the core curriculum develops critical core competencies in every student. The competencies developed by the core curriculum are as follows:

- The ability to think critically
- Proficiency in information literacy

- The ability to write skillfully
- Skill in oral presentation
- The ability to use quantitative reasoning in a variety of contexts

Curriculum maps indicating how core courses introduce and reinforce key competencies also can be found on the Provost's Assessment Tools page.

Core Curriculum Assessment Practices

The core curriculum is assessed in multiple ways with results used to modify course offerings (closing the loop). All assessment of the core curriculum is implemented at the departmental and divisional level. Departments and divisions that offer courses in the common and distributed core are charged with assessing learning outcomes in core classes. Results are uploaded to the WEAVE database system each semester. Reports generated from data compiled in the WEAVE system is published on the university's website under [WEAVEonline reports](#). In addition, open, read-only access to WEAVE is available through the university's website under [Assessments/Surveys](#).

The information available on WEAVE is inconsistent. A summary of search for assessment data in WEAVE indicates that while goals and measures are articulated for every course in the core, many of the courses did not include findings pertinent to those goals and measures, prohibiting the feedback needed to close the assessment loop.

In addition to assessment data in WEAVE, some departments have provided additional narrative descriptions of their assessment processes. These are housed on the Assessment Digation portfolio. Examples of materials uploaded to that portfolio include the following:

- From the Institute for Core Studies: A more robust assessment of the first-year writing course. The assessment materials from ENG 1000C include a detailed overview, findings, and action plan. See uploaded documents "First Year Writing Assessment (ENG 1000C) FA2013" and "First Year Writing Assessment (ENG 1000C) SP 2014."
- From the History Department: A thorough description of the department's recent tuning project undertaken by the department in collaboration with the Lumina Foundation and the American Historical Association's nationwide Tuning Project. The project resulted in a revised set of learning goals and objectives for HIS 1000C. See uploaded document "History Tuning Project."
- From the Department of Theology and Religious Studies: Revised learning goals and outcomes for THE 1000C and revisions of the distributed core that were developed over the

course of a year-long series of department-wide conversations. See uploaded document "Assessment Update for Theology & Religious Studies 2013-14."

The University maintains rubrics that have been designed to measure student achievement in core competencies. These rubrics are made available for faculty use via the university's website. (See Assessment Tools in the key institutional document list). Rubrics have been designed for critical thinking, writing, oral presentation, quantitative reasoning, and information literacy .

Student mastery of core competencies and knowledge bases is measured through direct assessments, in which faculty members are asked to apply rubrics to an assignment within course(s) taught. The Institute for Core Studies (ICS) randomly selects 10-20% of DNY, Scientific Inquiry and First-Year writing courses, and asks faculty members teaching those courses to score student achievement on the knowledge bases designated to the course. This data is then fed into WEAVE from which reports are generated. Findings from the 2012-2013 assessments are available by viewing the [2012-2013 Achievement Summary Profile](#).

In addition to having teaching faculty score students' work, the ICS, in December 2014, began collecting samples of the artifacts themselves, such as student papers. In the fall 2014, the ICS began a pilot program in which faculty members wrote reflections on their teaching effectiveness over the course of the semester, describing which techniques worked well and which did not. The ICS holds its own schedule of professional development activities, based on best practices as well as identified areas of weakness in learning outcomes.

By Statute the Provost or his designee chairs the University Core Curriculum Council (UCCC) and the current designee is the Dean of St. John's College of Liberal Arts and Sciences. Membership of the UCCC is also stipulated by the *Statutes*. The current composition of the UCCC includes representation from all departments that staff core courses as well as least one representative from each college. The council provides a forum for faculty and administrators to discuss all issues pertaining to the core and reflects the commitment of the University in ensuring that the core remain current and a vital part of students' academic experience.

The UCCC has undertaken assessments of the core, with the most thorough assessment of core classes in the Institute for Core Studies (ICS), which houses Writing Composition (ENG 1000C),

Scientific Inquiry (SCI 1000C), and Discover New York (DNY 1000C). Since the Institute does not house any major programs, faculty focus their assessment efforts on the core. Other macro-level assessments have also been undertaken in the core. In late 2013/early 2014, for example, all of the common core course outlines available for fall 2012 and 2013, with some additional course outlines from fall 2011, were gathered and analyzed in terms of the nature of assignments asked of students. The purpose of this analysis was to get a better understanding of the type and range of assignments and specific materials covered.

The UCCC assessment subcommittee made several recommendations to improve the core and assessment practices associated with it. See document "2013-14 UCCC Assessment Committee Report." Previous reports include "Core Survey Report fall 2012" and "Assessing the Core fall 2012," both of which have been uploaded to the Document Roadmap.

Graduating Student Survey (GSS)

Some evidence of effectiveness of the core has been gathered from the 2014 [Graduating Student Survey \(GSS\)](#), which can be found on the university's website. Asked to what extent St. John's core courses added value to their undergraduate education, 86% of undergraduates and 88% of graduate students indicated "to a large / some extent." Note that the graduate students who responded to this question include students who received their undergraduate education from St. John's, and those in dual degree programs. Asked the same question, graduates in 2013, responded similarly: 85% of undergraduates and 91% of graduate students indicated "to a large/some extent." This question was only added in GSS 2013 for an indirect assessment of the core curriculum (Q12).

Employer Survey

The university's core competencies were used as part of a 2011-2012 employer study through the Career Center. The goal was to assess the career-readiness and skills of SJU students. The sample consisted of 790 employers. Presented below are the results pertaining to each core competency.

Critical Thinking

- 63.2% of employers believe that SJU graduates consistently illustrate competency in critical thinking and analytical reasoning.
- 66.3% of employers believe that SJU graduates consistently illustrate competency in their ability to apply knowledge in a real world setting.
- 75% of employers believe that SJU graduates consistently demonstrate “good judgment.”
- 56.9% of employers believe that SJU graduates consistently illustrate competence in intercultural knowledge (global issues).
- 74.8% of employers believe that SJU graduates consistently demonstrate ethics and integrity in the workplace.
- 63.6% of employers believe that SJU graduates consistently demonstrate creativity and innovation.
- 62.2% of employers believe that SJU graduates consistently demonstrate competency in complex problem solving.

Information Literacy

- 53.7% of employers believe that SJU graduates consistently demonstrate knowledge of industry best practices.
- 52.2% of employers believe that SJU graduates consistently demonstrate knowledge of current industry developments.
- 67.3% of employers believe that SJU graduates consistently demonstrate attention to detail.
- 57.2% of employers believe that SJU graduates demonstrate competency in civic knowledge, participation and engagement.

Write Skillfully/Oral Presentation

- 71.6% of employers believe that SJU students consistently illustrate competency in oral and written communication.

Quantitative Reasoning

- 59.6% of employers believe that SJU students consistently illustrate competency in quantitative reasoning.

Technological Competency

- 71% of employers believe that SJU students consistently illustrate competency in computing skills.

With additional resources in University Career Services and a greater focus on the development of a career community, the Career Center is developing plans for another study to evaluate the current state of student career readiness.

Recent Initiatives to Improve Assessment of the Core

In 2014, the [University Assessment Committee](#) (UAC) was established. Its membership is comprised of faculty and staff representing each school and college within the University. The UAC provides advice, recommendations, and strategies to university administration and academic units regarding all activities associated with the assessment of student learning. The UAC is charged by the Provost to re-examine extant assessment practices, recommend new and different strategies, and provide counsel aimed at improving and enhancing the effectiveness of all student assessment practices in undergraduate, graduate, professional, and online education at St. John's.

In 2014, the SJC Faculty Council established a standing committee on assessment, chaired by associate dean of the college. This committee is significant because a majority of common core courses are taught by the SJC faculty. The Division of Humanities and the Division of English and Speech in the College of Professional Studies also offer common core courses.

At its November 2014 meeting, the SJC Faculty Council adopted four college-wide learning goals: Communication Skills (written and oral); Information Literacy; Critical, Creative, and/or Quantitative Thinking; Research Skills; and Professional Development. These new shared learning goals are intended to provide continuity in assessment across the core and major sequences.

Several departments have had assessment discussions that have led to changes in the syllabi of existing core courses. As cited above, the History Department, after collaborating with the Lumina Foundation and the American Historical Association's nationwide Tuning Project, revised the learning goals and objectives for HIS 1000C. Similarly, the Department of Theology and

Religious Studies revised the learning goals and outcomes for THE 1000C after a year-long series of department-wide conversations.

Every semester the two English departments (St. John's College English Department and the College of Professional Studies Division of English and Speech) hold meetings to discuss strategies for teaching ENG 1100C (Literature in a Global Context), offered by both the department and the division. Full-time and adjunct faculties participate in the discussions.

Full-time writing faculty in the Institute for Core Studies, as well as several doctoral fellows and adjuncts who taught ENG 1000C, participated in an assessment workshop (Dec.18, 2013) which led to modifications in the teaching strategies for ENG 1000C. Using assessment data, including student portfolios and their own observations, the faculty discussed the first Program Learning Objective: "How do our students recognize that writing is a social activity, a matter of experimenting with the rhetorical conventions of different genres and negotiating the expectations of audiences?" As a result of the discussion, some faculty restructured lessons and assignments and made other modifications to their courses in order to "more clearly establish that students will be able to demonstrate the . . . objective."

The ENG 1000C faculty met again in the spring 2014 semester to focus on the second Program Learning Objective: "How do our students use technology to design and share information across multiple communities?" An assessment workshop was held on May 12, 2014 and faculty once more assessed this objective by reviewing available data, including student portfolios and their own observations. See "First Year Writing Assessment (ENG 1000C) FA13," and "First Year Writing Assessment (ENG 1000C) SP 2014." The faculty met during the fall 2014 semester to focus on the third Program Learning Objective: "How do our students construct documented, personally relevant research projects?" Both meetings again led to modifications in teaching strategies, methods, and assignments.

Modifications to the Core

In October 2014, the University Core Curriculum Council (UCCC), with representatives from all departments and divisions that offer core courses, established a Core Revitalization Subcommittee, charged with reviewing and revitalizing the core curriculum incorporating information gleaned from benchmarking, student surveys, and syllabi review. The subcommittee worked during the academic year 2014-2015 to develop a preliminary framework for restructuring the core, providing periodic progress reports to the UCCC, which in turn kept the senior administration and BOT informed.

Over the course of the fall 2014 and spring 2015 semesters, the UCCC Revitalization Subcommittee outlined a core curriculum that would respond to current approaches to learning that emphasize high-impact practices, that is, academic service-learning, internships, collaborative learning, global experiences and high quality first-year seminars with smaller groups of students. The committee also sought to offer a curriculum that would give students the flexibility to opt for courses that would enhance their major fields of study while permitting them to explore other areas of interest that would complement their studies, either as electives or as a minor.

The result of these deliberations was a proposal to develop a ten-course Common Core (30 credits) including a First Year Seminar that would incorporate service, and a five-course set of thematically related courses (15 credits) called "Connections." These connections would include courses, approved by a proposed committee, that emanate from an array of disciplines, but around a common theme. This is a Core that has fewer credit hours (reduced to forty-five), a reduction that allows students, particularly in St. John's College more flexibility as they navigate their undergraduate education. This reduction allows students to try new majors, take on a minor or a second major, allow them a misstep or two (changing majors, for example) and still graduate on time. The revitalized Core would also allow students to choose their "Connections" and to select the courses offered within their chosen Connection out of a menu of nine approved courses. Empowering students to make choices and decisions is expected to enhance student engagement

in their education. Critically important to student's ability to meet B.S. and B.A. program requirements for conferral of degrees would be a strengthened advisement process.

The term "Connections" was chosen very deliberately to suggest not only that the courses within each connection had clear relationships with each other, but that the "Connections" would serve to connect the common core to the student's chosen major, acting as a bridge between the student's core learning and the more specific learning they obtain within their field.

When possible, students will be encouraged to complete the core and connections over the course of four years of study, no longer completing all core courses in the first two years on campus. The point of this is to keep the core integrated within the student's academic tenure at the University, and for it to remain meaningful and relevant. The revitalized core is a continuous study of selected courses over time that provides a strong liberal arts foundation rather than a set of courses "to get through." Fundamental guiding principles, then, in the proposed revitalized core are flexibility, interdisciplinarity, and student-centered education.

The mission of a revitalized core would be to embrace best practices in a Catholic liberal arts education. The common core and its connections would offer students the flexibility to explore enduring questions and complexities relevant to the university's Catholic, Vincentian, Metropolitan, and Global mission.

Following the presentation of this preliminary proposal to the Academic Affairs Committee of the BOT in May 2015, the revitalization subcommittee of the UCCC was charged to continue its work in the AY 2015-16 on fleshing out the Connections; further defining the First Year Seminar; reviewing the BOT's feedback on the proposed Common Core; and devising an Assessment Plan in advance of launching the new core. This last point is one the committee considers important given that, while assessment is clearly an ongoing process throughout the University, there is a gap in "closing the loop" between findings, recommendations, and implementation in the current core. Setting assessment plans in place in advance of implementing the core would help to avoid this challenge in the future and will facilitate continuous improvement in the form of course syllabi revisions and addressing students' gaps in learning.

The current timeline, approved by the BOT in their October 2015 meeting, anticipates a review of the core proposal with the faculty councils of each college in the fall and early spring to both inform and to gather feedback, and the scheduling of various town hall meetings for all community constituents later in the spring to keep everyone informed of progress and to elicit input. This would allow time during the summer and fall of 2016 to have faculty develop their courses for the connections and to allocate faculty to the first-year seminar, permitting a rollout of the core in the fall of 2017.

RECOMMENDATIONS

- Present to the BOT in fall 2016 a revitalized undergraduate core curriculum that is flexible, cohesive, integrated with the institution's mission, reflective of the university's diversity, and consistent with university's learning goals and outcomes.
- In light of projected changes in the core curriculum, strengthen advisement to ensure that students continue to meet liberal arts and science requirements for conferral of the Bachelor of Arts and Bachelor of Science degrees as defined by NYSED education law.
- Assure that assessment practices are carried out and reported consistently across the core curriculum, providing more documentation on data analysis and the use of assessment data for continuous improvement of the core curriculum.
- Develop a plan of action to insure students demonstrate core competencies throughout their undergraduate study. (*Suggestion*)

CHAPTER 10

Standard 13: RELATED EDUCATIONAL ACTIVITIES

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards (Characteristics of Excellence in Higher Education).

Programs to Enhance Student Learning

The University has a number of programs that provide academic support and enrichment for students. Some are intended solely for “at risk” students, while others serve the “at risk” population while also offering enrichment opportunities for the entire student body. “At risk” refers to students who are academically underprepared and students who have yet to declare a major. Certificate programs offer additional opportunities for students to enhance their educational portfolio.

The [University Learning Commons](#) (ULC), which provides academic support in the form of professional and peer tutoring in a variety of subject areas and in general study skills, serves the entire student population. In the 2013-14 academic year, nearly 7,500 students benefited from the ULC, a significant increase over the number of sessions in previous years. This can be attributed, in part, to the University's commitment to enhancing the ULC. In 2012 the University hired an Associate Director for the ULC, the first full-time supervisor devoted exclusively to this unit. In addition, the Departments of Psychology, Chemistry, and Math and Computer Science all supply additional tutorial services to their students.

The [University Writing Center](#) (UWC) has a long record of assisting all university students with their writing. The UWC was created in 2006 as part of the [Institute for Writing Studies](#). While a Writing Center existed previously, the new UWC reflected a major investment in expanded space, staff, and resources. Since then the UWC has demonstrated consistently impressive trends in the number of students who consult with tutors. Longitudinal studies and research conducted within the Writing Center indicates that student usage of the Writing Center results in increased retention and GPA. See the [UWC assessment report](#).

The Language Connection's [English Language Institute](#) (ELI), formerly the Intensive English Program, offers non-credit courses to students entering the University who are in need of additional English language education. All ELI courses have customized curricula aligned with the Common European Framework. In addition, [The Language Connection](#) (TLC) offers short-term, non-credit customized English as a second language programs. TLC is a member of EnglishUSA (formerly American Association of Intensive English Programs).

The University sponsors various [peer-mentoring programs](#): [Project A.I.M.](#) (Asian & International Mentoring Program), the [English Language Table](#), the Asian Alliance, and R.I.S.E. (Rise, Inspire, Succeed, Empower). For details see Peer Mentoring Programs on the University's [website](#). For additional details regarding student support services such as [Student and Faculty Engagement](#) (SAFE) and Student Development for Athletes see Chapter 6.

While the "at risk" population is especially encouraged to take advantage of the services of the ULC and UWC, specific programs have been designed to serve the "at risk" population exclusively, like the Summer Bridge Pilot Program, tested in 2012. The Summer Bridge Pilot Program was conducted to target applicants who showed evidence of math deficiency. This program was discontinued for several reasons: low response from incoming students; uncertainty over the cost/benefit ratio; and adverse impact on enrollment of incoming freshmen. However, given that the program did appear to improve math skills for those who participated, it resulted in the creation of recitation sections to be added to existing developmental math courses (MTH 1050 – College Algebra and Trigonometry). While there is no systematic data indicating the effect of the recitations, anecdotal data from instructors teaching the MTH 1050 course indicate that the additional meetings devoted to problem-solving helped the students perform better in class.

Certificate Programs

Certificate programs are another way the University seeks to serve students by providing additional opportunities for enhancing their knowledge. All existing certificate programs have been approved at various university levels (departmental and divisional, college, the University

Graduate Council) and by the NYSED, which mandates that credits earned as part of a certificate program be applicable toward a degree at the institution. Therefore, certificate programs are credit-bearing and undergo the same level of rigorous assessment as all other programs, since the courses that comprise the certificate programs are the same as those created to support the degree programs. The faculty who develop degree programs also develop, assess, and, when necessary, revise certificate programs.

Certificates may be earned on the way to a degree or they may be free standing (Title IV Eligible certificates also comply with the Federal Gainful Employment regulations). These programs are tailored to enhance, deepen and strengthen a student's knowledge in his or her field and distinguish SJU graduates in the employment arena.

St. John's College of Liberal Arts and Sciences (SJC) offers five Advanced Certificates, including Public Administration in Government and Latin American and Caribbean Studies. For a complete listing, see the St. John's College page on the university's website.

The School of Education (SOE) offers 19 advanced certificates in programs which range in study from bilingual education to teaching literacy. See the School's page on the university's website. These are offered to enable in-service teachers to become certified to teach in areas where there is high demand for teachers.

The Peter J. Tobin College of Business (TCB) offers a [Diploma in Risk and Insurance](#), a two-semester, 24-credit certificate program based on the Manhattan campus. Students are enrolled in the fall semester, and while they are not required to have an undergraduate degree for admission, most hold at least an Associate degree or come with significant industry experience.

The College of Professional Studies (CPS) offers nine certificate programs in such areas as Criminal Justice, Health Services Administration, and Corporate and Homeland Security. For a complete listing see the [University Bulletin](#).

Experiential Learning

Experiential learning is incorporated into a course and written into the course syllabus. It must then be reviewed and approved at various levels of the appropriate department, division,

school, and college. The process is the same at each campus: Queens, Staten Island, Manhattan and Rome. For example, in the SOE, field sites for practicum and internship experiences must meet standards regarding on-site supervision by qualified personnel and the level of qualitative and quantitative experiences that will be provided the student. At TCB, internship guidelines at the undergraduate and graduate levels are shared with both the student enrolled in a for-credit internship and the organization hosting the internship. A faculty member monitors the student's experience to ensure it meets the learning goals of the course. Students also enjoy experiential learning opportunities in TCB's Executive-in-Residence Program (EIRP) and the Student Managed Investment Fund courses (SMIF), with both programs offered at the graduate and undergraduate levels.

In CPHS, Advanced Pharmacy Practice Experiences (APPE), occur during the 6th year of the Pharm.D. curriculum after successful completion of all introductory pharmacy practice experiences (IPPE) and required didactic curricular content. The required experiences take place in various settings including community pharmacy, ambulatory patient care, hospital/health system pharmacy and inpatient general medicine patient care. During these APPEs, students learn to integrate, apply, reinforce and advance the knowledge, skills, attitudes, abilities, and behaviors developed in the Pre-APPE curriculum and in co-curricular activities. The key elements of APPEs focus on patient care, diverse populations, and inter-professional experiences.

Courses Offered at Other Locations

Degree-bearing programs on all St. John's locations besides the Queens campus (Rome, Staten Island, Manhattan, and Oakdale) are offered under the auspices of the schools and colleges based on the Queens campus and are comparable in rigor, learning objectives, and outcomes assessment. Academic programs, including all courses, irrespective of the campus on which they are offered, are identical and follow a common syllabus, as required by New York State where the programs are registered. Professional accreditations (AACSB for TCB and CAEP for the School of Education, for example) encompass programs offered throughout the entire institution. Faculty in

a discipline, irrespective of the location at which they teach, are members of the same department. For example, the University has only one finance department, which staffs programs offered on all of the University's campuses.

Courses offered at other locations are part of the same program and course review process as programs on the main campus, and all is performed in a unified and centralized manner. Details regarding this process may be found on the [Academic Program Review](#) page on the university's website.

Distance Learning Programs

SJU has been offering online courses for twenty years and offered its first fully online program in 2003, when NYSED approved the university's institutional capability to offer its programs in a distance education format. Subsequently, student interest and demand has largely driven the development of new online courses and programs. In recent years, [St. John's online programs](#) have gained recognition and have been ranked in Top 100 by *U.S. News & World Report*. Rankings take into account faculty credentials and training, admissions selectivity, peer recognition, student services and technology, and student participation.

The University currently offers six (6) undergraduate degrees and eighteen (18) graduate degree and certificate programs in a fully online format, all of which are registered with the NYSED (See [Online Learning and Services](#)). Current online course and program enrollments are as follows:

Student Enrollment (duplicated headcount) in Online Courses Fall 2015			Student Enrollment (unduplicated headcount) in Fully Online Programs Fall 2015	
	Seats	Course Sections		Seats
Undergraduate	3,429	167		19
Graduate	1,289	97		198
Total	4,718	264		217

SJU online courses and programs meet all applicable legal and regulatory requirements and the same academic and learning support standards as traditional courses and programs. Student learning objectives and outcomes in online courses/programs are identical to those of comparable traditional offerings. To enhance the academic quality of its online offerings, in fall 2014, SJU acquired a license for the Quality Matters rubric (see document roadmap), which has been introduced in the [Online Teaching Essentials](#) (OTE) faculty development course and will be employed in the design and evaluation of online courses going forward. Additionally, [Student Evaluation of Teaching](#) (SET) surveys are collected for all graduate and undergraduate online courses each semester as required by the CBA. Student ratings of online courses are comparable to ratings for traditional courses.

The University currently has no formal agreements with consortia partners or contractors for distance education—all Distance Education courses and programs are developed and taught by St. John's faculty. To assure preparedness to teach in a hybrid or online format, SJU requires faculty to complete a 4-week intensive [Online Teaching Essentials](#) course, which is delivered fully online in [Blackboard](#). The course is designed to equip faculty with the foundational knowledge and skills to develop and teach a hybrid or online course. In addition, faculty may elect to work with a peer mentor during the semester in which they deliver their first fully online course. Faculty members coming into the University with appropriate experience in on-line education may submit an [Application for Certification Based on Prior Experience](#) to be waived from the Online Teaching Essentials Course and if approved, allowed to teach an online or hybrid course. As of this writing, 679 full-time and adjunct SJU faculty members have completed the required online training course, and more than 700 faculty are qualified to teach hybrid/online courses.

Three faculty members in the School of Law received Certificates of Completion from a Third Party (iLawVentures) to teach online. In addition, the Law School Distance Programs adhere to the "Policy on Distance Education Pursuant to ABA Standard 306." The policy dictates that courses must be conducted in a "Synchronous Delivery" format and that "it is anticipated that

Required, Core Elective, and Advanced Civil Procedure Requirement courses in the J.D. program will not be offered in a Distance Education format.”

St. John’s has policies and procedures in place to assure that students who register in distance education courses or programs are the same students who participate in and complete the course or program and receive academic credit. Online courses offered for credit are delivered in the university-supported learning management system, Blackboard 9.1, which is integrated with the Ellucian Banner student information system. Encryption is used to ensure the integrity and security of information transferred on its networks and systems, which includes student login/password-protected access to Blackboard. Some online courses may also include the use of [MySJU](#), a password-protected student and faculty portal also integrated with the Banner system, as a repository for course materials and a communication mechanism with students. [Information Technology Policies](#) that govern the appropriate use of all IT resources, including the St. John’s network, passwords, accounts, data, software licenses/intellectual property, copyright, and online protocols are posted online for the entire St. John’s community.

All university students, including those studying in online courses and programs, are expected to uphold standards of academic integrity as evidenced by the [Academic Honor Pledge](#), which is posted on the university website and published in the Student Handbook. [Turnitin](#), a plagiarism detection software tool, is available to faculty and students in their Blackboard courses, and information on how to cite and avoid plagiarism is found on the University Libraries website ([University Libraries – Plagiarism/Turnitin](#)). The university’s Student Records (FERPA) [Privacy Statement](#) also appears on the website. To insure the quality and integrity of its online courses, the University recently acquired a license to use a “quality assurance rubric” and a “Student Identity Verification Document.” SJU does not assess additional fees associated with student identity verification.

Recognizing the importance of academic integrity in the online learning environment, the Offices of Online Learning & Services and Information Technology conducted a pilot project with a web-based online exam proctoring service in fall 2014 to assess its efficacy and potential for broader

application at the University. Based upon positive feedback from faculty and students in the pilot project, the University acquired licenses for [Respondus](#) online exam proctoring software in fall 2015. The software plugs into the Blackboard learning management system, and any instructor wishing to use it may access it via Blackboard. Students incur no additional fees to use the online proctoring software.

Finally, the Office of Online Learning & Services (OLS) is overseen by the Vice Provost for Digital Learning and includes a staff of full-time instructional designers specializing in hybrid/online course design and development, a media specialist, and a student recruitment and retention coordinator supporting online faculty and students, respectively. The appointment of a Vice Provost for Digital Learning in early 2014 demonstrates the university's ongoing commitment to support and stimulate development of additional online and hybrid courses and programs.

For additional information and support materials, see [Online Learning and Services](#) and [Office of the Provost: Assessment Tools](#).

Study Abroad Programs

Study abroad programs are central to the global element of the [Mission Statement](#). For many St. John's students, study abroad—whether for a semester or a short stay—represents a high point in their education. Each semester, the [Office of Global Studies](#) surveys all students who have participated in study abroad to assess their overall experience with the university's global programs, emphasizing cross-cultural development, service, academic quality, and co- and extra-curricular programming. In a typical semester, more than 90% of respondents would recommend the program to others, and indicate "excellent" or "good" in criteria such as ability to "understand different cultures and worldviews" and "understand how the U.S. is perceived abroad." One recent important step towards enhancing cross-cultural development was this year's implementation of cultural mentoring sessions. In addition, the Office of Institutional Research, in conjunction with deans and chairs, reviews course evaluations to assess and maintain instructional quality.

The SJU mission's emphasis on access and service informs both its renewed focus on study abroad and its notions of "success" in international education. For this reason, the University dedicates substantial resources (in one example, over \$325k in additional semester grants) to ensure that the programs' students are representative of the University's diversity. As the overall study abroad population increased by just over 275%, from 266 to 1004 students in the decade ending in academic year 2014-15, the proportion of low-income students and students of color has increased even more dramatically. SJU has experienced an 8-fold growth in Pell-eligible student involvement, from 29 to 255 students, alongside a 10-fold growth in participation by students of color, from 40 to 404 students. In addition, the Vincentian academic service-learning program in study abroad sites now exceeds 5,000 course-linked service hours annually. For example, students taking "Economics of Poverty & Income Inequality" on the university's Rome location might serve at the Caritas soup kitchen, providing them with an opportunity not only to give back, but also to speak with clients and better understand the individual challenges that accompany systemic social issues. Students taking advanced French classes in Paris might work at the Lycée Le Rebours, where they have a chance to practice their French with local youth while working with master English teachers. In short, the program seeks to ground classroom learning with hands-on experience in the cities where students temporarily call home.

[SJU's location in Rome](#) and its study abroad site in Paris also provide substantial ancillary benefit to the institution. By offering programs to non-SJU students and renting space to other institutions, those sites generate significant revenue (over \$1.5M in 2014-2015), which offsets some of the cost of ensuring access to needy students. The programs also offer an opportunity to pilot distance-learning initiatives. For example, a recently completed "tele-presence" classroom in Rome mirrors spaces in NYC, and will soon permit multi-country, collaborative teaching options.

Dr. Gempesaw's decision to house the Office of Global Studies within the Office of the Provost has enhanced collaboration and collegiality among Global Studies, faculty, and academic programs. The Office of Global Studies will explore nationally recognized, longitudinal surveys for assessing growth in cross-cultural competence and other measures of program efficacy. The

University also added an Assistant Provost for Global Initiatives to the existing staff to further facilitate the formation of global partnerships, and to address the fourth Strategic Priority related to expanding global and community partnerships. This office of Global Initiatives, now reporting directly to the senior vice provost, is buttressed by the recent formation of the University Global Coordinating Committee (UGCC), which will be led and coordinated by the Assistant Provost for Global Initiatives. The committee, comprised of faculty representatives from each college as well as administration from the provost's office, has as its charge to ensure that SJU has the proper cross-institutional collaboration and support needed to advance complex international initiatives.

RECOMMENDATIONS

- Build on the success of the student mentoring programs across the University.
- Develop a formal orientation program for students in fully online programs and expand technical support.
- Foster relationships with global and domestic academic and community institutions to create partnerships that capitalize on St. John's strongest programs and supplement areas of strategic need.

CHAPTER 11

Standard 14: ASSESSMENT OF STUDENT LEARNING

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals (Characteristics of Excellence in Higher Education)

Assessment of student learning has a long history at St. John's. As noted in the introduction to this report, it was a selected topic for both the university's 1995 and 2005 self-studies.

Assessment of student learning has been emphasized in this current self-study as well: Chapter 8 (Standard 11) provides examples of assessment plans and tools employed in each of the colleges to assess educational offerings; Chapter 9 (Standard 12) gives an in-depth look at assessment in the core curriculum; and Chapter 10 (Standard 13) emphasizes how assessment helps to ensure the comparability of programs offered in different modes (e.g., on-line and hybrid delivery modes) and at different locations, including study abroad.

Assessment of Student Learning at the University Level

Assessment efforts have increased since SJU's 2006 Middle States Self-Study and the Periodic Review Report of 2011. There is evidence of ongoing and sustainable assessment of student learning across the colleges. Through proficiency in the language and expectations of effective assessment of student learning, faculty are able to adequately measure learning across disciplines and have more transparent evaluations of assessment efforts. A subset of faculty has not only embraced assessment but has claimed ownership as noted by the governance changes in many of the faculty councils on campus. All colleges have established some type of learning assessment committee, and many colleges have, or are in the process of adopting college-wide goals.

Although there may be disagreement around where the assessment artifacts should be housed, it is clear that artifacts are collected and analyzed to increase students' learning experiences across the University (see examples in Table 5, Appendix). Documentation of student learning has become more centralized for many programs throughout the University through extensive use of electronic resources such as [WEAVEonline](#) and [e-Portfolios](#), allowing for increased transparency and

honest assessment discussions intended to improve student learning and success (see Table 6, Appendix), one of the [four strategic priorities](#) that the university community is charged with.

This time of leadership and administrative transition allows for a very positive outcome with respect to assessment of student learning since more faculty are taking ownership of the process of assessment of student learning, helping to dispel the top-down approach to assessment that plagues so many universities. In 2014, SJU created the [University Assessment Committee \(UAC\)](#). The UAC, composed of relevant administrators as well as faculty from all colleges, is charged by the Provost to inventory and review existing assessment practices, recommend new and different strategies where change may be warranted, and provide counsel aimed at improving and enhancing the effectiveness of all student assessment practices in undergraduate, graduate, professional and online education at St. John's. The UAC continually evaluates the university's assessment efforts and ensures that the institution is not only current in best practices, but that faculty are using these results to continually improve academic programs and student experiences. While the UAC represents an overarching view of academic assessment, each school/college at SJU is also responsible for assessing student learning for programs housed there. This decentralized approach is effective in ensuring that current discipline-specific assessment is meaningful and rigorous, while allowing for goals to be assessed and revised in a manner that remains current given trends in various fields. The creation of the UAC has occurred at a pivotal moment whereby this committee may serve to further assist the college efforts by evaluating current college-wide assessments to help lobby for resources to facilitate and improve assessment efforts. In order for the university culture of assessment to become a grassroots movement, genuine assessment needs to proceed at the course, program and college levels. Only then can the University as a whole effectively evaluate current assessment practices and results to determine what university-wide resources are required to assist all colleges and units with meaningful assessment and continuous improvement of student learning.

The University Core Curriculum Council (UCCC) has responsibility for the common core curriculum, part of St. John's general education requirements. In terms of assessment, and as noted

in Section 6.14 of the [University Statutes](#), “there will be a standing committee of the University Core Curriculum Council on Assessment of the Core. This standing committee shall consist of seven (7) members of the UCCC.” This committee is constituted each year and their efforts continue to help establish clearer direction for designing consistent assessment across the core, and to identify strengths and weaknesses for continuing program improvement. To help achieve this goal, the Office of the Provost, in conjunction with the UCCC, has created a [Learning Outcomes and Assessment](#) section on its website, mapping core competencies and knowledge bases for the common and distributed core and providing the basis for the learning goals in those courses. The [Institute for Core Studies](#) (ICS) faculty have the responsibility of delivering three of the common core courses: [Discover New York](#) (DNY), [First Year Writing](#), and Scientific Inquiry. Discussion of common core assessment practices are detailed further in the relevant section of this document. Further analysis of the university general education requirements is provided under Chapter 9, Standard 12 of this self-study.

Quantitative, qualitative, as well as direct and indirect assessment of student learning are conducted at the institutional, college, program and course levels. One unit that performs such institutional wide assessment is [The Office of Career Services](#), with the following learning objectives:

- Demonstrate awareness of the connection between knowledge, skills and abilities developed through academic experiences and the world of work;
- Identify the academic preparation needed to attain the careers they are considering;
- Market their education, skills and experience to achieve lifelong career success;
- Articulate realistic self-appraisal based on assessments of values, skills and abilities;
- Articulate personal, work and lifestyle values and apply identified values in career decisions.

With these intended learning outcomes in mind, Career Services implemented assessments for resume advising, mock interview programs, and site visits to assure that students are prepared to succeed in their own career development process. With respect to resume advising, career advisors blind reviewed resumes based on a rubric adapted from the National Association of Colleges and Employers (NACE) resulting in an improvement in the mean overall scores for the

resumes of 41%. Career Services also assessed the effectiveness of speed mock interviews again using a rubric adapted from the NACE. As a result, overall total mean score for the participants improved by 8% between the 1st and the 3rd interview. Finally, to assess site visits students completed pre-event and post-event surveys that were used in assessment analysis. The post-event survey demonstrates that the program was able to meet its objectives. All of the additional data was coded and analyzed using MaxQDA 10.

The University participates in several national and internal outcomes-related surveys administered by the [Office of Institutional Research](#) providing indirect evidence of assessment of student learning, including: [National Survey of Student Engagement](#) (NSSE), [Educational Benchmarking Inc. Climate](#) (EBI Climate), [Alumni Attitude Study](#) (AAS), [Faculty Survey of Student Engagement](#) (FSSE), and [Graduating Student Survey](#) (GSS). Career services uses data related to internships and career placement from the GSS survey and NSSE to monitor certain performance indicators. A few years ago that information was part, although not the bulk, of data that informed the study that led to the reorganization of and additional investment in career services at the University. The data from these surveys is also used by the Division of Student Affairs to enhance co-curricular learning. Results from key questions in these surveys were also tracked in the appendices of the University's 2011-2014 Strategic Plan.

The University uses the data from the national and internal outcomes surveys, as well as college and course assessment outcomes in its strategic planning. For example, the University is concurrently undergoing academic program review and a strategic planning process, both soliciting input from all stakeholders. Concurrent academic program review, strategic priorities planning and the Middle States Self-Study will provide the insight needed to offer a better academic experience for students through increased faculty involvement in the review and planning processes.

A Culture of Assessment

Faculty are embracing and reporting more assessment of student learning findings (see Table 5 and 6, Appendix) and coupling more direct and indirect measures of assessment of student

learning since the 2007-2008 academic year (see Table 7, Appendix), which represents the first academic cycle after the University's self-study/reaccreditation in 2006. In the 2007-2008 academic year, the University began to centralize data collection in WEAVE, as promised to MSCHE in its progress letter to the Commission. A comparison of the 2007-2008 data with the data collected in the 2013-14 cycle, the last complete academic cycle prior to the initiation of this current self-study and occurring after submission of the Periodic Review Report, demonstrates the substantial progress made by the University in this time period. Faculty are using the assessment data collected to revise program goals and outcomes, revise major and minor requirements, and selectively introduce new courses to help students master program goals as evidenced in the WEAVE and Annual Reports. Many of the courses being introduced and curricular revisions that have been made include the introduction of more high impact learning practices (see Table 5, Appendix) throughout the university.

Assessment of student learning is becoming an embedded part of the University culture and is constantly evolving. A culture of assessment of student learning continues to become further embedded in faculty activities, as exemplified by CPHS Office of Assessment, TCB faculty Assurance of Learning Committee, SJC Standing Assessment Committee, CPS Assessment Sub-Committee of its Curriculum Committee, SOE faculty assessment of student learning that meets external accreditation standards through rubrics and artifacts deposited in Digication, and LAW Teaching and Learning Assessment Committee - all suggesting an appropriate increase in faculty involvement and buy in. Further, SJC, SOE, CPHS, LAW and TCB have all adopted college-wide learning goals to ensure effective assessment of student learning within each college.

Methods of Assessment – Internal and External Sources of Assessment

Internal Sources of Assessment refer to those assessment plans and tools developed within the University and colleges to determine the degree to which established learning goals in courses, programs and colleges are being met. External Sources of Assessment refer to assessments administered through professional accrediting agencies, such as the [Association to Advance](#)

[Collegiate Schools of Business](#) (AACSB) for TCB, the [American Bar Association](#) for the School of Law, and a variety of accrediting bodies for different programs in CPHS – for example, the Doctor of Pharmacy degree program is accredited by the [Accreditation Council for Pharmacy Education](#) (ACPE) and the Clinical Laboratory Science degree program is accredited by the [National Accrediting Agency for Clinical Laboratory Sciences](#) (NAACLS); and, licensure and professional exams such as the CPA exam for accountants in TCB, [Council for Accreditation of Educator Preparation](#) (CAEP, formed by the merger of TEAC with NCATE in July 2013) through scores on NYS Teacher Certification exams for the School of Education, certification for paralegals in CPS, and the New York State Bar for the Law School.

Across the colleges there has been a significant increase in assessment data collection, analysis and reporting Table 6 in the Appendix notes the university-wide assessment of student learning collection efforts since recommendations were made to the University by MSCHE following the 2006 team visit. Notably, colleges within the University that have professional accreditations in addition to the university's Middle States accreditation have consistently reported program goals, learning outcomes, measures, findings and action plans since 2007. Moreover, external advisory boards at the college level provide feedback that is incorporated in program assessment. This Chapter provides examples in each of the colleges of internal and external sources of assessment, and starts with assessment of student learning in the core, which is also discussed in Chapter 9, Standard 12.

Assessment of Student Learning in the Common Core

The “common core” taken by all students at St. John’s University, is designed to help students make the transition to higher education and to carry them through their chosen programs with the requisite skills for success. The common core comprises a total of nine courses: First-Year Writing (ENG 1000C), Literature in a Global Context (ENG 1100C), Scientific Inquiry (SCI 1000C), Discover New York (DNY 1000C), Emergence of Global Societies (HIS 1000C), Philosophy of the

human Person (PHI 1000C), Metaphysics (PHI 3000C), Public Speaking (Speech 1000C), and Theology (THE 1000C).

The [Institute for Core Studies](#) (ICS), which oversees ENG 1000C, DNY 1000C, and SCI 1000C, has five basic educational goals: 1) Help students develop critical thinking and information literacy skills; 2) Familiarize students with the evidentiary bases of scientific knowledge, the use of quantitative and qualitative research skills, the distinction between correlation and causation in the transmission of knowledge, 3) Help students improve their written and oral communication skills, 4) encourage student understanding of the multicultural nature of the New York City Metropolitan area, and 5) Engage students in the University's Vincentian mission through [Academic Service Learning](#) (AS-L).

Mastery of core competencies and knowledge bases through the university common core is measured through direct assessments in common core classes such as DNY, First-Year Writing and Scientific Inquiry courses, in which faculty members are asked to apply rubrics to an assignment within course(s) taught and assess results. The ICS faculty randomly selects 10-20% of DNY, Scientific Inquiry and First-Year Writing courses, and asks faculty members teaching those courses to score student achievement on knowledge bases designated to the course. Faculty members in Discover New York, for example, established three learning measures for the course. The percentage of students scoring at level three (satisfactory) out of four in spring 2014 is included in parentheses: 1) Analyzing the Impacts of History on the Modern City (93.6%), 2) Connecting the diversity of worldviews in the multicultural city to the notion of the city as a global center (86.9%), and (3) the AS-L reflection (91.1%).

The First Year Writing course focuses on literacy education by challenging students to see writing as a multifaceted activity and by immersing them in multiple and far-ranging experiences with writing. The class is designed to help students gain comfort in writing, through a diverse set of practices that include pre-writing and generating techniques, multiple approaches for developing and organizing their own message, a variety of strategies for revising and editing their own original texts, and ways of preparing products for public audiences and for deadlines. Students

demonstrate the capacity to select portfolio artifacts representing the different forms of expressions pursued over the course of a semester and communicate their processes and diverse ideas across the variety of those writing tasks. This learning approach addresses the curriculum development mandates for the Institute for Core Studies noted in the 2008-2013 Strategic Plan by emphasizing the objective to "improve writing skills, information technology and literacy and academic success among the undergraduate student population; and increase student engagement, particularly freshmen in undergraduate education."

In the fall of 2010, three sections of English 1100C were randomly selected to assess students' understanding of globalization in literature, using the rubric question "does the [final] exam exhibit meaningful knowledge of the relation of literature to the process of globalization?" 41 of the 60 exams received scores of 3 (satisfactory) or better on the rubric, thus the target of 65% was met, although narrowly.

In 2012 five full-time history faculty members took part in an initiative set up to determine if learning goals were being met in History 1000C, Emergence of a Global Society, which was part of the core curriculum. Consequently, History Department faculty members made History 1000C the focal point of their assessment efforts. They started by clarifying the goals and outcomes for HIS 1000C, and then distributed them to all full-time and adjunct faculty members teaching the course. The history department then collected all syllabi from introductory courses, including HIS 1000C (described above), HIS 1010, World History I, HIS 1301, U.S. Colonial Times – Civil War, and HIS 1302, U.S. from the Civil War – Present, in SJC. After reviewing these syllabi, it became clear that many of the adjunct faculty needed guidance, and so the Tuning project participants created sample syllabi and guidelines with enhanced writing assignments. Faculty members were asked to demonstrate how their courses were addressing the learning outcomes. The Tuning project helped ensure that course goals were being addressed in HIS 1000C.

Core learning outcomes are reported through [WEAVEonline](#), a tool for supporting assessment throughout the University that is discussed under the section on "Support for Assessment." In addition, the [Office of Institutional Research](#) developed a dashboard that provides

an overview of core learning goals achieved. The Provost reviews and reports outcomes of achievement on areas included in the Dashboard to the BOT each December.

The following sections discuss specific assessment initiatives at programs within the colleges, outlining both internal and external sources of assessment.

Assessment of Learning in St. John's College of Liberal Arts and Sciences (SJC)

St. John's College of Liberal Arts and Sciences has shown significant progress in defining learning goals and outcomes for a majority of its programs. Even more impressive was the growth in the number of programs reporting assessment findings and action plans, comparing 2007-2008 to 2013-2014 (see Table 6, Appendix).

Chairs of the philosophy and theology departments worked with full-time faculty to articulate course goals and related learning outcomes and to ensure that mission-specific learning goals and learning outcomes were added to the syllabi for all core philosophy and theology courses beginning in fall 2013. In the theology department, several of the mission-specific core competencies were linked to their program-specific learning outcomes. This department plans to use data gathered in assessing program-specific competencies to measure student achievement in mission-specific goals, using existing assessment processes. A chart was developed to map mission-specific competencies developed by the UCCC to the theology department's program-specific outcomes.

While revision of program goals and mapping of goals to mission-related competencies has been a priority for both the theology and philosophy departments, measurement is now a critical next step. This aligns with a specific charge in the university's [Repositioning the Strategic Plan 2011-2014](#) document that included among its critical measures for assessing and enhancing the value of a St. John's education, a measure of the impact of theology /philosophy core requirements on student learning and development. With the 2015-2016 academic year, the theology department has made assessment a responsibility of the assistant chair. Beginning in fall of 2015, the theology department has been collecting data in all THE 1000C (Perspectives on Christianity – A Catholic Approach) sections in a systematic fashion.

The SJC dean also formed a committee of faculty in theology, philosophy, and psychology to design a survey to be sent to alumni who completed the core curriculum when they were enrolled. The survey was administered in spring 2013. Survey results suggest that, consistent with feedback from the [Graduating Student Survey](#) (GSS) and a focus group led by the Office of Student Affairs regarding student perceptions of the common core courses, responders felt there were too many required theology/philosophy courses on limited topics. The UCCC is considering all feedback in its recent efforts to revitalize the University core.

Sharing assessment tools and methods has been part of the SJC culture of assessment. SJC has created a distance learning version of their Program-level Assessment Workshop to provide a self-paced workshop for graduate students, PT/FT faculty. This is significant given the substantial contributions of adjunct faculty to SJC course delivery. The workshop was launched in fall 2015 and several students and faculty have completed the workshop to date. The program utilizes three SJC-trained facilitators to assist attendees with completion. This is the first resource SJC has launched targeting adjuncts and graduate students who teach at the University.

In the [Division of Library and Information Science](#) (DLIS, SJC), graduate program, the faculty have opted to use e-Portfolios in lieu of the traditional master's comprehensive exam. The DLIS faculty ask students to select artifacts which the students believe support their mastery of their program's goals and outcomes. In addition, the students are asked to write a reflection for each learning outcome whereby students evaluate how they could more effectively master the learning goals. These portfolios are then reviewed by the faculty who can evaluate artifacts and student reflections to effectively and continually update curriculum to ensure student engagement and success. The portfolio approach not only allows for effective documentation of assessment of student learning, but engages students in the process of assessment.

With respect to external assessment, and according to the [2013 Progress Report](#), in St. John's College, departments have modified curricula to ensure students' success on licensing examinations. In 2013, students in the Ph.D. program in clinical psychology had a pass rate of 97.2%, the third highest pass rate out of 16 programs in New York State.

Assessment of Learning in the College of Professional Studies (CPS)

College of Professional Studies has shown significant progress in a majority of their programs in defining program learning goals and outcomes. The growth in number of programs reporting assessment findings and action plans, comparing 2007-2008 to 2013-2014 has increased substantially (see Table 6, Appendix). The CPS is continuing its assessment initiatives using WEAVE and e-Portfolios (see Supports for Assessment section that follows). Another assessment measure that is widely used in the CPS is student course evaluations.

In terms of external assessment sources in CPS, the Legal Studies program offers a Legal Research course requiring students to become certified in all certifications available for paralegals by the end of the semester in which the course is taken, including Westlaw (4 tests) and WestNex (2 tests) certification. The college now wishes to determine the number of attempts students need to pass certifications and curriculum will be reviewed and adapted to facilitate student success in passing certification exams.

Assessment of Learning in The Peter J. Tobin College of Business (TCB)

The Peter J. Tobin College of Business has built a strong organizational culture of assessment and shared responsibility for a system of assurance of learning (AOL) activities that support the college's mission and student learning objectives. Over time, AOL has grown from a process of articulating desired outcomes, developing assessment instruments, and measuring student progress toward meeting those outcomes, to a mature process of continuous improvement that is part of the normal course of business in TCB. As such, AOL is discussed regularly at department faculty meetings, college and department AOL Committee meetings, department chairs' meetings, TCB Faculty Council meetings, and informally among faculty and administrators.

Assessment in TCB is managed through a comprehensive, faculty-driven process that facilitates the continuous improvement of graduate and undergraduate programs and student learning outcomes. Through this proactive approach, student progress toward meeting established learning objectives is monitored continuously. To achieve learning outcomes, emphasis is placed on high-quality teaching across the curriculum and active engagement between students and faculty in

the teaching and learning process. Student progress toward meeting program learning objectives is measured each semester using direct and indirect assessments. Results of these evaluations are stored in WEAVE. As a result of the direct and indirect assessments administered, several innovative curricular changes have been made to improve student engagement and outcomes at the program level, which are aligned with TCB's mission and strategic objectives.

Feedback from the TCB Board of Advisors, who compared SJU students to students from other business schools, indicated that the major strength of SJU students is their work ethic and the major area for development would be presentation skills and polish. The faculty responded by introducing a presentation requirement (see Table 6, Appendix) into two business courses required by all undergraduate business students, the sophomore level *Principles of Management* and the senior-level capstone course. The presentations are embedded into an experiential-learning AS-L activity that engages students as business consultants for a live not-for-profit (NFP) organization to resolve real business challenges facing the organization's leadership. Working in teams, students study and analyze the problem and develop a set of recommendations that are presented to other teams in a class. The best team from each class delivers its presentation to the NFP leadership at the end of each semester. This curriculum change aligns perfectly with TCB's mission, strategic initiatives, and established learning objectives as it addresses several of the objectives outlined in the TCB strategic plan including: increasing student participation in experiential learning opportunities; expanding values-based differential offerings in service-learning to reinforce the university's Vincentian values; promoting student engagement; increasing program breadth achieved by exposing students to the inner workings of NFP organizations; and, providing students with an opportunity to improve key skills for success – presentation and oral communication skills.

A standardized presentation rubric is used to measure student mastery of presentation skills. Feedback from the Board of Advisors and from the NFP partners indicates a noted improvement in business majors' presentation skills. The TCB faculty director of the program initiative was awarded the 2015 AS-L award that is bestowed on one faculty member at the start of each academic year, and presented at the New Faculty Convocation Ceremony.

In 2012, TCB established various initiatives to improve results on the Uniform Certified Public Accountant (CPA) Exam through its [Center for Accounting Research and Technology](#) (CART). These initiatives include the Becker CPA Exam review course reimbursement program, an incentive-based program that reimburses students for a portion of the cost of the review course for each part of the CPA Exam that they pass; the Gleim Quiz Assessment Tool, which tutors students on the exam; and the introduction of one-on-one advisement appointments to develop a customized study plan for each individual student. The pass rate of first time CPA exam takers within one year of graduation has since increased from 38% to 47%.

Assessment of Learning in The School of Education (SOE)

The School of Education comprehensively assesses student learning in compliance with [Council for the Accreditation of Educator Preparation](#) (CAEP), which was formed recently by the merger of [Teachers Education Accreditation Council](#) (TEAC) and [National Council for Accreditation of Teacher Education](#) (NCATE); through scores on NYS Teacher Certification exams; through a review of GPA's in designated courses; and, by ratings provided by supervisors of student teachers. Exit surveys, and ratings provided by employers, rubric evaluations of comprehensive evaluations, and theses completed by graduate students provide further evidence of learning outcomes assessment.

While the SOE is currently accredited by TEAC, it is operating under CAEP standards as it approaches the 2018 site visit. Advances made by the SOE's Educator Preparation Programs (EPP), for both graduate and undergraduate programs are highlighted in Table 6 in the Appendix. Beginning in 2014, each student enrolled in an EPP is required to keep a Digication portfolio organized according to the 5 CAEP accreditation standards. EPP faculty mapped EPP courses, spanning all levels of study, to each accreditation standard and created rubrics for each standard. Students are provided with rubrics in course outlines to facilitate assessment and submit five artifacts to Digication during their program matriculation. Faculty, using the established rubric, score each of the five artifacts and these scores are forwarded to the dean's office. The rubric scores are then analyzed by the student and by the program. A recent NYSED mandate for all students

seeking initial certification is the preparation of a structured portfolio, which is evaluated and graded by an outside rater. Fulfilling this [edTPA](#) (a Teacher Performance Assessment program developed jointly by Stanford University and the American Association of Colleges for Teacher Education, or AACTE) requirement is mandatory to receive initial teaching certification. It consists of a multi-measure, summative assessment instrument aligned to both state and national teaching standards and looks for greater support for and demonstration of relevant educator skills.

Assessment of Learning in St. John's School of Law (LAW)

The primary means of assessment of student learning in the School of Law is the comprehensive end-of-semester exam, though many other assessment means are also used, including mid-term exams, oral presentations, research papers, and short writing assignments. Clinical courses and many skills-based courses assess students based on their entire portfolio of work.

With regard to assessing the School of Law's academic program, the law school relies on external assessment sources and carefully tracks each student's performance on the bar exam and with employment (both "at graduation" and ten months later). Bar exam results and employment outcomes are reported regularly to the faculty, students, and alumni. At the Law School, the 2012 summer bar passage rate was 84%, below the target of 90%, and the 2011 rate of 88%. Evaluation of the bar exam pass rates led directly to the creation and funding of the Applied Legal Analysis course and the creation of a new position of assistant dean for Academic Achievement. In 2013 and 2014, these efforts began bearing fruit. In 2013, the summer bar passage rate increased to 87.5%, which was 1.4 points above the state-wide average. In 2014, relative performance improved again. While the pass rate did not increase, the school's 87.1% pass rate was 4.5 points above the state-wide average.

The [American Bar Association](#) (ABA) accreditation standards governing learning assessment have been finalized which will require all law schools to have an agreed-upon set of learning objectives. These ABA standards become applicable in 2016-2017 and require that the Law School define student learning outcomes for the JD program by 2017-2018 and have an assessment plan

the following year. The Law School Faculty Council recently adopted a complete set of student learning outcomes, which are fully compliant with the new ABA standards. In addition, the Law School's Faculty Council Committee on Teaching, Learning and Assessment has begun work on creating an assessment plan to evaluate those student learning outcomes. This process is being led by the Law School's associate academic dean, who will soon assume the newly created position of associate dean for Assessment and Institutional Effectiveness.

Assessment of Learning in the College of Pharmacy and Health Sciences (CPHS)

The College of Pharmacy and Health Sciences relies heavily on external assessment sources, and implemented improvement plans for the [NAPLEX](#) (North American Pharmacist Licensing Exams) in 2012, which included curricular review and revisions, faculty development programs, Pharm.D. progression monitoring, and access to Pre-NAPLEX tools.

In CPHS (Table 5, Appendix), faculty analyzed the Physician Assistant (PA) students' performance on the Physician Assistant National Certification Examination (PANCE) exam and indicated that the students' performance needed improvement. To improve results on the PANCE, the College implemented review of student performance in critical courses, and provided access to Exam Master Online for PA studies and Exam Master Online Academic Manager for PA training. The college enrolled 80% of the PA program student body. The result was that pass rates for PANCE subsequently improved to 96% in 2012, compared to 77% in 2011.

In year two the review and resources were provided only for PA students classified at risk, including only about 20% of the PA student population and the PANCE exam results went down. The faculty are determining mechanisms by which they can streamline and provide resources to 100% of PA students to improve PANCE exams for the college. The college has now piloted ExamSoft to faculty and students in collecting meaningful direct evidence of student learning (see Table 5, Appendix).

CPHS also collects evaluations from rotation supervisors during experiential education as evidence of students' ability to implement what they have learned in the classroom. In addition, the Office of Experiential Pharmacy Education has three Clinical Coordinators who are pharmacists.

These Clinical Coordinators are responsible for performing annual sites visits of their preceptors and sites, which are assigned by geography. The students are also required to complete evaluations of the site and the preceptor at the end of each rotation. The Clinical Coordinators provide blind feedback from these student evaluations during the annual site visit. As part of its ongoing assessment efforts, CPHS is currently updating the Pharmacy Professional Experiential Programs Policy and Procedure Manual.

Technology Support for Assessment

Subsequent to the University's last Middle States visit in 2006 and as reported in a progress letter to MSCHE in September 2008, the University had adopted [WEAVEonline](#) (now named "Academic Effect") in the academic year 2007-2008 and all academic programs began uploading their course syllabi into the system. This allowed faculty in the different departments to focus on the goals for each program, to determine which courses were not supporting program goals, and to make appropriate adjustments. At the end of each semester, each college also collects data in WEAVE on how students performed on key exam questions, allowing departments to identify areas of weakness in student understanding. Another use of WEAVE online data is analysis of the outcomes of program capstone courses to assess fulfillment of program objectives. Results will inform curriculum revisions where appropriate. Colleges undergoing individual accreditation reviews have effectively used WEAVE to prepare for their accreditation visits, and were very quick to capture assessment information in the system.

Many programs have capstone courses in which learning objectives are measured. Two examples are in TCB and in SJC. In TCB, for example, students' ability to formulate an effective plan for an organization is measured in the undergraduate capstone course (MGT 4329) as are the ability to write business analysis and deliver effective, engaging presentations. In the MBA capstone course (MGT 700), outcomes related to several learning objectives are measured, including effective oral and written communication skills, ability to work effectively in teams, ability to

identify ethical and legal consequences of business decisions and formulating integrative strategic decisions.

The Department of Government and Politics in SJC has made significant revisions to its capstone/exit assignment for both the undergraduate and graduate programs based on discussion and analysis of assessment results. For the undergraduate senior seminars, every student completes a research project of their own design culminating in a final paper that is assessed using a common rubric. To improve student success, the faculty decided to change the stages to the seminar in terms of the types of assignments they do and the expectations from those assignments. The department faculty also created a sophomore methods course to introduce in a more targeted comprehensive format the methods and skills that students are expected to master and showcase by the end of the senior seminar. Assessment measures for the introductory methods course are currently under development and will be used to create a circle of assessment from first class to last class for each student.

Improvements to the government graduate programs include replacement of the traditional four-hour comprehensive exam with a truly comprehensive evaluation of the skills obtained overall and in their major concentration. The evaluation is graded using a common rubric that has been tested and revised over several years in an attempt to yield consistency across faculty in terms of expectations of what students need to know and what they need to know how to do.

With respect to communication of assessment results, graduate students can ask to see their assessments. The few students who do not pass the evaluation and need to redo their exam are given the assessments so that they understand where improvement is needed. Although undergraduate students are not currently given their assessments, the faculty are working on this, particularly for the introductory methods class, so that the students understand the areas they need to improve upon, but also to ensure that students understand what they are expected to learn in the program.

Effective with the 2012-2013 academic year, all faculty are required to post their individual course outlines onto a shared network drive that will be accessible to only department faculty (FT

and PT). Once all syllabi are submitted a memo is sent by the Chair to the Dean, confirming as much to demonstrate compliance. Different repositories are used to collect the syllabi. Digication e-Portfolios have been employed in a number of colleges, including SJC and CPS. In the largest SJC UG major, Biological Sciences (BIO), the large class size is often prohibitive to engage students in multiple writing opportunities. However, biology program assessment data collection and analysis have been improved by utilizing e-Portfolios of the students in Molecular and Cellular Biology (MCB) as well as the lab reports used in previous years. A faculty member noted the need to incorporate e-portfolios in the assessment of student learning despite students' meeting standards set forth for laboratory reports because the faculty realized although the students ability to write laboratory reports correctly has grown, the students were not able to transfer this discipline-specific set of writing skills to other forms of scientific writing, including position papers. Mastery of student learning outcomes is measured not only by improved lab report writing (two laboratory reports per semester in MCB) but also by improved scientific writing using ethical debates and primary references in the writing of position papers (four per semester). Additionally each MCB student is required to complete an Academic Service-Learning experience and document their experiences (through reflection papers) in their e-portfolios. The faculty believe this approach provides biology majors, opting to take MCB, with a portfolio demonstrating mastery of program goals and learning outcomes, as well as a means to determine if curricular changes are needed to improve student success.

The CPS supports the University's efforts to use e-Portfolios in its assessment culture, and in compliance with the [Collective Bargaining Agreement](#) (CBA), course outlines for all courses offered in the fall and spring semesters were placed in nine e-Portfolios on the Digication web site, effective with 2013-2014 academic cycle. Students in the Public Relations and Sport Management programs are required to create e-Portfolios as part of their capstone projects. Faculty members report that the e-Portfolio is a valuable assessment tool that allows them to assess student learning and growth over time.

Other technology resources are leveraged to support assessment of learning outcomes as stipulated in the Information Technology (IT) division's strategic plan. The IT unit worked with an external consultant to develop a strategic plan, in collaboration with representatives across the University in December, 2012. The plan seeks to enhance learning outcomes through the development of a more robust technological infrastructure at the University and more effective use of technology, both in the classroom and in residences. The plan establishes four technology goals and related strategies for the 2012-2016 fiscal years (see Table 9, Appendix).

Other technology resources allocated to the learning outcomes assessment activities include the University Libraries' subscription to [Turnitin](#) beginning in 2003. The decision to subscribe to Turnitin, which is a grading and plagiarism detection software, was in response to greater demand from faculty members for a tool to help students inadvertently avoid, and a reliable means for detecting cases of plagiarism. In 2011 the University integrated Turnitin with [Blackboard](#), which has allowed for greater usage across the University in both online and face to face courses. Usage of Turnitin has increased steadily, and results suggest that it has helped reduce both unintentional and intentional incidences of academic dishonesty (see Chapter 4). For example, in 2008-2009, Turnitin received 6,803 papers from St. John's students, 8% of which were classified as "highly unoriginal," meaning that over 50% of the content of these papers was copied from other sources. In 2014-2015, St. John's students submitted 20,337 papers, with 5.6% classified as highly unoriginal.

Learning Outcomes Related to Mission

Academic Service-Learning

As of fall 2010 all students in [Discover New York](#) complete an [Academic Service-Learning](#) (AS-L) component, completing a high impact learning practice within their first year at the University. After students complete their AS-L requirements for the class, they are asked to produce an essay, or some other form of written or oral expression, that grounds the act of service in its larger theoretical context and allows students to connect with the Vincentian Mission of St. John's through reflection. The university's "[Repositioning the Strategic Plan 2011-2014](#)" document

specifies the measurement of student participation in AS-L and community service as a critical element in assessing the value of a St. John's education.

However, in follow-up surveys, some students reported that their experiences at their service sites were not fully relevant to their chosen fields of study. To address such concerns from students, the St. John's Office of Mission has established a faculty certificate program for AS-L as a way of helping faculty members understand the best ways of integrating AS-L more meaningfully into course work. Since inception of the certificate program in 2009, 231 faculty members have completed the AS-L certificate program, and have reported that it helped them understand key principles, such as the difference between AS-L and community service as well as examples of effective AS-L assignments. The faculty advisory board of AS-L has also developed an AS-L rubric that can be used by faculty members.

AS-L has been used effectively beyond the core as well. In Molecular Biology (BIO 3470/71) students complete an Academic Service-Learning project, which involves teaching science topics to members of the general public, thus introducing the students to teaching and providing valuable experience that can be added to their resumes. In Library and Information Studies 203: Organization of Information, students must complete 12 hours of service working at the Center for Migration Studies of New York (CMS-NY) or with objects/documents connected directly to the Center for Migration Studies of New York. The purpose of this CMS project is to increase access to information needed by the various stakeholders currently engaged in the construction of public policies to effectively safeguard the rights of immigrants and refugees.

In the TCB, Academic Service-Learning projects in two required management undergraduate courses, one in sophomore year and one in senior year, engage students as business consultants to tackle real business challenges facing participating not-for-profit (NFP) organizations. This ensures that every TCB undergraduate student has at least two AS-L experiences during their programs. In addition, several other faculty members incorporate AS-L into their graduate and undergraduate courses. Future iterations may contemplate external assessments by the client NFP organization, which could provide a wonderful opportunity for students to learn from experts.

In the CPS, students in a public relations class collaborated with students in a philosophy class to prepare a workshop on the ethics of bullying. Students created videos featuring information sessions, which were then presented to fifth and sixth grade students at Immaculate Conception school in December 2013. Students from a computer science course created a volunteer registration system for the Bedford Stuyvesant Campaign Against Hunger, as well as a patient scheduling system for Forestdale Inc., a foster care agency in Forest Hills. Students in the Legal Studies Program acted out a mock trial using the story of "Goldilocks and the Three Bears," for students at Immaculate Conception School, as a way of teaching the students about legal concepts and the legal profession. Such projects have proven beneficial to everyone involved, allowing students to gain valuable experience in applying academic skills and knowledge, while providing valuable services to non-profit organizations. Similar learning outcomes as articulated above relative to VITA are experienced through the CPS service-learning initiatives. Appreciation of the Vincentian value of service coupled with the application of classroom knowledge into real-world situations -- including technical know-how as well as communication and interpersonal skills— fulfills specific learning goals of the college.

The Ozanam Scholars Program

The [Ozanam Scholars](#) program is offered under the direction of the Vincentian Institute for Social Action (VISA), which was established as a means of promoting the Vincentian Mission through academic work that addresses issues related to poverty and global injustice (see Chapter 1 on Mission). Through field work and study, Ozanam scholars hone their skills in analyzing social problems and developing solutions. Ozanam scholars minor in social justice, complete an independent study in their junior year and a capstone project by the end of their senior year. 15 students were enrolled in the Ozanam scholars program in 2011-12. The same number was enrolled in 2012-13.

During the 2011-12 academic year, sophomore Ozanam scholars were asked to write three journal entries per semester, in which they reflected on the four learning outcome areas of the

program. Average scores, 0-4, are indicated in parentheses: Academic Development (3.19), Social Justice/Service Development (2.57), Student Development (2.65), and Vincentian Formation (2.84). Journal entries were then scored using a rubric, with comparisons made between fall and spring semesters. The quality of student journal writing did not change significantly from one semester to the next, and it is unclear if this can be attributed to differences in service sites or some other intrinsic factors.

On a more positive note, the Learning Outcomes Survey (LOS), which was administered during the 2012-13 school year, revealed that Scholars increased their knowledge in several key areas related to the University's mission, including social justice issues, writing skills, presentation skills, and Vincentian values.

Faculty Development to Improve Teaching and Learning

The observed increase in assessment of student learning since 2006, across the University is due in part to the increase in resources available to faculty at the college and university levels. The University has provided the [Writing Center](#), [Learning Commons](#), [Center for Teaching and Learning](#), and the newly formed [UAC](#) to assist faculty with assessment of student learning. Colleges have also developed their own discipline-specific assessment resources.

The University's [Center for Teaching and Learning](#) (CTL) provides faculty development workshops on various ways to achieve teaching excellence, with special focus on integration of technology into pedagogy. The CTL Director uses the Educause Learning Initiative as a resource to identify critical faculty development topics. During the past two years, the University has formed an advisory group with representation from the University Library, Information Technology, and Office of Online Learning who collaborate on plans for new CTL workshops and attend and evaluate the workshop sessions. Faculty are asked to evaluate the effectiveness of each workshop and to suggest topics for future workshops via a brief survey at the end of each session. The CTL sponsors a group of faculty Teaching with Technology Fellows, each for a two-year term during which they work on a technology enhancement for one of their courses. At the completion of the two-year fellowship,

the faculty become Senior Fellows and serve in an advisory capacity for all new CTL programs. The assessment loop consists of consulting industry standards to identify needs for new workshops, collaboration among University stakeholders in development of the workshops, evaluation by the faculty of the effectiveness of the workshops, and enhancement to future offerings based on faculty feedback.

Faculty are embracing assessment as an important component of effective student learning, which will help the University to achieve its strategic priorities. Although the University has made great strides, it recognizes that there is room for improvement and the opportunity to serve its students more effectively through increased assessment of student learning. Specific opportunities for growth can be found below.

RECOMMENDATIONS

- Expand professional development and training in assessment of student learning for all faculty, student service personnel, and graduate assistants.
- Strengthen assessment resources in the colleges, schools and departments, including recognition for faculty participation in assessment training and activities. (*Suggestion*)
- Share assessment results more widely with stakeholders in the SJU community.
- Broaden student involvement in assessment planning and discussions.
- Map co-curricular activities to college and program goals so students understand how these activities reinforce student learning outcomes and ensure student success.
- Review, update and broadly communicate the Institutional Assessment Plan.
- Assess the rate of adoption of high-impact educational practices as identified by the University, and the degree to which they promote student success.
- Review and revise current assessment practices of graduate programs as needed.

CONCLUSION

The first and primary goal of St. John's self-study was to demonstrate that the University meets the Fourteen Standards set forth by the Middle States Commission of Higher Education in *Characteristics of Excellence*. The institution believes that this self-study document and the List of Key Institutional Documents and Resources that supplements it provide the evidence needed to conclude that St. John's does, indeed, meet or exceed each of the Standards.

At the same time, the University recognizes, as Dr. Gempesaw said in his investiture address, "a great university is never content with what it is; it seeks to be better." And this self-study has provided the entire St. John's community with an opportunity and framework for developing a series of recommendations and suggestions for itself that are designed to do precisely that. A summary of those follows with suggestions indicated in parenthesis.

Chapter 1, Standard 1

- Emphasize all aspects of the University mission in hiring of faculty, staff and administrators and develop more robust mission orientation and development program.
- Assess the effectiveness of the current mission-related activities in reinforcing the unique Catholic and Vincentian charism central to the University.

Chapter 2, Standard 2

- Implement a revenue sharing system, based on appropriate targets, that creates incentives for individual academic and administrative units to increase revenue, strategically manage expenses and support strategic priorities.
- Identify measures, targets and accountability along a timeline for all elements of "St. John's University's Strategic Priorities – An Action Plan."
- Strengthen the infrastructure for both tracking and related reporting of progress towards achievement of strategic priorities to the University units as appropriate.

Chapter 2, Standard 3

- Launch a major, focused, capital campaign to celebrate the University's 150th year anniversary, with the goal of creating new funding sources for institutional priorities.

- Strengthen the structure of Institutional Advancement and co-locate the development officers in individual colleges. (*Suggestion*)
- Charge the new university-wide representative group (AITC) with identifying and reporting on critical facilities and technology priorities and needs with a focus on enhancing the teaching and learning environment.
- Develop and employ integrated technology solutions that support and enhance enrollment management, career advisement and alumni engagement. (*Suggestion*)
- Train administrators, faculty, and staff to make effective use of technology solutions to ensure student success.

Chapter 3, Standard 4

- Engage BOT in selected university committee activities. (*Suggestion*)

Chapter 3, Standard 5

- Create a plan, including appropriate targets, to increase the diversity of the University's administrative leadership to better reflect the rich diversity of its student body.
- Fill key administrator positions through a combination of national and international searches and promotion of the best personnel from within.
- Develop processes for identifying and cultivating internal talent for administrative positions. (*Suggestion*)

Chapter 4, Standard 6

- Assess student/employees' understanding of current training programs with appropriate targets and metrics, and use outcomes data for continuous improvement of these programs.
- Strengthen communication of academic integrity policies to students by including (or referencing) such policies in all course syllabi.
- To assure compliance with federal and Commission regulations regarding communication of accurate information to constituencies
 - Create a written policy identifying types of information that can be altered by individual faculty, departments, or divisions and those that would require more centralized coordination and control;
 - Post this policy in a location that is accessible to all employees; and
 - Develop the centralized approval process as an automated system that could process requests in a timely fashion with the identified person or group as the final authority.

Chapter 5, Standard 7

- Assess the Partnership for Performance (PFP) process and instrument to promote a culture of shared ownership and accountability and ensure close alignment of compensation with performance. (*Suggestion*)
- Utilize institutional assessment data more effectively in strategic, facilities, and academic planning.
- Given recent personnel changes due to the VSO and reorganization, conduct a thorough review and assessment of current staffing and operations of the Office of Institutional Research to ensure its capacity to meet the ever-increasing demand for institutional assessment data.

Chapter 6, Standard 8

- Leverage and expand partnerships with local schools, community colleges and universities around the world to increase enrollment of respective populations.
- Regularly assess the efficacy of the current undergraduate strategic enrollment management plan regarding student success, retention, and other key indicators identified in the plan.
- Develop and assess college-specific graduate enrollment strategies designed to increase the number and academic quality of applicants.
- Strengthen communications critical to admissions, financial aid and other enrollment criteria to prospective students.
- Develop strategies to ensure effective communication of differences in admissions standards among different colleges and programs to prospective students.

Chapter 6, Standard 9

- Strengthen student support services and programs at satellite campuses.
- With projected growth of international student populations, review student support resources to ensure their adequacy in addressing that population's diverse needs.
- Strengthen graduate and undergraduate student academic and career advisement within and across individual colleges and departments.
- Employ digital technology effectively to engage, advise, and mentor students, and to improve learning outcomes.
- Increase coordination among Alumni Relations, Career Services, Office of University Mission, and the academic units to strengthen ties to the alumni network and grow student opportunities for mentoring, experiential learning, and employment.

Chapter 7, Standard 10

- Ensure that the ratios of full-time to part-time faculty in individual colleges assure academic quality.
- Strengthen communications between the institution and part-time faculty and identify/implement strategies to increase their participation in institutional surveys to better understand their needs and concerns.
- Enhance support and infrastructure to increase faculty participation in sponsored research.
- Develop and employ a comprehensive approach to faculty development, training and mentoring to ensure faculty and student success.
- Fill faculty positions through national and international searches in alignment with disciplinary hiring season in order to recruit the best candidates consistent with institutional and unit strategic priorities, and reflective of the rich diversity of the student body.

Chapter 8, Standard 11

- Assess the use of results of academic program reviews to assure that they are utilized to effect changes in educational offerings.

Chapter 9, Standard 12

- Present to the BOT in fall 2016 a revitalized undergraduate core curriculum that is flexible, cohesive, integrated with the institution's mission, reflective of the university's diversity, and consistent with university's learning goals and outcomes.
- In light of projected changes in the core curriculum, strengthen advisement to ensure that students continue to meet liberal arts and science requirements for conferral of the Bachelor of Arts and Bachelor of Science degrees as defined by NYSED education law.
- Assure that assessment practices are carried out and reported consistently across the core curriculum, providing more documentation on data analysis and the use of assessment data for continuous improvement of the core curriculum.
- Develop a plan of action to insure students demonstrate core competencies throughout their undergraduate study. (*Suggestion*)

Chapter 10, Standard 13

- Build on the success of the student mentoring programs across the University.
- Develop a formal orientation program for students in fully online programs and expand technical support.
- Foster relationships with global and domestic academic and community institutions to create partnerships that capitalize on St. John's strongest programs and supplement areas of strategic need.

Chapter 11, Standard 14

- Expand professional development and training in assessment of student learning for all faculty, student service personnel, and graduate assistants.
- Strengthen assessment resources in the colleges, schools and departments, including recognition for faculty participation in assessment training and activities. *(Suggestion)*
- Share assessment results more widely with stakeholders in the SJU community.
- Broaden student involvement in assessment planning and discussions.
- Map co-curricular activities to college and program goals so students understand how these activities reinforce student learning outcomes and ensure student success.
- Review, update and broadly communicate the Institutional Assessment Plan.
- Assess the rate of adoption of high-impact educational practices as identified by the University, and the degree to which they promote student success.
- Review and revise current assessment practices of graduate programs as needed.

APPENDICES

APPENDICES

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Organizational Structure of the Middle States Steering Committee

Name	Title
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Dr. Jeffrey Fagen	Dean, SJC
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Organizational Structure of the Middle States Steering Committee (continued)

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Rev. Bernard Tracey, C.M.	Executive Vice President for Mission
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Organizational Structure of the Self-Study Working Groups

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

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

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

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Dr. John Neumann	Associate Professor, Department of Economics and Finance, TCB
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Rebecca Brooker	Undergraduate Student, Graphic Design, SJC
Younand Paul	Undergraduate Student, Business Management, TCB

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Hyperlink	Corresponding URL
2010 LibQual+ Survey	http://www.stjohns.edu/sites/default/files/libqualfullreport2010.pdf
2010-2011 and 2013-2014 HERI surveys	http://www.stjohns.edu/about/administrative-offices/institutional-research/heri-faculty-survey
2012-2013 Achievement Summary Profile	http://www.stjohns.edu/sites/default/files/documents/ir/ics_profile.pdf
2013 Progress Report	http://www.stjohns.edu/sites/default/files/documents/ir/progress_report_final_8_21_13_updated_12_3_13.pdf
2014 Graduating Senior Survey	http://www.stjohns.edu/sites/default/files/documents/ir/surveys/sju_gss_2014_-_report.pdf
2014 NSSE survey	http://www.stjohns.edu/about/administrative-offices/institutional-research/national-survey-student-engagement-nsse
Academic Honor Pledge	http://www.stjohns.edu/student-life/queens-campus-life/office-student-conduct/academic-honor-pledge
Academic Program Review	http://www.stjohns.edu/about/administrative-offices/provost/institutional-research/academic-program-review-overview
Academic programs and majors	http://www.stjohns.edu/academics/programs-and-majors
Academic Service Learning (AS-L)	http://www.stjohns.edu/faith-service/service-opportunities/academic-service-learning
Accommodation of Nursing Mothers	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-809-accommodation-nursing-mothers
Accreditation Council for Pharmacy Education (ACPE)	https://www.acpe-accredit.org/
ACUHO-I/EBI Resident Survey	http://www.stjohns.edu/about/administrative-offices/institutional-research/association-college-and-university-housing-officers-international-acuho-i
Adult Learners	http://www.stjohns.edu/admission-aid/undergraduate-admission/adult-degree-programs
Alumni Attitude Study (AAS)	http://www.stjohns.edu/about/administrative-offices/institutional-research/alumni-attitude-study-aas
American Bar Association	http://www.americanbar.org/aba.html
Annual Faculty Activity Report (AFAR)	http://www.stjohns.edu/about/administrative-offices/provost/faculty-resources

URLs for Hyperlinks Used in the Self-study (continued)

Hyperlink	Corresponding URL
Annual faculty research forum	http://www.stjohns.edu/about/administrative-offices/provost/center-teaching-and-learning/faculty-research-forum
Application for Certification Based on Prior Experience	http://www.stjohns.edu/academics/online-learning/teach-online/application-certification-based-prior-experience
Assessments/ Surveys	http://www.stjohns.edu/about/administrative-offices/provost/institutional-research/assessment/surveys
Association to Advance Collegiate Schools of Business (AACSB)	http://www.aacsb.edu/
Best Catholic Colleges – On Campus	http://www.bestcolleges.com/features/the-best-catholic-colleges/
Bias/Hate Crimes- HR Policy #709	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-709-bias/hate-crimes
Big East Code of Sportsmanship	http://www.redstormsports.com/auto_pdf/p_hotos/s_chools/stjo/genrel/auto_pdf/bigeastsportsmanship
Blackboard	http://www.blackboard.com/
Board of Governors	http://www.stjohns.edu/about/leadership/board-governors
Board of Trustees	http://www.stjohns.edu/about/leadership/board-trustees
Business Ethics Training Program	http://www.stjohns.edu/about/administrative-offices/human-resources/business-ethics-training
Campus Guide on the SJU Library webpage	http://www.stjohns.edu/libraries/research-guidance
Campus Ministry	http://www.stjohns.edu/faith-service/campus-ministry
CAPE 2013	http://www.ncbi.nlm.nih.gov/pubmed/24159203
Career Services	http://www.stjohns.edu/employers/career-services/about-us
CareerLink	http://www.stjohns.edu/employers/career-services/students/careerlink
Catholic and Vincentian programs	http://www.stjohns.edu/faith-service
Catholic Scholars Program	http://www.stjohns.edu/faith-service/leadership-and-development/catholic-scholars-program

URLs for Hyperlinks Used in the Self-study (continued)

Hyperlink	Corresponding URL
Catholic scholarship opportunities	http://www.stjohns.edu/admission-aid/scholarships/catholic-scholarships
Center for Accounting Research and Technology	http://www.stjohns.edu/academics/schools-and-colleges/peter-j-tobin-college-business/center-accounting-research-and-technology
Center for Counseling & Consultation (CCC)	http://www.stjohns.edu/student-life/health-and-wellness/center-counseling-consultation
Center for Teaching and Learning (CTL)	http://www.stjohns.edu/about/administrative-offices/provost/center-teaching-and-learning
Center for the Advancement of Pharmacy Education (CAPE)	http://www.aacp.org/resources/education/cape/Pages/default.aspx
CIRP Freshman Survey	http://www.stjohns.edu/about/administrative-offices/institutional-research/cooperative-institutional-research-program-cirp-freshman
COACH (Count on Alumni for Career Help) programs	http://www.stjohns.edu/employers/career-services/students/exploring-majors-and-careers
Collective Bargaining Agreement (CBA)	http://www.stjohns.edu/sites/default/files/documents/hr/cba_final_2014-2017.pdf
College Advantage Program	http://www.stjohns.edu/academics/academic-resources/college-advantage-program
College of Pharmacy and Health Sciences (CPHS)	http://www.stjohns.edu/academics/schools-and-colleges/college-pharmacy-and-health-sciences
College of Professional Studies (CPS)	http://www.stjohns.edu/academics/schools-and-colleges/college-professional-studies
Collegiate Science and Technology Entry Program (CSTEP)	http://www.stjohns.edu/academics/academic-resources/collegiate-science-and-technology-entry-program-cstep
Common Application	http://www.stjohns.edu/admission-aid/apply-st-johns-university
Community Partnerships	http://www.stjohns.edu/faith-service/social-action/vincentian-institute-social-action/community-partnerships
Complaint Resolution- HR Policy #701	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-701-complaint-resolution
Confidentiality- HR Policy #706	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-706-confidentiality

URLs for Hyperlinks Used in the Self-study (continued)

Hyperlink	Corresponding URL
Conflict of Interest- HR Policy #1001	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-1001-conflict-interest
Council for Accreditation of Educator Preparation (CAEP)	http://caepnet.org/
Council on Education and Public Health (CEPH)	http://ceph.org/
CTL Fellows Program	http://www.stjohns.edu/about/administrative-offices/provost/center-teaching-and-learning/teaching-technology-fellows
CTL Newsletter	http://www.stjohns.edu/sites/default/files/documents/provost/jan-feb_2016_rev_.pdf
Davis Library	http://www.stjohns.edu/libraries/campus-libraries/kathryn-and-shelby-cullom-davis-library
Department of Athletics	http://www.stjohns.edu/athletics
Digication	https://stjohns.digication.com/portfolio/directory.digi
Diploma in Risk and Insurance	http://www.stjohns.edu/academics/schools-and-colleges/peter-j-tobin-college-business/programs-and-majors/risk-and-insurance-certificate
Disabilities in the Workplace	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-103-disabilities-workplace
Disabilities in the Workplace- HR Policy #103	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-103-disabilities-workplace
Disabilities Services	http://www.stjohns.edu/about/administrative-offices/operations/division-student-affairs/disabilities-services
Discover New York (DNY)	http://www.stjohns.edu/academics/schools-and-colleges/st-johns-college-liberal-arts-and-sciences/discover-new-york
Diversity Initiative-HR Policy #808	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-808-diversity-initiative
Division of Academic Support Services	http://www.stjohns.edu/about/administrative-offices/provost/academic-support-services
Division of Library and Information Science (DLIS, SJC)	http://www.stjohns.edu/academics/schools-and-colleges/st-johns-college-liberal-arts-and-sciences/library-and-information-science

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Hyperlink	Corresponding URL
Early Admission Program	http://www.stjohns.edu/academics/academic-resources/early-admission-program
Early Alert System	http://www.stjohns.edu/about/administrative-offices/provost/faculty-resources
EdTPA	http://edtpa.aacte.org/about-edtpa
Educational Benchmarking Inc. Climate (EBI Climate)	http://www.stjohns.edu/about/administrative-offices/institutional-research/educational-benchmarking-inc-climate-ebi-climate
Employment Posters	http://www.stjohns.edu/about/administrative-offices/human-resources/employment-posters
English as a Second Language (ESL) program	http://www.stjohns.edu/academics/schools-and-colleges/st-johns-college-liberal-arts-and-sciences/languages-and-literatures/english-second-language
English Language Institute (ELI)	http://www.stjohns.edu/global/international-students-and-scholars/language-connection/english-language-institute
English Language Table	http://www.stjohns.edu/student-life/queens-campus-life/multicultural-affairs/peer-mentoring-programs#elt
E-Portfolios	http://www.stjohns.edu/about/administrative-offices/provost/e-portfolio
Equal Opportunity- HR Policy #102	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-102-equal-employment-opportunity
EthicsPoint	https://secure.ethicspoint.com/domain/media/en/gui/41213/index.html
Ex Corde ecclesiae	http://w2.vatican.va/content/john-paul-ii/en/apost_constitutions/documents/hf_jp-ii_apc_15081990_ex-corde-ecclesiae.html
Fact Book	http://www.stjohns.edu/about/administrative-offices/institutional-research/fact-book
Faculty Survey of Student Engagement (FSSE)	http://www.stjohns.edu/about/administrative-offices/institutional-research/faculty-survey-student-engagement-fsse
Financial aid counseling	http://www.stjohns.edu/admission-aid/tuition-and-financial-aid
First Year Writing	http://www.stjohns.edu/about/administrative-offices/provost/institute-writing-studies/first-year-writing-program
Four strategic priorities	http://www.stjohns.edu/about/office-president/strategic-priorities-working-group
GLOBE	http://www.stjohns.edu/academics/schools-and-colleges/peter-j-tobin-college-business/global-microloan-program

URLs for Hyperlinks Used in the Self-study (continued)

Hyperlink	Corresponding URL
Graduate Bulletin	http://www.stjohns.edu/academics/schools-and-colleges/bulletins/graduate-bulletin
Graduate (students)	http://www.stjohns.edu/admission-aid/graduate-admission
Graduating Student Survey (GSS)	http://www.stjohns.edu/about/administrative-offices/institutional-research/graduating-student-survey-gss
Growth Grants Program	http://www.stjohns.edu/about/administrative-offices/provost/center-teaching-and-learning/growth-grants-program
Health Education Resources Center (HERC)	http://campusguides.stjohns.edu/herc
HERI Faculty Survey	http://www.stjohns.edu/about/administrative-offices/institutional-research/heri-faculty-survey
High School Scholars Program	http://www.stjohns.edu/academics/academic-resources/high-school-scholars-program
Higher Education Recruitment Consortium (HERC)	http://www.hercjobs.org/metro_ny_southern_ct
Higher Education Research Institute (HERI)	http://www.stjohns.edu/about/administrative-offices/institutional-research/heri-faculty-survey
HIV/AIDS- HR Policy #104	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-104-hiv/aids
Human Resources Policy Manual	http://www.stjohns.edu/about/administrative-offices/human-resources/human-resources-policy-manual
Information Technology Policies	http://www.stjohns.edu/about/administrative-offices/operations/information-technology/computer-and-network-use-policy
Institute for Core Studies	http://www.stjohns.edu/academics/schools-and-colleges/st-johns-college-liberal-arts-and-sciences/institute-core-studies
Institute for Writing Studies	http://www.stjohns.edu/about/administrative-offices/provost/institute-writing-studies
Institutional Assessment Inventory	http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys
Instructional services	http://www.stjohns.edu/libraries/services/research-instruction

URLs for Hyperlinks Used in the Self-study (continued)

Hyperlink	Corresponding URL
Intellectual Property- HR Policy #1035	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-1035-intellectual-property
Interlibrary Loan	http://www.stjohns.edu/libraries/services/interlibrary-loan
International (students)	http://www.stjohns.edu/admission-aid/international-admission
International Student and Scholar Services Office (ISSSO)	http://www.stjohns.edu/student-life/student-development/new-student-orientation/international-student-guidebook
Judicial Process for Violations of the Academic Honor Code	http://www.stjohns.edu/student-life/queens-campus-life/office-student-conduct/academic-honor-pledge
Law School Student Handbook	http://www.stjohns.edu/law/student-services/law-student-handbook
Law School Survey of Student Engagement (LSSSE)	http://lsse.indiana.edu/
Leadership Development Series	http://www.stjohns.edu/about/administrative-offices/human-resources/training-and-development
Library resources	http://www.stjohns.edu/libraries/library-resources
Library's E-Reference Service	http://stjohns.libanswers.com/
Link to the Personnel Action Form (PAF)	http://www.stjohns.edu/about/administrative-offices/provost/faculty-resources#expand
Loretto Library	http://www.stjohns.edu/libraries/campus-libraries/loretto-memorial-library-staten-island
May Memo from the Provost	http://www.stjohns.edu/sites/default/files/documents/provost/may_memo_2015_revfinal.pdf
Metropolitan New York and Southern Connecticut Higher Education Recruitment Consortium (MNYSC HERC)	http://www.hercjobs.org/metro_ny_southern_ct/
Midnight run	http://www.stjohns.edu/faith-service/service-opportunities/cm-midnight-run
Mission Office	http://www.stjohns.edu/about/administrative-offices/mission

URLs for Hyperlinks Used in the Self-study (continued)

Hyperlink	Corresponding URL
Mission Statement	http://www.stjohns.edu/about/our-mission
Multicultural Advisory Committee	http://www.stjohns.edu/about/administrative-offices/mission/multicultural-advisory-committee
MySJU	http://www.stjohns.edu/mysju
NAPLEX (North American Pharmacist Licensing Exams)	http://www.nabp.net/programs/examination/naplex
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	http://naaccls.org/
National and internal surveys (assessment surveys)	http://www.stjohns.edu/about/administrative-offices/institutional-research/assessment/surveys
National Council for Accreditation of Teacher Education (NCATE)	http://www.ncate.org/Public/AboutNCATE/tabid/179/Default.aspx
National Survey of Student Engagement (NSSE)	http://www.stjohns.edu/about/administrative-offices/institutional-research/national-survey-student-engagement-nsse
NCAA Standards-Bylaws, Article 10	http://www.redstormsports.com/auto_pdf/p_hotos/s_chools/stjo/genrel/auto_pdf/ethicalconduct
Notice of Non-discrimination, Equal Opportunity	http://www.stjohns.edu/policies#nondiscrimination
NY State Education Department (NYSED)	http://www.highered.nysed.gov/
NYSED website	http://www.highered.nysed.gov/ocue/aipr/register.html
Office of University Mission	http://www.stjohns.edu/about/administrative-offices/mission
Office of EEO and Compliance	http://www.stjohns.edu/about/administrative-offices/human-resources/employee-relations-and-compliance
Office of Global Studies	http://www.stjohns.edu/global-studies
Office of Grants and Sponsored Research (OGSR)	http://www.stjohns.edu/about/administrative-offices/provost/grants-and-sponsored-research

URLs for Hyperlinks Used in the Self-study (continued)

Hyperlink	Corresponding URL
Office of Institutional Research	http://www.stjohns.edu/about/administrative-offices/provost/institutional-research
Office of Multicultural Affairs	http://www.stjohns.edu/student-life/queens-campus-life/multicultural-affairs
Office of Online Learning and Services	http://www.stjohns.edu/academics/online-learning
Office of Residence Life	http://www.stjohns.edu/student-life/queens-campus-life/residence-life
Office of Student Life/ Student Affairs	http://www.stjohns.edu/student-life
Office of Transfer Student Services (TSS)	http://www.stjohns.edu/academics/academic-resources/transfer-student-services
Office of Online Learning and Services	http://www.stjohns.edu/academics/online-learning
On Campus Recruiting	http://www.stjohns.edu/employers/career-services/career-fairs-and-events
Online Learners	http://www.stjohns.edu/admission-aid/apply-st-johns-university
Online Learning and Services	http://www.stjohns.edu/academics/online-learning/explore-online-degrees
Online Teaching Essentials (OTE)	http://www.stjohns.edu/academics/online-learning/teach-online/online-teaching-essentials
Organizational Chart	http://www.stjohns.edu/sites/default/files/documents/adminoffices/160119-org-chart.pdf
Ozanam Scholars Program	http://www.stjohns.edu/faith-service/leadership-and-development/ozanam-scholars-program
Peer-mentoring programs	http://www.stjohns.edu/student-life/queens-campus-life/multicultural-affairs/peer-mentoring-programs
Policy against Discrimination and Harassment and Related Complaint Procedures – HR Policy #704	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-704-policy-against-discrimination-and-harassment-and-related-complaint-procedures
Portable Professor	http://www.stjohns.edu/about/administrative-offices/operations/information-technology/portable-professor-program
Pregnant Workers Fairness	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-810-pregnant-workers-fairness

URLs for Hyperlinks Used in the Self-study (continued)

Hyperlink	Corresponding URL
President's State of the University Address	http://www.stjohns.edu/about/office-president/state-university-address
Privacy Statement	http://www.stjohns.edu/about/administrative-offices/operations/division-student-affairs/student-handbook/chapter-6-policies-and-procedures#ferpa
Project A.I.M. (Asian & International Mentoring Program)	http://www.stjohns.edu/student-life/queens-campus-life/multicultural-affairs/peer-mentoring-programs#Projectaim
Provost's Assessment Tools page	http://www.stjohns.edu/about/administrative-offices/provost/assessment-tools
Provost's web pages- Intellectual Property	http://www.stjohns.edu/research/intellectual-property
R.I.S.E. Network	http://www.stjohns.edu/student-life/queens-campus-life/multicultural-affairs/peer-mentoring-programs#rise
Recruitment and Hiring- HR Policy #106	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-106-recruitment-and-hiring
Repositioning Document	http://www.stjohns.edu/sites/default/files/documents/ir/repositioning_plan_and_value.online.pdf
Repositioning of the Strategic Plan 2011-2014	http://www.stjohns.edu/sites/default/files/documents/ir/repositioning_plan_and_value.online.pdf
Repositioning the Strategic Plan 2011-2014 Combined Outcome Measures December 2014	http://www.stjohns.edu/sites/default/files/documents/ir/strategic-plan/repositioning_of_the_plan_combined_outcomes_measures_dec.2014_final.3_web.pdf
Resident Life Handbook	http://www.stjohns.edu/student-life/queens-campus-life/residence-life/residence-life-handbook
Resource Guide	http://www.stjohns.edu/sites/default/files/documents/provost/resource_guide_fall_2015.pdf
Resources online for students who are not on campus (Library)	http://www.stjohns.edu/libraries/general-information/accessing-library-resources-campus
Respondus	http://www.respondus.com/lp/online-proctoring/index.shtml?clid=COS5yriftMgCFQwYHwod9YQIJQ

URLs for Hyperlinks Used in the Self-study (continued)

Hyperlink	Corresponding URL
Rittenberg Law Library	http://lawlibrary.stjohns.edu/
Ronald E. McNair Scholars Program	http://www.stjohns.edu/academics/academic-resources/ronald-e-mcnair-scholars-program
Sexual Assault	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-703-sexual-assault
Sexual Assault Guide and Resource Manual	http://www.stjohns.edu/sites/default/files/documents/global/m1-8720_sexual_harassment_guide.pdf
SJI-Queens Campus	http://www.stjohns.edu/student-life/queens-campus-life/get-involved/student-government-inc
SJU Academic Honor Pledge	http://www.stjohns.edu/student-life/queens-campus-life/office-student-conduct/academic-honor-pledge
SJU Libraries main page	http://www.stjohns.edu/libraries
SJU's location in Rome	http://www.stjohns.edu/campuses/rome-campus
Soup kitchen	http://www.stjohns.edu/faith-service/service-opportunities/st-nicks-mens-shelter
Speech and Expression- HR Policy #1009	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-1009-speech-and-expression
St. John's Application	https://app.applysju.org/?utm_medium=UniveristyWeb&utm_campaign=OnlineApp&utm_term=FA16&utm_source=SJU
St. John's Bread and Life	https://www.breadandlife.org/
St. John's College of Liberal Arts and Sciences (SJC)	http://www.stjohns.edu/academics/schools-and-colleges/st-johns-college-liberal-arts-and-sciences
St. John's Online Programs	http://www.stjohns.edu/about/news/2016-01-29/sju-online-programs-ranked-top-100-us-news-world-report
St. John's University's Strategic Priorities – An Action Plan	http://www.stjohns.edu/sites/default/files/documents/adminoffices/sju_action_plan_150930.pdf
State of the University Address	http://www.stjohns.edu/about/office-president/state-university-address
Staten Island (UG degree programs)	http://www.stjohns.edu/campuses/staten-island-campus/programs-study

URLs for Hyperlinks Used in the Self-study (continued)

Hyperlink	Corresponding URL
Staten Island Campus Strategic Plan	http://www.stjohns.edu/sites/default/files/documents/ir/si_strategic_plan_2014-2017_8-20-20131.pdf
Statutes/ University Statutes	http://www.stjohns.edu/sites/default/files/documents/final_statutes_october_2015.pdf
Strategic Plan 2004-2008	http://www.stjohns.edu/sites/default/files/documents/ir/strategicplan_0408.pdf
Strategic Plan 2008-2013	http://www.stjohns.edu/sites/default/files/documents/ir/final_strategic_plan_2008-2013_for_web.pdf
Strategic Plan Repositioning Document 2011-2014	http://www.stjohns.edu/sites/default/files/documents/ir/repositioning_plan_and_value.online.pdf
Strategic Planning	http://www.stjohns.edu/about/leadership/strategic-planning
Strategic Priorities Review Team	http://www.stjohns.edu/about/news/2016-01-14/assessing-progress-strategic-priorities-review-team-sprt-members
Strategic Priorities Working Group (SPWG)	http://www.stjohns.edu/about/office-president/strategic-priorities-working-group
Student and Faculty Engagement (SAFE) Program	http://www.stjohns.edu/academics/academic-resources/safe-mentoring-new-students
Student Evaluation of Teaching (SET)	http://www.stjohns.edu/about/administrative-offices/institutional-research/student-evaluation-teaching
Student Handbook	http://www.stjohns.edu/about/administrative-offices/operations/division-student-affairs/student-handbook
Student Handbook Chapter 6- Policies and Procedures	http://www.stjohns.edu/about/administrative-offices/operations/division-student-affairs/student-handbook/chapter-6-policies-and-procedures
Student Satisfaction Inventory (SSI)	http://www.stjohns.edu/about/administrative-offices/institutional-research/student-satisfaction-inventory-ssi-institutional-priorities-survey-ips
Teachers Education Accreditation Council (TEAC)	http://www.teac.org/
Technology Associates	http://www.stjohns.edu/about/administrative-offices/provost/center-teaching-and-learning/technology-associates
The CTL Certificate Program	http://campusguides.stjohns.edu/ctlevents

URLs for Hyperlinks Used in the Self-study (continued)

Hyperlink	Corresponding URL
The Language Connection (TLC)	http://www.stjohns.edu/global/international-students-and-scholars/language-connection
The Office of Career Services	http://www.stjohns.edu/student-life/staten-island-campus-life/career-services
The Peter J. Tobin College of Business (TCB)	http://www.stjohns.edu/academics/schools-and-colleges/peter-j-tobin-college-business
The School of Education (SOE)	http://www.stjohns.edu/academics/schools-and-colleges/school-education
The School of Law (LAW)	http://www.stjohns.edu/law
The Vincentian Initiative to Advance Leadership (V.I.T.A.L.)	http://www.stjohns.edu/faith-service/leadership-and-development/vital
Title IX Student Life Resource	http://www.stjohns.edu/student-life/title-ix
Transfer (students)	http://www.stjohns.edu/admission-aid/transfer-admission
Transfer Credit Policy	http://www.stjohns.edu/academics/academic-resources/transfer-student-services/transfer-credit-policy
Transfer Student Services	http://www.stjohns.edu/academics/academic-resources/transfer-student-services
Trends in institutional outcomes measures	http://www.stjohns.edu/about/administrative-offices/institutional-research
Turnitin	http://www.turnitin.com/en_us/home
Tutoring	http://www.stjohns.edu/faith-service/service-opportunities/st-nicholas-tolentine-afterschool
Undergrad (students)	http://www.stjohns.edu/admission-aid/undergraduate-admission
Undergraduate Bulletin	http://www.stjohns.edu/academics/schools-and-colleges/bulletins/undergraduate-bulletin
University Assessment Committee	http://www.stjohns.edu/about/administrative-offices/provost/university-assessment-committee-uac
University Bulletin	http://www.stjohns.edu/sites/default/files/documents/academics/bulletin-undergrad-2013-2015-cps.pdf

URLs for Hyperlinks Used in the Self-study (continued)

Hyperlink	Corresponding URL
University Fact Book Fall 2014	http://www.stjohns.edu/sites/default/files/documents/ir/fact-book/fall_2014_fact_book.pdf
University Freshman Center	http://www.stjohns.edu/academics/academic-resources/university-freshman-center
University Honors Program	http://www.stjohns.edu/about/administrative-offices/provost/honors-program
University Information System (UIS)	https://apollo.stjohns.edu/sjuis/twbkwbis.P_WWWLogin
University Learning Commons (ULC)	http://www.stjohns.edu/academics/academic-resources/university-learning-commons
University Libraries – Plagiarism/Turnitin	http://campusguides.stjohns.edu/content.php?pid=62648&sid=481191
University Libraries’ web pages	http://www.stjohns.edu/libraries/general-information
University Mission Statement and Core Values	http://www.stjohns.edu/about/our-mission
University Statutes	http://www.stjohns.edu/sites/default/files/documents/final_statutes_october_2015.pdf
University Writing Center (UWC)	http://www.stjohns.edu/about/administrative-offices/provost/institute-writing-studies/university-writing-center
University’s Athletics Compliance Office	http://www.redstormsports.com/school-bio/stjo-compliance.html
University’s Policy #704 Policy Against Discrimination and Harassment and Related Complaint Procedure	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-704-policy-against-discrimination-and-harassment-and-related-complaint-procedures
University’s twenty senior administrators	http://www.stjohns.edu/about/leadership
US News and World Report 2015 Most Ethnically Diverse National Universities	http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity
UWC assessment report	https://stjohns.digication.com/UWC/Assessment/published

URLs for Hyperlinks Used in the Self-study (continued)

Hyperlink	Corresponding URL
Veteran (students)	http://www.stjohns.edu/admission-aid/undergraduate-admission/adult-degree-programs/military-and-veteran-students
Vincentian Center for Church and Society (VCCS)	http://www.stjohns.edu/vincentiancenter
Vincentian Chair of Social Justice	http://www.stjohns.edu/about/administrative-offices/mission/vincentian-center-church-and-society/vincentian-chair-social-justice
Vincentian Institute for Social Action (VISA)	http://www.stjohns.edu/faith-service/social-action/vincentian-institute-social-action
Vincentian Mission Certificate Program (VMC)	http://www.stjohns.edu/faith-service/leadership-and-development/vincentian-mission-certificate-program
Vincentian Mission Institute (VMI)	http://www.stjohns.edu/faith-service/leadership-and-development/vincentian-mission-institute
Vincentian Mission Orientation (VMO)	http://www.stjohns.edu/faith-service/leadership-and-development/vincentian-mission-orientation
Virtual One-Stop-Shop	http://www.stjohns.edu/academics/schools-and-colleges/school-education/certification-information
Virtual VITA site	http://www.stjohns.edu/about/news/2014-02-07/st-john-s-university-s-unveils-new-virtual-volunteer-income-tax-assistance-vita-center
Vision Statement	http://www.stjohns.edu/about/our-mission/vision-statement
WEAVEonline	http://www.stjohns.edu/about/administrative-offices/institutional-research/weave-online-reports
Whistleblower-HR Policy #1032	http://www.stjohns.edu/about/administrative-offices/human-resources/hr-policy-manual/policy-1032-whistleblower-policy
Writing across the Curriculum (WAC)	http://www.stjohns.edu/about/administrative-offices/provost/institute-writing-studies/writing-across-curriculum

Table 1
Graduating Student Survey Data
for Undergraduates

	2011	2012	2013	2014	2015
Survey Question: How was the quality of instruction at St. John's?					
Excellent	25%	28%	27%	29%	28%
Good	53%	55%	52%	50%	49%
Fair	19%	15%	19%	19%	20%
Poor	2%	2%	2%	3%	3%
Total Excellent / Good	78%	83%	79%	79%	77%
Survey Question: Please rate your overall satisfaction with St. John's					
Very Satisfied	33%	33%	36%	38%	36%
Satisfied	60%	60%	57%	54%	56%
Dissatisfied	6%	5%	5%	7%	6%
Very Dissatisfied	1%	1%	2%	1%	1%
Total Very Satisfied / Satisfied	93%	93%	93%	92%	92%

Table 2

HERI (Higher Education Research Institute)

Part-Time Faculty Survey with Resources

	2010-2011	2013-2014	Change over time
Survey Question: Institutional resources available			
Use of private office	4.2 %	2.6 %	Decrease
Shared office space	45.1 %	59.0 %	Increase
Personal computer	15.5 %	25.6 %	Increase
e-mail account	91.5 %	97.4 %	Increase
Phone/voicemail	7.0 %	7.7 %	Marginal increase
Survey Question: Satisfaction with office / lab space			
Very satisfied	2.2%	9.5%	Increase
Satisfied	26.1%	23.8%	Decrease
Marginally satisfied	26.1%	19.0%	Decrease
Not satisfied	45.7%	47.6%	Increase
Survey Question: Clerical / Administrative support			
Very satisfied	30.2%	38.5%	Increase
Satisfied	44.4%	38.5%	Decrease
Marginally satisfied	17.5%	11.5%	Decrease
Survey Question: Are given specific training before teaching			
Agree strongly	8.5%	15.4%	Increase
Agree somewhat	38.0%	33.3%	Decrease
Disagree somewhat	31.0%	25.6%	Decrease
Disagree strongly	22.5%	25.6%	Increase
Survey Question: Have access to support services			
Agree strongly	32.4%	23.1%	Decrease
Agree somewhat	53.5%	59.0%	Increase
Disagree somewhat	7.0%	7.7%	Increase
Disagree strongly	7.0%	10.3%	Increase
Survey Question: There is adequate support for faculty development			
Agree strongly	19.7%	16.7%	Decrease
Agree somewhat	68.2%	46.7%	Decrease
Disagree somewhat	7.6%	23.3%	Increase
Disagree strongly	4.5%	13.3%	Increase

Table 3

HERI Part-Time Faculty Survey Data on Job Satisfaction

	2010-2011	2013-2014	Change over time
Survey Question: Overall job satisfaction			
Very satisfied	26.5%	38.5%	Increase
Satisfied	52.9%	34.6%	Decrease
Marginally satisfied	13.2%	19.2%	Increase
Not satisfied	7.4%	7.7%	Marginal increase
Survey Question: During past 2 years, have you considered retirement?			
Yes	18.8%	12.5%	Decrease
No	81.2%	87.5%	Increase
Survey Question: During past 2 years, have you considered leaving academe for another job?			
Yes	24.6%	36.0%	Increase
No	75.4%	64.0%	Decrease
Survey Question: During past 2 years, have you considered leaving this institution for another?			
Yes	39.1%	44.0%	Increase
No	60.9%	56.0%	Decrease
Survey Question: If you were to begin your career again, would you still want to come to this institution?			
Definitely yes	68.6%	48.0%	Decrease
Probably yes	21.4%	40.0%	Increase
Not sure	7.1%	12.0%	Increase
Probably no	2.9%	0.0%	
Definitely no	0.0%	0.0%	

Table 4

University's Distributive Core

Core Courses	Pharmacy	CLS, TOX, RAD SCI	PNT	St. John's College (BA Degree)	St. John's College (BS Degree)	St. John's College (BFA Degree)	School of Education	TCB	CPS (BA and BS Degrees)
DNY 1000C	√	√	√	√	√	√	√	√	√
ENG 1000C	√	√	√	√	√	√	√	√	√
ENG 1100C	√	√	√	√	√	√	√	√	√
HIS 1000C	PHS 2101 (Public Health)	√	Competencies met by Clinical Experience- Didactic for the Physician Assistant- ALH 4241	√	√	√	√	√	√
PHI 1000C	√	√	√	√	√	√	√	√	√
PHI 3000C	√	√	√	√	√	√	√	√	√
SCI 1000C	Satisfied by major	Satisfied by major	Satisfied by major	√	Satisfied by major	√	√	√	√
SPE 1000C	RCT 1005 (Interpersonal Communication for the Pharmacist)	√	Competencies met by Clinical Experience- Didactic for the Physician Assistant II- ALH 4242	√	√	√	√	√	√
THE 1000C	√	√	√	√	√	√	√	√	√
Distributed Core									
Two courses in a second language OR Creativity in the Fine Arts AND Language and Culture (6 credits)	Satisfied by Major	√	Competencies met by Clinical Rotations, Clinical Experience for the Physician Assistant- ALH 5341/5242	Two courses in a second language AND one course in art or music	Two courses in a second language AND one course in art or music	Two courses in a second language	Two courses in a second language (includes sign language) AND Art 1000C (The Creative Process) OR MUS 1240 (History of Music in Film)	Creativity and the Arts: Choice AND Language/Culture: MFL 1000 OR two language courses	Creativity and the Arts: Choice AND Language/Culture OR two language courses
Mathematics (3 credits)	MTH 1250 (Statistical Applications for Pharmacy and Allied Health), MTH 1260 (Calculus Applications for PHA and ALH), MTH 1260, PAS 3101 and 3103: Pharmaceutics (mathematics associated with pharmacy practice)	MTH 1250 (Statistical Applications for Pharmacy and Allied Health), MTH 1260 (Calculus Applications for PHA and ALH), MTH 1050 (Pre-calculus and Trigonometry (MTH 1050 - applicable to Rad Sci majors only)	MTH 1250 (Statistical Applications for Pharmacy and Allied Health)	MTH 1000C (Mathematics for Liberal Arts)	Varies by major	MTH 1000C (Mathematics for Liberal Arts)	MTH 1000C (Mathematics for Liberal Arts), other math requirements may vary by concentration	MTH 1320 or 1730 (Calculus with Business Applications)	Program dependent
Philosophy (Ethics) (3 credits)	PHI 2240C	PHI 2240C, 2200C, 1020	PHI 2240C, 2200C, 1020	PHI 2200C	PHI 2200C	PHI 2200C	PHI 2200C	PHI 2220C	PHI 1020 or 2200C
Theology (6 credits) (Including one course in Moral Theology)	THE 3300 and a choice in THE 2000 series	Choice in THE 2000 series and THE 3000 series	Choice in THE 2000 series and THE 3000 series	Choice in THE 2000 series and THE 3000 series	Choice in THE 2000 series and THE 3000 series	Choice in THE 2000 series and THE 3000 series	Choice in THE 2000 series and THE 3230 (Christian Marriage)	THE 2200-2800 and THE 3305 (Moral Theology of the Marketplace)	THE 1040 series or equivalent AND THE elective
Social Sciences (3 credits)	PAS 2201 (Introduction to Pharmacoeconomics)	PSY, SOC, ANT	Competencies met by Sociology of Medicine lectures during year 3 in the hospital	Choice (ANT, ECO, GEO, GOV, LIN, PSY, SOC)	Choice (ANT, ECO, GEO, GOV, LIN, PSY, SOC)	Choice (ANT, ECO, GEO, GOV, LIN, PSY, SOC)	HIS 1302 (U.S. History from the Civil War to the present)	ECO 1301 (Principles of Economics 1) and ECO 1302 (Principles of Economics 2)	Program dependent
Additional courses	NA	NA	NA	SJC Core Electives - 12 cr (Art or Music and 3 core electives in three different fields outside of major area)	SJC Core Electives - 9 cr (in two different fields outside of math/science)	NA	BIO 1050 (Human Biology)	NA	Depending on major, could be business area req and or Liberal Arts requirements
Electives	NA	2 courses outside of the program requirements (all except RAD specifically requires 6 credits of Social Science)	NA	17-33 cr*	7-23 cr*	NA	NA	ENG Elective	Varies within 15-33 cr depending on major

*Note: A maximum of 18 credits in professional courses may count as electives. Excess professional courses, if any, are excluded, and appear under the last area in this report, "Courses Not Used". Specific permission from a St. John's College Dean is required to enroll in courses offered by other Divisions.

Table 5

**Recent Examples of Programs Using Assessment
of Student Learning to Increase Student Learning and Success**

SJC Program	Example Description	Source of Evidence
BFA	BFA goals were re-assessed and updated by the Department EPC and implemented in the maps. Courses offered within each major were evaluated by individual faculty "teams" for each major and discussions regarding future improvement took place. As a result of these meetings, the BFA in Illustration is being re-vamped and new courses were written and proposed in order to fill the gaps within the major due to the current changes in the field.	SJC Annual Report
	The department conducts end of the semester portfolio reviews during the final period of each semester. These reviews evaluate the progress of our students, and enable us to assess the effectiveness of our programs in achieving our Program Goals and Learning Outcomes. This year we added an additional review for sophomores and transfer students in order to pay more attention to the assessment of these two groups.	SJC Annual Report
	Each semester the department hosts a seminar in which faculty meet with the BFA students enrolled in Thesis, Internship, Senior Design and Professional Portfolio. The objective is to meet with students as a group to discuss their work, concerns and experiences.	SJC Annual Report
BIO, UG	Assessment data have been improved by utilizing the e-portfolios of the students in Molecular Biology (MCB) as well as the lab reports used in previous years. E-portfolios were incorporated despite students meeting standards set forth for laboratory reports because faculty realized although the students ability to write laboratory reports correctly has grown the students were not able to transfer this discipline specific set of writing skills to other forms of scientific writing, including position papers. Growth is measured not only by improved lab reports but also by improved scientific writing using ethical debates and primary references in the writing of position papers. Additionally each MCB student is required to do Academic Service Learning and document their experiences (and reflection papers) in their e-portfolios (artifacts on Digication).	SJC Annual Report, WEAVE, Digication
	Faculty have evaluated the need to certify the undergraduate major through a professional society and are now in the process of applying for American Society for Biochemistry and Molecular Biology (ASBMB).	

Table 5. Recent examples of programs using assessment of student learning to increase student learning and success (continued)

CHE, UG	In addition to using standardized tests from the American Chemical Society (ACS), faculty are bridging the gap between curriculum and career outcomes by revising the course syllabus and updated the laboratory manual of Instrumental Methods of Chemical Analysis CHE 101 and BIT 201 to include presentations and experiments based on the recent literature to give students the experience of reading and critiquing the current literature. In CHE 242, Reaction Kinetics, students are required to prepare a research paper of a special topic, and an executive summary, and an oral presentation. The students also participate in the grading of each other's summary and presentation using two different scoring rubrics.	SJC Annual Report
CHE, G	The Chemistry Department developed a rubric for the assessment of the thesis and oral defenses to be used as a high quality assessment instrument.	SJC Annual Report
CSD, UG	Introduced a dissection lab into CSD 1720 Anatomy and Physiology of the Speech and Hearing Mechanism. This exciting addition to the course is unique and added hands on experience to facilitate learning.	SJC Annual Report
	Tracking graduate student acceptances with the Career Center.	
	A new course is being developed that will target writing in the discipline and writing for research for undergraduate students.	
	Learning outcomes are measured using term projects, exams, portfolios and exit exams.	
	Faculty meetings provide an opportunity to discuss results of our exit interviews and make appropriate changes to our programs.	
DLIS, G	Annually, all faculty are involved a full day program review which includes an in-depth review of curriculum, course scheduling, student satisfaction survey results, program and course outcomes.	SJC Annual Report
	E-portfolios are required providing evidence of each of the program outcomes which includes not only artifacts, but reflection statements describing the relationship between the artifact and the outcomes as well as ways of improving results.	SJC Annual Report, Digication, WEAVE
SOC, UG	Assessment of student research projects in the Soc major required Research Methods Course revealed that students need assistance in discipline specific writing conventions.	WEAVE
ENG, UG	As a result of the assessment, certain changes were made to targeted courses and this past year we initiated a new practice: each adjunct teacher has a faculty mentor assigned, to perform classroom observations, review syllabi and assignments, and to meet with adjunct faculty members to discuss practices.	

Table 5. Recent examples of programs using assessment of student learning to increase student learning and success (continued)

<p>HIS, UG</p>	<p>The History Department is one of 70 departments in the United States participating in the American Historical Association’s Tuning Project.</p> <ul style="list-style-type: none"> * The UEPC created goals and learning outcomes for the core course HIS 1000C, B.A., and M.A. *The GEPC created goals and learning outcomes for the D.A. *The UEPC created sample syllabi with low and high stakes writing assignments for all introductory classes. These were shared with all full and contract faculty. *All syllabi of full-time and contract faculty teaching introductory courses were evaluated by the UEPC. UEPC encouraged other faculty members to incorporate more writing, reading, and public speaking. *The Members of the UEPC conducted a CTL workshop on Tuning. 	<p>2013-2014 SJC Annual report</p>
<p>RCT, UG</p>	<p>The Annual Program Assessment Meeting was held on May 14, 2014 to review improvement initiatives set in 2013 and to establish goals for 2014-2015, which include the following:</p> <ul style="list-style-type: none"> *In order to get our students grounded in rhetorical theory and criticism earlier in their studies, it was agreed to initiate Faculty Symposia, Common Hour discussions among faculty about selected topics in the discipline. Two or three symposia per semester were suggested. Students would receive credit for attendance in whatever RCT class they happen to be taking. A follow-up meeting will be held in September to organize this activity. * In order to determine ways to help all students, and especially to enrich the experience of top performing students, exit interviews of graduating seniors will be conducted in 2015. Details of the format of these interviews will be decided on next year. * Our Assessment Portfolios have been paper files kept in the department office. Next year we will figure out how to make the portfolios digital. 	
<p>THE, UG/G</p>	<p>Based on previous cycles of assessment, faculty redefined program goals and learning outcomes. Consolidation of program goals and learning outcomes ensures the department will be able to effectively assess every learning outcomes in a 3-4 year cycle.</p>	<p>SJC Annual Report, WEAVE</p>

Table 5. Recent examples of programs using assessment of student learning to increase student learning and success (continued)

	<p>We began assessing outcomes related to mission. The UEPC developed rubrics to measure the following mission-related learning outcomes:</p> <ul style="list-style-type: none"> * Students will demonstrate the ability to confront challenges to claims about the dignity and value of human persons using sophisticated arguments * Students will demonstrate the ability to identify a specific need or problem in the community and address it via direct action by participating in academic service learning, internships, experiential learning, etc. 	
PHI, UG	<p>The performance of the senior Philosophy majors was assessed in the two sections of the Senior Seminar of Philosophy (PHI 4990); students make oral presentations of their research and writing in class; in response to the oral presentation, the classmates provide critical feedback: criticisms, elaborations, questions, and other observations. Very often the presentations are related to earlier presentations, so there is a continuity of themes and discussion. On the basis of the philosophical relevance and insight provided by the feedback, the professor assigns a grade to the classmates' participation in the discussion generated.</p>	
SOE Program	Example Description	Source of Evidence
Educator Preparation Programs, UG/G	<p>A new assessment plan began in spring 2014 (after pilot was performed) whereby each student in an EPP program will keep a Digication e-Portfolio organized in to 5 Accreditation Standards (CAEP). EPP faculty mapped EPP courses, spanning all levels of study, to each Accreditation Principle and created rubrics for each standard; students are provided with rubric in course outlines to facilitate assessment. Students submit five artifacts to Digication during their program matriculation. Faculty, using a rubric scoring system, score each of the five artifacts and these scores are forwarded to the Dean's office. The rubric scores are then analyzed by academic program.</p>	Digication
	<p>Faculty assessed EDU 101 (freshman experience) writing samples and as a result a new course the Art of Writing for Educators was implemented and is required for all UG EPP programs.</p>	FC/department minutes
	<p>The School of Education has affiliations with public, parochial, and private schools in the New York City and Long Island areas. The selection of schools for pre-service training was to promote experiential learning experiences based on the following criteria:</p> <ul style="list-style-type: none"> • The School (Early Childhood, K-12) demonstrates a need for our partnership to support pupil success. • There are hiring opportunities for our students upon graduation. • The School provides opportunity and encourages student teachers to participate in Professional 	

	<p>Development and Departmental meetings.</p> <ul style="list-style-type: none"> • The School provides support to student teachers to meet certification requirements (edTPA exam). • Commuting to schools is available and reasonable via public transportation for student teachers. <p>EPP faculty are currently assessing criteria for selecting and evaluating sites where EPP students may do their experiential learning experiences. The goal is to normalize the experiences so that faculty can better assess the quality of the experiential learning experiences for their students.</p>	
TCB Program	Example Description	Source of Evidence
Business Majors, UG	<p>Implemented a presentation requirement for all Business majors as a result of feedback from the TCB Board of Advisors who compared SJU students to other Business Schools in the area and indicated a major strength of TCB students is their work ethic and one area for growth would be presentation skills and polish. Faculty responded by introducing a presentation requirement into the sophomore level Principle of Management whereby the class is broken into groups and solves a real world business problem presented by leadership of not-for-profit organization via DVD. Students rank class presentations and, top ranked presenters present their projects in person to nonprofit partners on a Saturday toward the end of the semester. A standardized presentation rubric is used. Board of Advisors and nonprofit partners note an increase in presentation skills.</p>	AACSB Continuous Improvement Review Report-Business
Business Majors, UG	<p>Evaluation of the Management curriculum led to the addition of an academic service learning project into the Management capstone course similar to the sophomore level course described above.</p>	AACSB Continuous Improvement Review Report-Business
Accounting, UG	<p>Faculty examined pass rates for the Certified Public Accountant (CPA) licensing exam and noted the pass rates of students were not as high as faculty had hoped. Interviews with students indicated that review courses were too costly to help prepare students for these standardized exams. TCB, working with the university, developed an incentive program. As a result CART (Center for Accounting Research and Technology) was created and a dedicated director was hired to assist students with developing an individual study plan for the CPA exam, along with an incentive program where students get reimbursed for every section of the CPA exam they pass and this has led to an increase in CPA pass rates.</p>	College Plan Report; AACSB Continuous Improvement Review Report – Accounting; data from the National Association of State Boards of Accountancy (NASBA).
	<p>Curriculum revision of Intermediate Accounting, previously two semesters changed to a three-semester sequence as a result of the Assurance of Learning Committee analysis of embedded test questions.</p>	AACSB Accounting Continuous Improvement Review Report, Accounting Department meeting minutes

Table 5. Recent examples of programs using assessment of student learning to increase student learning and success (continued)

CPHS Program	Example Description	Source of Evidence
<p>Culture of College Assessment Project</p>	<p>To evaluate the culture of assessment in the College of Pharmacy and Health Sciences at St. John’s University, the assessment team began by surveying faculty. Findings showed faculty members are willing to participate and felt that the college leadership provided support and interest in assessment activities. Faculty understood the assessment plan and thought that improvements had been made in data accessibility as there was a need for increased efforts to minimize assessment burdens and improve transparency. Faculty identified a lack of student awareness and involvement in the process, which needed to be addressed. Next, the assessment team surveyed students regarding their familiarity with assessment. The process of bringing faculty and students together in building a culture of assessment is detailed.</p>	<p>Culture Poster-Indy 10.30.13.pptx</p>
<p>Pharm.D.</p>	<p>“Drugs and Diseases” a series of major professional courses in the fourth and fifth year of the Pharm.D. program integrate didactic content from pathophysiology, medicinal chemistry, pharmacology and therapeutics. This course is a challenge for Pharm.D. students; faculty have been assessing each semester and as a result of regular assessment analysis the course is now spread over a three semester time period and students are still assessed regularly, so that the faculty can identify and implement changes to earlier course curriculum to increase students foundational knowledge to ensure better learning outcomes in the Drugs & Disease sequence.</p> <p>Exit interviews (as focus groups) in the Pharm.D. program ask for student input regarding didactic, laboratory and experiential learning. Data collected is used to evaluate curriculum and program practices.</p>	<p>Prelim Poster D&D 6-29-11.ppt</p>
<p>PA, UG</p>	<p>Faculty analyzed the Physician Assistant (PA) students performance on the Physician Assistant National Certification Examination (PANCE) exam and indicated that the students performance could be improved. Faculty promptly responded to assessment results by initiating reviews and resources enrolling 80% of the PA program and the result was that PANCE pass rate went up. In year two the review and resources were provided only for PA students classified at risk, about 20% of the PA student population and the PANCE exam results went down. The faculty are determining mechanisms by which they can streamline and provide resources to 100% of PA students to improve PANCE exams for the college. The college has now piloted ExamSoft to faculty and students in collecting meaningful direct evidence of student learning.</p>	<p>2013/2014 Assessment Committee Annual Report. College of Pharmacy.</p>

Table 5. Recent examples of programs using assessment of student learning to increase student learning and success (continued)

<p>TOX, UG</p>	<p>Faculty have been assessing students' performance in various courses and using this information to revise curriculum.</p> <p>Interviews with students have helped the program incorporate more internship opportunities for the UG programs.</p>	<p>2013/2014 Assessment Committee Annual Report. College of Pharmacy.</p>
<p>TOX, G</p>	<p>Graduate student exit interviews identified that students want, besides cutting edge curriculum, internship opportunities. The faculty and program director have worked to increase opportunities through Tox Expo.</p> <p>Graduate students are encouraged to attend regional Toxicology meeting,</p>	<p>2013/2014 Assessment Committee Annual Report. College of Pharmacy.</p>
<p>CPS Program</p>	<p>Example Description</p>	<p>Source of Evidence</p>
<p>CRJ/HCS/LES, UG</p>	<p>Internship Evaluations – Students have the option of taking an academic (for credit) internship course. The site supervisor completes an evaluation of the student's internship performance. The internship coordinator uses the aggregated evaluations to measure whether the academic program is adequately preparing our students for the job market.</p>	<p>Assessment Report from Division of Criminal Justice, Homeland Security and Legal Studies</p>
	<p>The Legal Advisory Board members are experts in the legal area and provide invaluable perspective on curriculum assessment.</p>	
	<p>Homeland Security has created a Capstone Course which will be available in spring 2015.</p> <p>4 new tracks have been added to the Homeland Security program (Organizational Security, Emergency Management, Intelligence, National Security)</p>	
	<p>Legal research course requires students to become certified in all certifications available for paralegals by the end of the semester, including Westlaw (4 tests) and WestNex (2 tests). Next assessment will determine the number of attempts students need to pass certifications and curriculum will be reviewed and adapted to facilitate student success.</p>	<p>Memo requested from Faculty member</p>
<p>CUS, UG</p>	<p>The Computer Science program is preparing to apply for ABET (Accrediting Board for Engineering and Technology) accreditation and is in process of making several curriculum revisions in order to meet or exceed standards in the discipline. The 2013 curriculum published by the ACM (Association of Computing Machinery) is the gold standard within the discipline, and is the curriculum after which we are modeling our program.</p>	<p>Chair memo</p>

Table 5. Recent examples of programs using assessment of student learning to increase student learning and success (continued)

	The Chair of the Division interviews every student who visits the Chair's office for a registration issue to determine the students' satisfaction with our programs. Overwhelmingly, the positive comments are in favor of the quality of our faculty and courses. The most prevalent negative comments are that we do not have appropriate lab facilities for our discipline, and do not always offer a large enough selection of courses for students to choose from.	
CUS, UG/G	In October, 2014, the College's Industry Advisory Board was asked to review the curricula of two programs: BS Computer Science and MS Data Mining and Predictive Analytics. Board members were provided with a list of program requirements and course descriptions for each course in the program. The Board unanimously endorsed both programs as being up to date, high quality and academically rigorous.	
CUS/DLIS, UG/G	There is a new 5-year combined degree program in Computer Science and Library Science (BS in Computer Science/MLS in Library Science) There is a new 5-year combined degree program in Information Technology and Library Science (BS in Information Technology/MLS in Library Science)	CPS Annual Report, 2014
Public Relations, UG	The students in the Public Relations major are required to create an e-Portfolio as part of their coursework.	CPS Annual Report, 2014
Sport Management, G	The Sport Management Division requires that all graduate Sport Management students compile an ePortfolio throughout their course sequence and present it as part of the capstone class.	CPS Annual Report, 2014

Table 6

**University-wide Summary of Programs Reporting Assessment
of Student Learning and Sources of Documentation**

School / College	2007-2008	2013-2014	Source of Evidence
% Programs Reporting Goals			
SJC	100%	100%	WEAVE
ICS	N/A	100%	WEAVE
TCB	83%	100%	WEAVE; briefs written to separate accreditors AACSB (on file)
SOE	100%	100%	SJU UG/Grad bulletin note college goals/outcomes which are universal for all SOE programs; briefs written to separate accrediting bodies CAEP and CACREP
CPS	100%	100%	WEAVE
CPHS	100%	100%	WEAVE
LAW	N/A	N/A	
% Programs Reporting Learning Outcomes			
SJC	98%	100%	WEAVE
ICS	N/A	100%	WEAVE
TCB	83%	100%	WEAVE; briefs written to separate accreditor AACSB (on file)
SOE	100%	100%	SJU UG/Grad bulletin note college goals/outcomes which are universal for all SOE programs; briefs written to separate accrediting bodies CAEP and CACREP (on file)
CPS	100%	100%	WEAVE
CPHS	89%	90%	WEAVE; ACPE documentation
LAW	N/A	N/A	
% Programs Reporting Measures with Findings			
SJC	13%	93%	WEAVE; 2013-2014 SJC Annual Report (each department has a Learning Outcomes section)
ICS	N/A	100%	WEAVE
TCB	83%	100%	WEAVE; briefs written to separate accreditor AACSB (on file)
SOE	100%	100%	Prior to 2014, all SOE students have been assessed using direct and indirect measures and examples of measures are noted in the Inquiry Brief approved by CAEP (housed on SOE website). In 2014, a new assessment plan was rolled out after piloting prior to 2014, where each SOE student enrolled in an EPP program has a Digication portfolio which will be used to collect artifacts to assess student learning outcomes.
CPS	0%	25%	WEAVE, memo from chair/interview with faculty (on file)
CPHS	78%	90%	WEAVE
LAW	N/A	N/A	
% Programs with Action Plans			
SJC	51%	87%	WEAVE; SJC Annual Report
ICS	N/A	33%	WEAVE
TCB	37%	75%	WEAVE
SOE	100%	100%	Most recent Inquiry Brief (located on SOE website) and faculty council minutes note discussions on assessments and changes to be made to courses and programs
CPS	0%	9%	WEAVE, memo from chair/interview with faculty (on file)
CPHS	89%	90%	WEAVE
LAW	N/A	N/A	

Table 7

Example of Direct and Indirect Measures

Direct Measures	
2007-2008	2013-2014
Thesis/Project	Capstone Assignments
Portfolios	Internship Evaluations
Presentation	Licensure exam
Project	Performance
Standard. Test	Portfolios
Thesis/Project	Pre/Post test
Written Assignment	Presentation
Exam	Projects
Comprehensive exams	Standard. test
	Thesis/Project
	Comprehensive exams
	Writing assignments
	Exam
Indirect Measures	
2007-2008	2013-2014
Placement data	Placement data
Student evaluations	Focus groups
	Exit interviews
	Benchmarking
	Alumni surveys
	Student evaluations
	Employer surveys

Table 8

Assessment Resources Available to Faculty

College Specific Resources
College specific assessment workshops for faculty (SJC)
College specific assessment e-portfolios (SJC)
Support initiatives for license exams (CPHS, TCB)
College Assessment Office (CPHS)
College Assurance of Learning Committee (TCB)
External evaluators of student artifacts (CPHS, SOE)
Teaching, Learning and Assessment Committee (LAW)
University-wide Resources
The Writing Center
Learning Commons
Center for Teaching and Learning
University Assessment Committee

Table 9

Technology Goals and Related Strategies
for the 2012-2016 Fiscal Years

Goal	Goal Description	Progress
1.	Enhance students' educational achievement and career readiness.	<p>Completed or near completion: Classroom video conferencing and lecture capture. For example, CPS successfully piloted multi-campus courses in fall 2012 and spring 2013, connecting the Queens and Staten Island campuses via Interactive video technology.</p> <p>In Progress: Academic Technology Director; Media Center; Faculty Technology Seed Grant; Student Laptop Review; St. John's Central and Blackboard Updates; and Office 365 Conversion.</p>
2.	Foster broad and deep constituent engagement and enable more varied and sustained collaborations	<p>Completed or near completion: Residence Village wireless; web conference events; and video conferencing.</p> <p>In Progress: SJU Mobile re-launch and website redesign.</p>
3.	Achieve operational effectiveness by improving the efficiency and availability of services and providing data and analytical tools to support decisions and assess results	<p>Completed or near completion: Conference services system and student housing reservations.</p> <p>In Progress: CRMs – Enrollment Management and Institutional Advancement; IT skills review; and user services.</p>
4.	Provide and sustain a secure, reliable and sufficiently robust technology infrastructure	<p>Completed or near completion: Telephone switch phase I.</p> <p>In Progress: Data network Phase 1; Data Center infrastructure; desktop and wireless upgrades; IBM video surveillance analytics pilot; network security.</p>