ST. JOHN’S STRATEGIC PLAN
2008 – 2013

Progress Report
October 2010
Dear Colleagues,

In April 2009, I shared with you the University’s Strategic Plan through 2013, a Plan which resulted from the dedicated efforts of many faculty members, administrators, staff, and students and which was endorsed by the University’s Board of Governors and unanimously approved by the Board of Trustees. As you know, the critical priority of this planning cycle is to truly transform the manner in which we serve our students by providing them with a distinctive educational experience. To that end, the strategic plan has three primary emphases: visibly embedding our Catholic and Vincentian Mission into all aspects of our University experience; significantly enhancing student engagement; and incorporating global perspectives and experiences to prepare our students for a rapidly changing environment.

Despite worldwide economic volatility and changes to the higher education landscape, we have made significant progress in implementing the plan and we continue to review and modify it in the context of ongoing external challenges. I am pleased to report that 94% of the most recent graduating senior class indicated that they were satisfied or very satisfied with their overall experience at St. John’s, which is a testament to your focus and dedication. This report summarizes the strides made in the last few years and highlights where we have met, exceeded or fallen short of the established targets for many of our success measures.

I thank you for your many contributions to the success of the plan to date. While our accomplishments are considerable, much work remains if we are to truly realize our vision of being a distinctive, student-centered learning community that prepares graduates for leadership and service in a rapidly evolving global environment. I know I can look forward to your continued support, commitment, and participation.

Sincerely,

Rev. Donald J. Harrington, C.M.
President
As outlined in the “Strategic Direction” in the 2008-2013 Strategic Plan (page 28).

In order to truly transform the manner in which we serve our students and provide a distinctive educational experience, we are more visibly embedding our Catholic and Vincentian Mission into all aspects of our students’ experience; significantly enhancing their level of Engagement, particularly with faculty; and incorporating a Global perspective to prepare them for a rapidly changing environment, with technology enabling these three areas of focus.

This Progress Report summarizes some of the major accomplishments under the respective institutional or school/college area of focus. It also identifies and discusses next steps for areas that are not on track to meet targets. The complete Strategic Plan is available at: www.stjohns.edu/about/strategicplan.

Trends in all institutional success measures as well as an updated analysis of the University’s strengths, weaknesses, opportunities and threats (SWOT) are available in a separate appendix online at the link above.

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

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

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

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

St. John’s is a metropolitan university. We benefit from New York City’s cultural diversity, its intellectual and artistic resources, and the unique professional educational opportunities offered by New York, Rome, and other cities throughout the world where our students study and serve. With this richness comes responsibility. We seek and welcome opportunities to partner and plan with our metropolitan communities. We encourage them to use our intellectual resources and professional expertise in developing solutions that address strategic issues of mutual concern. On the local, state, national, and international levels, our alumni serve as effective leaders and responsible citizens. We pledge to foster those qualities required for anticipating and responding to the educational, ethical, cultural, social, professional, and religious needs of dynamic cities in a dynamic world.
Vision Statement

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

Rev. Donald J. Harrington, C.M., President
November 2000

Institutional Focus

FOR THE 2008 – 2013 STRATEGIC PLANNING CYCLE

“The focus and critical priority of the new strategic planning cycle should be to transform the institutional culture to one in which the quality of how we serve our students both in and out of the classroom is exceptional.”

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

Institutional Goals

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

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

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

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

Institutional Themes

More visibly embed our Catholic and Vincentian Mission into all aspects of our students’ experience.

Significantly enhance our students’ level of Engagement, particularly with faculty.

Incorporate a Global perspective to prepare our students for a rapidly changing environment.
During this planning cycle, we are focusing on two primary developmental programs aimed at further enhancing our core mission to provide high quality academics in a Catholic and Vincentian framework. First, we have developed a new organizational unit - The Vincentian Institute for Social Action - designed to highlight our distinctiveness as a Vincentian university. Second, we are investing further in Vincentian formation and outreach programs for students, faculty, administrators and staff.

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

- **Ozanam Scholars Program** - As of fall 2010, four cohorts of freshmen have been accepted into the program with representation from all schools/colleges. Scholars are required to complete community service and course work and participate in national and international travel to develop as academic scholars, Vincentian leaders and global citizens.

- **Academic Service-Learning (AS-L)** – There has been a significant expansion of AS-L programs and increase in participation levels locally, nationally and internationally over the past few years. Faculty and student participation more than doubled between fall 2008 and fall 2009, exceeding targets. Initiatives include:
  - Inclusion of an AS-L component in some courses offered abroad.
  - Development of sustainable service projects by faculty and students with St. John’s Bread and Life and other external partnerships, including tax returns preparation, emergency food assistance, and homeless services.
  - Creation of a comprehensive faculty training program.
  - Collaboration in Rome with Life as a Gift to serve at the breakfast and clothing distribution programs.
  - Partnerships with ten local community Strategic Service Partners — Gear Up, Bread and Life, Grameen America, Homes for Homeless, Jumpstart, Project Hospitality, Little Sisters of the Assumption, Doe Fund, PARTNERS, and the Advantage Academy.

- **A Faculty Research Consortium (FRC)** has been established to oversee and direct the action-based research of the Ozanam Scholars.

- **Outcomes Assessment** - Assessment criteria, rubrics and surveys have been established to measure the impact of various programs on students, individuals served, partner organizations and faculty.

B. Formation - Students/Faculty/Administrators/Staff

**Faculty, Administrators and Staff**

- In fall 2009, the Vincentian Mission Orientation (VMO) program for new and current employees was enhanced to provide greater emphasis on the Catholic character of St. John’s.

- The first Vincentian Mission Institute (VMI) cohort – with 9 participants and in cooperation with DePaul and Niagara Universities - completed its three-year program in the spring of 2010.
- Since its inception in 2007, three cohorts on both the Queens and Staten Island campuses have participated in the 16 month Vincentian Mission Certificate (VMC) program with a total of 118 graduates.

- Other programs offered in the last two years that allow employees to learn about and reflect on different elements our Catholic and Vincentian mission include “Lunch and Learn” sessions; “Windows on Vincent” series of six talks in celebration of the 350th Vincentian Anniversary; and mission training for Residence Assistants and Residence Directors.

- Resident and Commuter programs offering service and reflection have continued to grow. Campus Ministry personnel have worked with academic and operational areas to “train the trainers” to provide a consistent model of formation, service and reflection for our students.

- “Insights,” a campus wide reflection experience continues to be offered to students engaged in curricular, co-curricular and extra-curricular service on a semester basis; and Café DePaul is an informal monthly gathering of about 100 students in Starbucks talking about issues of faith and conscience.

- Campus Ministry supported Admissions in the development of a channel dedicated to Faith and Service on the “Eye of the Storm” website for prospective students.

- Students selected to take part in domestic or international service participated in a minimum of 20 hours of pre-immersion formation.

- A social justice curriculum has been developed for all student plunges and Students for Global Justice organization has become a vibrant addition to student programming.

- Beginning in May 2010, graduating students were invited to commit to continuing their Vincentian service by signing the Vincentian Service Pledge. Nearly 1/3 of our graduating seniors signed the pledge. Campus Ministry and Institutional Advancement are working together to connect with those who signed the pledge.

- Enhanced the mission component of the Discover New York Course.

Students

- In 2010, the University received the Distinguished Award in Service, the highest honor in the inaugural NYC Colleges Challenge for Service www.nycservice.org/college_challenge.php

- Three-fourths of the most recent graduating senior class perceived that the Catholic and Vincentian Mission had a positive/very positive impact on their St. John’s experience.

- Rome and Paris campuses now have Sunday Eucharist and a more substantial ministerial presence.
We are continuing our commitment to academic excellence, experience-based learning, and service, and fostering interaction between and among faculty, students, and administrators, both in and outside the classroom. Progress on some academic and non-academic initiatives that have been identified as positively contributing to student engagement and success are summarized in this section as well as areas requiring continuing focus.

A. ENHANCING THE ACADEMIC EXPERIENCE

Progress in areas related to academic challenge and college level engagement initiatives are discussed under the appropriate college.

- **Intervention** – Studies conducted by the Office of Institutional Research, and supported by external research, consistently show that early identification of academic and other challenges for our freshmen and early intervention through tutoring, mid-term advisement and other services, contribute to student retention and academic success. Related results and initiatives include:
  - A significant increase in use of the Early Alert notification and follow-up process by faculty and others, aided by an online integrated system developed by Information Technology. Individual faculty submissions doubled from 104 in spring 2009 to 200 in spring 2010. The number of early alerts increased from 704 to 1146 over the same period.
  - A significant increase in the percentage of faculty reporting mid-term grades for freshmen, with the percentage increasing from two-thirds in spring 2008 to 98% in 2010.
  - Higher first-year GPA and retention of freshmen who used the services of the Writing Center and/or other tutoring services vs. those who hadn’t.
  - The 2010 National Survey of Student Engagement results indicating that we have met or are on track to meet our targets relating to enriching educational experiences, active and collaborative learning, and student interactions with faculty.

- **Full-Time Faculty Utilization** - We continued to encourage full-time faculty members to teach freshmen courses, and strategically increased the ratio of full time faculty in the core as financially feasible (49% in 2007-08 to 56% in 2009-10), primarily through the Institute for Core Studies, exceeding our target of 50%.

- **The Institute for Core Studies** (ICS) was established in 2007-08 to help our undergraduate students in their academic transition to University life, by increasing full-time faculty teaching in the core, and increasing student engagement through active pedagogy. The three courses comprising the ICS are **English Composition**, **Scientific Inquiry** and **Discover New York** (DNY).
  - Various faculty, program and curriculum development initiatives are underway.
  - The Freshman Passport Program a successful two-week study abroad component of a special section of **Discover New York** was started in Fall 2009.
  - Discover New York was redesigned in fall 2010 to provide a common experience for all first-year students through field-based lectures and events while still allowing for discipline-based content.

B. STUDENT EVENTS AND ACTIVITIES

- **Student Participation** – There has been a continuing increase in student participation/engagement in events and activities. As an example, 98% of all freshmen participated in at least one activity in 2009 – 2010 vs. 85% in 2008 –2009; and 62% attended 10 or more events, up from 44% a year earlier.
• **Learning Communities** (LC) - There has been a significant increase in LC faculty participation in related on-campus events (from 50 events in 2008-09 to 157 events in 2009-2010).

• **Academic Lecture Series** – Student Affairs continued to collaborate with various offices and student organizations to coordinate successful Academic Lecture Series. In 2009-10, the theme was *Global Citizenship: Our Responsibility* with over 7,200 students, staff, faculty, and administrators participating.

• **Secondary Market Resident Students** - On both the Queens and Staten Island Campuses, additional focus was placed on assisting resident students who come from outside New York City and Nassau County, in their transition to college life. The results of expanded weekend programming and sponsoring of numerous events specifically geared toward these secondary market students, are reflected in almost 100% participation/engagement levels in the 2008-09 and 2009-10 academic years.

• **Internships and Career Preparation** - Efforts undertaken in the past two years to address critical emerging needs of students for general job preparation with a special emphasis on expanding internship opportunities include a restructured Career Center, a cross-functional internship committee that conducted an extensive analysis, identified gaps and challenges, and created a new tab on St. John’s Central that integrated internship information from all colleges and the Career Center; and the re-launching of COACH (Count on Alumni for Career Help) in 2009-10.

• **The University Online Master Calendar** was completely implemented in spring 2010 and is used internally for the effective management, coordination and planning of events. The Event Tracking System (S.E.T.R.A. – Student Event Tracking and Reporting Application) has been updated to include more devices and more automated reports on events and attendance data.

• **Student Sustainability** successes include the Building Dashboard Challenge in Queens Residence Halls in February 2010 which rewarded DaSilva and Carey Halls for having the largest average percent reduction of baseline electrical consumption during a two-week period, and a recycling program for Staten Island Resident Apartments which has been operational since spring 2009.

• **C. ORGANIZATIONAL SUPPORT**
  
  • **Facilities** - Enhancements and construction over the past three years that have significantly improved the quality of the physical campus environment and enhanced engagement, include:
    - The new D’Angelo University and Academic Center which has become a campus hub, integrating academic activities, programs, events and services.
    - Outdoor gathering places in several locations throughout the campus.
    - Renovation of St. Augustine Hall Library spaces in 2008 to provide open reading areas and group study areas to encourage collaborative learning environments.
    - Upgrades of all classrooms on the Queens campus, with the most recent being Sullivan Hall and St. John Hall in 2010.
    - More than 900 additional beds for residence students since 2008 including the Townhouses (290), Henley Road Dormitory (450), and St. Vincent Hall (190).

  • **Technology** - Initiatives aimed at leveraging technologies to improve the learning environment included:
    - Supporting the launch of the Global and Language Culture Center.
    - Support for multiple venues on campus for simulcasts.
    - Creation of Storm Central for Admissions blogging [http://stormcentral.stjohns.edu](http://stormcentral.stjohns.edu)
    - Offering of Trade-in Trade-Up program for continuing students who wanted a new laptop (208 participants).
    - Enhanced faculty development and support relating to current, new and emerging technologies.

  • **Student Financial Services**
    - An Office of Student Financial Services was created in 2009, integrating the Financial Aid Office and Bursar functions to provide students and parents with a “one stop shop” environment where they can have all of their financial questions addressed, take advantage of our online services, and use kiosks with full-service capabilities.
Forums/Training

- In the past two years, about 20 forums have been held for faculty, administrators and staff to enhance knowledge and foster collaborative action around strategic themes, transformational change and providing exceptional service to students. They have included a Presidential Summit; University-wide and administrative sector Town Hall meetings; department showcases; and retreats for leaders in both the academic and administrative sectors. In addition, there have been over 500 training and development programs offered with about 8,000 (non-unique) participants to promote student engagement and build leadership skills.

Planned/Underway

Retention/Intervention – Despite significant progress in many aspects of engagement, gaps remain in our ability to retain freshmen within some colleges and programs. One-year baccalaureate retention, one of our primary institutional measures, has been static over the past two years (78%) and will remain a critical area of focus. As an example, as noted earlier, use of tutoring services is associated with higher first year GPA and retention. However, these services are underutilized and initiatives are underway to increase utilization. Similarly, segmented efforts will accelerate at the local level to identify and address unique issues impacting retention by school/college.

Sustainability - Driven by the recently created Office of Sustainability, we are in the process of implementing efficient infrastructure upgrades, installing a campus-wide building management system, giving consideration to a cogeneration plant, and implementing other measures to achieve carbon footprint reduction targets.

Technology – Initiatives include a revised Academic Computing Initiative (ACI), which provides students with the choice of one of three laptops including an Apple MacBook; a series of network, email and firewall upgrades; Video Conferencing; and Wireless Printing.

We are continuing to internationalize the University through the development of a distinctively Vincentian study abroad program, expanding international student recruitment, intensive language programs, globalizing the curriculum, and diversity and global awareness efforts.

A. Study Abroad

- Student Participation in study abroad exceeded 700 in the 2009-2010 academic year representing a 27% growth from the previous year. Enrollment is expected to exceed 800 in the 2010-2011 Academic Year and is on target to exceed 1,500 students per year by 2013. Our students who study abroad are reflective of our diverse population in ethnicity and financial need, truly helping to “change the face of study abroad.”
• **Pharmacy Program:** In partnership with the College of Pharmacy and Allied Health Professions, the unique Discover the World: Pharmacy program was expanded from 38 to 43 students in 2010; an additional 34 pharmacy students studied in Rome for five weeks in spring 2010.

• **Freshman Passport Program:** In collaboration with the Institute of Core Studies and the Office of Enrollment Management, the first-ever Freshman Passport program was successfully launched. Through the program, 97 first-year students studied in Rome as part of STJ’s core curriculum.

• **Rome Graduate Programs:** The campus graduated 20 M.A. in Government and Politics, 15 M.A. in Global Development and Social Justice and 13 M.B.A. students during its second commencement exercises at the new facility. The total alumni population now numbers over 480. In addition, 43 new graduate students registered equaling the previous years’ incoming class.

• **Global Service Learning:** Students completed over 6,400 hours of service — a 52% increase over last year’s 4,200 hours; this increase aligned with a sharp growth in Academic Service-Learning in collaboration with V.I.S.A.

• **Competitive Scholarships and Financial Aid:** St. John’s students were awarded 5 Gilman Scholarships — nationally competitive study abroad awards — totaling over $18,000. In addition, 44% of this year’s study abroad students were classified as “very high need,” a record for St. John’s.

• **Faculty Engagement and Sponsorship:** The Office of Global Studies worked with faculty to continue STJ’s tradition of strong short-term programs, including our first-ever Egypt offering. The team also began mandatory orientation and training for all leaders of overseas programs.

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**B. International Recruitment**

• **Increased number of international students:** Currently 1,380 international undergraduate and graduate students are enrolled for fall 2010 from 99 countries and the university is on track to achieve its goal of 1,500 international students by 2013.

• **Expanded international relationships:**
  - The Office of Admission hired 8 area reps in India and hosted counselors, advisors, agents, deans and professors from various countries and international universities including: Moscow State University; University of International Business and Economics (China); EducationUSA advisors representing Australia, China, Egypt, Honduras, India and Romania; StudyNY - counselors, agents and advisors from Indonesia, Malaysia and China; and MetroNY Tour - international college counselors representing high schools through Europe, Latin America and Asia.
C. Intensive Language Programs

- **Restructured and Rebranded:** The former Intensive English Program (IEP) has been rebranded as “The Language Connection: The English Language Institute at St. John’s University.” The curriculum has been restructured into five 7-week modules across the year. A new director and assistant director were hired. The Language Connection is now housed on the ground floor of the Manhattan Campus and in Sun Yat Sen on the Queens Campus.

- **Implemented New Marketing Strategies:** A new marketing strategy was developed including new/interim website and program brochures, and various print and web based outreach to the international community of New York City.

- **Partnering with Facilities and Conference Services:** Developing several joint initiatives with Conference Services to market the extra residential capacity in Manhattan and other campuses for international language-based programs.

D. Global Education

At the request of the Provost, a comprehensive Global Education Plan has been developed by the University’s Academic Planning Committee. A complete copy of the plan is available at: [www.stjohns.edu/about/strategicplan](http://www.stjohns.edu/about/strategicplan)

- **The plan focuses on the following three goals:** Creating a more global University environment; Developing student global competencies; and Enhancing global competencies of faculty, administrators, and staff.

- **Implementation of faculty development workshops, seminars and webinars** dealing with global issues, and other aspects of the plan are underway through the Center for Teaching and Learning, Office of the Provost, and individual schools/colleges.

E. Multi-Cultural Diversity

The President’s Multicultural Advisory Committee (PMAC) continues to focus on and provide oversight on ensuring that students of all ethnic groups feel welcome at St. John’s, through regular meetings of a committee comprised of a broad representation of faculty, students and administrators; student forums on diversity in Queens and Staten Island each semester; spearheading of collaborative cultural programs; monitoring demographic trends relating to ethnic diversity; and other activities:

- **Training in multicultural awareness** for faculty is in the planning stages in conjunction with the Center for Teaching and Learning. A program is tentatively scheduled to take place 2/7/11.

- **Ethnic Diversity of Administrators, Staff and Faculty:** University targets for 2013 have been exceeded for administrators (29% vs. target of 25%) and staff (31% vs. target of 26%). Percentage of faculty is at 23% with a target of 25% for 2013.

- **Implementing student / academic United Nations (UN) initiatives:** Recent initiatives have included a very successful UN Millennium project and United Nations Student Conference, and increasing interest from faculty to participate.

- **Course Offerings in Multicultural/Ethnic Studies:** Student access was expanded by including these course offerings on the Student Registration Channel on STJ Central, and adding a link to the Student Advisory Channel on the STJ Central Faculty Tab. The course offerings, which are also available online for review, have been updated to include courses of a global nature.

Distance Learning – Course enrollment has increased by 48% since the beginning of the new strategic plan in 2008, from 1,475 to 2,176. St. John’s offers six undergraduate and four graduate degrees or advanced certificates completely online and is developing 18 additional online degree programs. There is heightened focus on increasing Distance Learning and many initiatives are underway or planned.
MISSION

Initiatives over the past few years include the addition or enhancement of Service learning in various courses at home and abroad to foster the holistic development of our students. Particular noteworthy areas are Biological Sciences and Communication Sciences and Disorders.

ENGAGEMENT

There have been many initiatives by faculty across the College to engage more fully with students both in and outside the classroom through more full-time faculty teaching introductory courses in Psychology and Biology, student and student-faculty research projects, redesigned curriculum/sequence, colloquia, student-faculty gatherings, Learning Communities, welcome breakfasts/luncheons, involvement in student organizations and other activities. A few examples are given below:

- Very high performing biological sciences freshmen were permitted to register for a graduate course in Cancer Biology and to receive undergraduate credit for the course.

- The Department of Chemistry opened a new tutoring center for undergraduate students taking general and organic chemistry courses staffed by our graduate students and our best upperclassmen.

- Freshmen retention will become a heightened area of focus with a goal of achieving rates more in line with University averages.

GLOBAL

Faculty members in St. John’s College have changed the focus of their advisement sessions with students from “Do you want to study abroad?” to “When will you study abroad?” Faculty-led study abroad courses have been created in 13 countries. To deal with the course requirements of sciences majors, alternatives to study abroad have been developed. Following are a few examples:

- Biological Sciences developed a mini-course, offered during the winter intersession in the Galapagos Islands on the subject of Evolution.

- In summer 2009, a faculty member, Dr. Frank Cantelmo, offered a course in Bermuda beginning shortly after finals ended in the spring.

- Faculty members are exploring the possibility of offering a similar course (resource allocation and conservation in the developing world) and a course in “Tropical Biology” in Vietnam.

- The Chemistry department has recently received approval for its first study abroad course Science 1000C Art Archeology and Ecology. We intend to offer this for the first time during the summer 2011 semester in a location(s) to be yet determined.
**THE SCHOOL OF EDUCATION**

Jerrold Ross, Ph.D., *Dean*

The School of Education celebrated its 100th Anniversary in 2008 with forums, lectures, debates, dialogues and a Gala event attracting over 600 alumni and friends and raising more than $1.6 million for the School’s alumni scholarship fund, and concluded with awarding honorary degrees to Merryl Tisch, Chancellor, the New York State Board of Regents and Hon. Joel Klein, Chancellor, New York City Schools.

**MISSION**

Accomplishments include the opening of the University’s *Institute for Catholic Schools* in 2009; the expansion of invitations to Catholic school principals beyond the New York metropolitan area to participate in the long-standing *Principals’ Institute*, and the completion of the first full year of a master’s degree program in school leadership for a select number of *Curran Fellows*, outstanding teachers in Catholic schools, a result of a highly competitive grant awarded to the University in 2009.

**ENGAGEMENT**

The many different ways in which we engage undergraduate students are well documented and reflected in the ratings given by our students to the efforts of our undergraduate studies office. A few examples follow:

- Over the past two years, undergraduate students have attended the acclaimed Carol Gresser Forums, the Elizabeth Gavin lectures, and many of the Centennial Celebration events.

- Hartigan Forums for seniors, in which alumni who are now principals return to the campus to coach graduating students on how to present themselves for interviews, are received by students with enthusiasm and seriousness of purpose.

- Within each curriculum (undergraduate and graduate) the use of technology to illustrate the progress of each student (e-portfolios, for example) is rapidly increasing.

- The growth of distance learning as a means of delivery, including fully on-line courses or hybrid courses, is beginning to define The School of Education. Two of the School’s standing committees (Policy and Curriculum) are undertaking a study to plan and assess these approaches.

- Plans are underway to submit new programs that combine certification areas to include those that are most needed by all schools (public and parochial) including concentrations in: Special Education, English language learning, and Literacy.

- We are introducing a new set of “internships” which will place undergraduates in not-for-profit settings that serve children’s emotional, physical, family, judicial, and other needs.

**GLOBAL**

We are one of the few schools of education to re-imagine the curricula to make room for global study.

- Education courses taught abroad will take on more of a comparative education focus, placing our students in schools within the countries they are visiting.

- A clear priority of our TESOL program is to try to carry out the university’s vision of St. John’s becoming a major international deliverer of Teaching English as a Second Language in all parts of the world.
Major Initiatives of our Schools/Colleges

THE PETER J. TOBIN COLLEGE OF BUSINESS

Victoria L. Shoaf, Ph.D., Interim Dean

Through the efforts of the faculty, in 2009-2010 the School of Risk Management was recognized by the Society of Actuaries as a national Center for Actuarial Excellence, an honor shared with only nine other schools in the US. Building on the strength developed in the recent reaccreditation by AACSB-International, our faculty members continue to exceed the requirement for academic and/or professional qualification. Staying competitive in our intellectual contributions continues to be an academic priority for the 2008-2013 plan.

MISSION

• TCB’s Volunteer Income Tax Assistance (VITA) program, run in conjunction with the IRS and Food Bank, aided thousands of lower-income New Yorkers in two boroughs by completing over 3,500 Federal and NYS income tax returns in 2010, generating nearly $3 million in refunds (nearly three times the prior year’s returns). The program expanded to include 85 seniors and graduate students, working at St. John’s Bread and Life and at a second location in Jackson Heights. We have expanded the junior-level individual income tax course in fall 2010 so that we can recruit juniors into the program in the upcoming year; we also plan to add a third work site.

• The student-managed global micro-loan program, named GLOBE (Global Lending Opportunities for Budding Entrepreneurs), made its first eleven loans (six in Nigeria and five in Kenya), assisted by the Daughters of Charity in each location. A GLOBE Student Fellows Program was launched in May 2010 to enable selected GLOBE students to travel with the advisor to a conference on micro-lending.

ENGAGEMENT

• Student evaluations of teaching have improved in almost all cases. The teaching excellence initiative has put more focus on teaching.

• Restructuring of the organization and administrative functions has provided better support to students and faculty, and has strengthened the sense of community among students, faculty, and administrators.

• The MBA curriculum was revised to increase competitiveness in terms of cost and time to complete the degree.

• Beginning in 2010-2011, students may select a double-major in the areas of concentration in the MBA.

• In fall 2010, two new MS degrees, in Investment Management and Enterprise Risk Management, were offered.

• TCB’s Faculty Council approved graduate for-credit internships for all majors, which previously only existed in Accounting and Taxation, and also approved an independent study program this year.

• The Executive-in-Residence Program (EIRP), which enables students to serve as consultants to businesses or non-profit organizations, reporting to the senior management of the organizations, is thriving and growing, at both the graduate and undergraduate levels. We now have two undergraduate sections of the EIRP course and one graduate section in Queens, and a graduate section in Rome.

• We have offered “honors track” courses including sections in Law, Marketing, Accounting and the Decision Sciences business core courses.

• The School of Risk Management (SRM) Board of Overseers approved a strategy to initiate an Apprenticeship Program, beginning in fall 2011. A Director will be appointed in the upcoming academic year to oversee the recruitment of companies and placement of interns.
Major Initiatives of our Schools/Colleges

Major Initiatives of our Schools/Colleges

We held a first ever Entrepreneurship Competition with 52 student submissions, which were read by a panel of alumni and faculty. Six finalists were selected to present their projects to the panel of judges; mentors were assigned to assist these finalists in preparing their presentations. The plans were evaluated on a variety of factors, such as creativity, uniqueness, product or service need, marketability and overall sustainability and prizes and certificates awarded to participants.

GLOBAL

The Rome campus calendar was synchronized with the calendar of the main campus to facilitate deployment of faculty, and instruction has improved by linking in-class and out of class activities in terms of networking with alumni and industry professionals, and improving the EIRP-style course.

Our Associate Dean for Global Initiatives has developed a detailed plan for faculty to lead courses that include 7-14 days in a global destination. We plan to have at least one global-destination course offered in the 2010-2011 year. In subsequent years, we hope to be able to offer at least one undergraduate and one graduate course each semester.

One of the drawbacks to TCB students pursuing Study Abroad opportunities was their unwillingness to miss courses in the sequence needed for their majors, especially in Accounting. This year, the Department of Accounting and Taxation began offering the two business core sophomore-level accounting courses online to facilitate students’ travel. The CIS/DS, Marketing and Management Departments also made their business core courses available online this year.

MISSION

The College experienced growth in the area of Academic Service-Learning. In fall 2009 almost 1,150 hours of didactic and 8,000 hours of clinical academic service learning were completed. In spring 2010 these academic service learning numbers were increased to 1,200 and 10,000 hours respectively.

ENGAGEMENT

The Doctor of Pharmacy Program was granted the maximum 6-year re-accreditation approval from the Accreditation Council for Pharmacy Education (ACPE) in June 2010.

We are working to change our current 0-6 Pharm.D. Program to a 2-4 structure and the College’s Faculty Council is currently considering raising the criteria for students to successfully progress from the second year to the third-year. It is noteworthy that the ACPE Board of Directors expressed grave concern regarding our reporting of a one-time expected enrollment of 325 freshmen in fall 2010, up from 269 in fall 2009.

College of Pharmacy and Allied Health Professions

Robert A. Mangione, Ed.D., Dean

During this strategic planning cycle we are very focused on increasing the number of students and faculty members who participate in academic service-learning and further developing the global education opportunities that are available for our students.
• The serious level of scrutiny that will likely be imposed by ACPE in response to the actual enrollment of 444 freshmen could influence the future structure of the program.

• The College is also developing a new curriculum that will result in replacing the current B.S. with a major in Physician Assistant with a M.S. program.

• Pending approval, a new MPH program with areas of specialization in Community Health and Global Health will enroll its first students in fall 2012.

GLOBAL

• The College also enhanced its global programs adding the opportunity for 6th year pharmacy students to enroll in a professional elective course in Rome in spring 2010. In addition to the introduction of this new program for 6th year students, the study abroad opportunity for the sophomore pharmacy students that enables them to study in Salamanca, Paris and Rome for the full Spring semester that was introduced in spring 2009 enrolled more students in its second year in spring 2010.

MISSION

• Supporting V.I.S.A. and the Advantage Academy. Effective fall 2010 a Queens based model for cohort II of the Advantage Academy is being supported. The Academy was established in 2009 as an innovative partnership between St. John’s and the New York City Department of Homeless Services and is housed in CPS. It enables qualified individuals from homeless and formerly homeless single parent families to enroll in an Associate’s Degree program and serves as a paradigm for a major goal of V.I.S.A. to develop strong strategic partnerships to serve those most disadvantaged.

• Articulation agreements: We are planning to seek articulation agreements with community colleges in line with the government’s initiatives to aid the community college system and increase the numbers of students with college education.

ENGAGEMENT

• Significant achievements were realized in academic and career advisement. Of particular note is the work of the faculty driven enrollment task force which positively impacted standard admit student retention, persistence and graduation rates. One-year retention of CPS standard admitted students increased from 79% for 2008 freshmen to 80% for 2009 freshmen.
• Four new undergraduate degrees - BS Dramatic Arts, TV and Film (in collaboration with the American Academy of Dramatic Arts), BS Photojournalism, BS Legal Environments of Enterprise and, BS Healthcare Informatics – and one new graduate degree (MS International Communications) were developed and/or implemented during the past academic year.

• Building on its base of popular degrees such as Mass Communication, Criminal Justice, Legal Studies and Sport Management, new degree development continue to help keep CPS programs on the cutting edge of professional academic disciplines.

• Active faculty recruitment of academically credentialed and professionally experienced faculty, along with selected program focused marketing, remains critical to successful development and delivery of all programs.

• CPS has been successful in its “faculty collaborating for success” initiative using faculty strengths and established resources to provide new and exciting degree combinations. For example, components of computer science and health services were fused together to provide a new degree in the exciting field of healthcare informatics responding to U.S. government initiatives in the healthcare industry.

• Recognizing distance learning opportunities to extend student reach, CPS is exploring the potential of multi-campus, mixed mode instructional technology. Students involved in such instructional delivery will benefit from increased access to a fuller curriculum.

• In fall 2010, we enrolled 298 external transfer students, a significant (55%) increase over 2009. We will continue our focus in this area.

• In light of the low and declining retention (65% for 2009 cohort vs. 69% for 2008 cohort) of conditionally admitted students, CPS plans to assume stronger accountability for the LST program and to strengthen full-time faculty presence through increased teaching, advisement and mentoring.

GLOBAL

• In line with the University's Global strategic theme, CPS is dedicated to expanding global / internationalization efforts. Current or planned initiatives include:
  
  - An internationalization review underway following American Council on Education (ACE) guidelines, to better position us to expand our global offerings and reach.
  
  - Recognition of the value of international internships in making students more marketable.
  
  - Internationalizing selected program offerings such as Criminal Justice Leadership, Homeland and Corporate Security, and International Counter-Terrorism and adding international components to Hospitality, Sport Management, and Legal Studies.
  
  - Increasing student participation in global studies and international internships through academic advisement, inclusion of international perspectives in coursework, and in-class faculty promotion.
The strategies summarized here, all relate in one way or another to mission, student engagement and global education.

MISSION

- Increasing diversity is a continuing paramount goal of the law school, and the ethnic diversity of the 2010 entering class is 26%, up from 22% in 2009. Our Ronald H. Brown Center for Civil Rights and Economic Development is the premiere law school organization in the country spearheading efforts at increasing diversity in the legal profession and in law schools.

- Our four new clinics, part of the umbrella clinic organization St. Vincent De Paul Legal Services, continue to expand our students’ ability to use their legal skills in the service of the poor. Three of our new centers focus on work central to our Vincentian mission.

ENGAGEMENT

- The 2009 entering class had the highest credentials in the Law School’s history, and the 2010 admitted students have even better credentials: a median LSAT of 161 and a median GPA of 3.55.

- Our New York State bar passage rate for the summer 2009 exam (the latest available) was 92%, joining us with NYU, Columbia and Cornell as the only four out of fifteen law schools in New York with a passage rate of 92% or better.

- Our retention rate continued to be strong, well exceeding 90%.

- Six outstanding faculty members have joined us this year.

- We added four new centers (Law and Religion, Labor and Employment Law, Public Interest Law and, International and Comparative Law) and four new clinics (Bread and Life: Bridge to Justice, Bankruptcy, Criminal Defense, and Economic Justice).

- Our students continued to excel in interscholastic competitions, winning national competitions in mock trial, moot court, and dispute resolution as well as several national writing competitions.

- We greatly improved our facility this past summer, including painting the common areas from top to bottom, renovating the Mattone Family Atrium with a generous gift from the Mattone family, and refurnishing the cafeteria and solarium.

- The Law School’s Strategic Planning Committee has studied the latest materials from the ABA and educational think tanks regarding trends in legal education and the faculty will be acting on its recommendations throughout the coming year.

GLOBAL

- Our summer abroad program in Rome was again successful, and for the first time we jointly sponsored a summer program in Barcelona with a Spanish law school and conducted a conference on Law and Religion in Paris, France. We have begun the planning process for a summer abroad program in Paris in 2011.

- We established a new center: the Center for International and Comparative Law. Professor Christopher Borgen, recently appointed to the new position of Associate Dean for International Studies, will serve as Director.

- Our LL.M. Program in United States Law for Foreign Lawyers completed its second year. Enrollment for the third year is strong with approximately 20 students.
The comprehensive set of institutional success measures included with the plan are being regularly monitored and updated to assess the University’s progress. A few measures have been added in the past year, primarily relating to outcomes from the annual Graduating Student Survey. Details on all measures – baseline, trends, comparative data and targets are online at: www.stjohns.edu/about/strategicplan. Trends in measures are summarized below.

Measures which have reached or exceeded targets include:

- Benchmark for enriching educational experiences for both first-year students and seniors.
- Academic - SAT scores; % Honors eligibility and % LST/conditional admits.
- Overall resident satisfaction – Queens campus.
- % of students participating in community service or volunteer work.
- Percent of faculty participating in academic service-learning.
- Number of graduate students studying abroad.

Measures which are on track to meet targets include:

- Benchmarks for active and collaborative learning and for student interactions with faculty.
- Service - Participants in Service Day and community service.

Measures where the current values are lower than the targets and which need continued focus by the University community include:

- Retention and graduation rates.
- Some elements of student engagement, including academic challenge and a supportive campus environment.
- Overall student satisfaction; resident satisfaction (Staten Island).
- Ethnic diversity - % faculty.

CONTINUING EVOLUTION OF THE STRATEGIC PLAN

As the planning cycle continues, we will continue to be proactive in learning about, and responding, to external priorities and challenges. We will continue to monitor our progress against the Institutional Success Measures, making adjustments as conditions warrant. As in the past, the continued successful implementation of our strategic plan depends on the collaborative efforts of the entire St. John’s community.

Contacts

Clover Hall, Ed.D.
Vice President for Institutional Research and Academic Planning
Hallc@stjohns.edu
(718) 990-1924

Mary Harper Hagan
Senior Vice President for Human Resources and Strategic Planning
Harperm@stjohns.edu
(718) 990-2505
**BACKGROUND**
- Founded by the Vincentian Community in 1870
- **Mission:** Catholic, Vincentian, and Metropolitan
- **Core Values:** truth, love, respect, opportunity, excellence and service

**ADMINISTRATION, FACULTY AND STAFF**
- **President:** Rev. Donald J. Harrington, C.M., - 15th President
- A budget of **$412 million**; and an endowment with a market value of **$303 million**
- **2,956** employees:
  - Faculty: Full-time – 648; Part-time – 794; FTE – 958
  - Administrators: Full-time – 758; Part-time – 73
  - Staff: Full-time – 498; Part-time – 185

**COMPOSITION**
- Five campuses – Queens, Staten Island, Oakdale, Manhattan, NY, and Rome, Italy
- Major Discover the World – Study Abroad locations: Paris, France, Dublin, Ireland; and Salamanca, Spain
- Six schools and colleges:
  - St. John’s College of Liberal Arts and Sciences
  - The School of Education
  - The Peter J. Tobin College of Business
  - College of Pharmacy and Allied Health Professions
  - College of Professional Studies
  - School of Law
- Over one hundred undergraduate and graduate majors
- **Approximate acreage:** Queens - 96.5 acres; Staten Island - 16.5 acres; Oakdale - 175 acres

**STUDENTS**
- **Total Enrollment:** – 21,354: Undergraduate – 15,720; Graduate – 5,634; Freshmen – 3,117
- Resident students: Queens – 3,392 Staten Island – 210; Manhattan – 181
- Students come from 46 states, the District of Columbia, Guam, Puerto Rico, US Virgin Islands and 115 countries are represented
- 1,380 Non-Resident (International) students from 99 countries – largest ever enrolled
- Average ages: undergraduate – 20; graduate – 28; new freshmen – 18
- 57% female, 43% male, 46% Roman Catholic
- 45% are Black, Hispanic, Asian, Native Hawaiian/Pacific Islander, American Indian or two or more races
- Composite baccalaureate first year retention rate 2002-2009: 78%; 2009-2010: 78%
- Composite six-year graduation rate 2002-04: 59%; Class of 2004 - 58%
- 4,225 degrees conferred in the 2009-2010 academic year

**ANNUAL EXPENSES (2010-2011)**
- Undergraduate Tuition - **$31,250** (varies by program and class year)
  - Fees: $730
  - Room/board: $13,900
  - Four-year fixed tuition rate available.
- Graduate Tuition - **$950** per credit (varies by program)

**FINANCIAL AID INFORMATION (2009-2010)**
- 94% of undergraduates received financial aid.
- **$431.1 million** distributed in financial aid; **$187.2 million** of University monies
- 48% of the 2010 freshmen considered Pell-eligible/Very High Need

**ATHLETICS**
- 17 Division 1 NCAA teams
- Over 340 student athletes
- Team name – Red Storm

**ALUMNI**
- Over 161,000 living alumni; 82% in the New York metropolitan area