Dear Colleagues,

In June 2005, I shared the University’s Strategic Plan through 2008 with you, a result of the collaborative efforts of all segments of the St. John’s community. This Plan, built on the foundation of our Mission and Shared Vision and focusing on 14 academic and supporting institutional priorities, was unanimously endorsed by the University Senate and the Executive Planning Committee and unanimously approved by the Board of Trustees. The Plan was an important source for our successful Middle States Accreditation process. I know that the document also continues to provide an institutional framework for each of the individual schools/colleges and departments as you develop and implement your own plans.

I am pleased to share this report with you summarizing the significant progress that has been achieved toward implementing most aspects of the Plan, and meeting or exceeding targets for most of our success measures, an accomplishment of which we should all be proud. I thank you all for your efforts in this regard.

In this report, we also recognize and identify a few priorities requiring renewed focus if we are to realize our vision of being a distinctive, student-centered learning community with our students prepared for leadership and service in a rapidly evolving global environment.

We look forward to broad input in our new strategic planning process now underway. I know I can count on your continued commitment and participation.

Sincerely,

Donald J. Harrington, C.M.
President
# Table of Contents

INTRODUCTION .................................................................................................................. 2
MISSION STATEMENT .......................................................................................................... 3
CORE VALUES ..................................................................................................................... 4
VISION STATEMENT ............................................................................................................. 5
INSTITUTIONAL GOALS AND PRIORITIES .............................................................................. 6
ACADEMIC PRIORITIES ........................................................................................................ 7
From the Academic Vision Statement of the Provost

<table>
<thead>
<tr>
<th>Priority</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Continue to Develop and Assess the Core Curriculum</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Support the Shift in the Academic Profile</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Provide for the Sciences and Leverage</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>Leverage Investment in Technology</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Other Campuses</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>Academic Areas of Focus</td>
<td>18</td>
</tr>
<tr>
<td>A.</td>
<td>Strengthen The Peter J. Tobin College of Business (TCB)</td>
<td>18</td>
</tr>
<tr>
<td>B.</td>
<td>Maintain the School of Law as a Flagship</td>
<td>19</td>
</tr>
<tr>
<td>C.</td>
<td>Enhance Selected Programs in the College of Professional Studies</td>
<td>20</td>
</tr>
</tbody>
</table>

ADMINISTRATIVE / OPERATIONAL / MISSION PRIORITIES

<table>
<thead>
<tr>
<th>Priority</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Enhance Residence Capacity</td>
<td>22</td>
</tr>
<tr>
<td>8</td>
<td>Enhance Student Activities</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>Quality of Life</td>
<td>26</td>
</tr>
<tr>
<td>10</td>
<td>Commitment to the Value of Diversity</td>
<td>27</td>
</tr>
<tr>
<td>11</td>
<td>Development</td>
<td>29</td>
</tr>
<tr>
<td>12</td>
<td>Leadership, Training, and Development</td>
<td>30</td>
</tr>
<tr>
<td>13</td>
<td>Marketing and Brand Image</td>
<td>32</td>
</tr>
<tr>
<td>14</td>
<td>Mission</td>
<td>33</td>
</tr>
</tbody>
</table>
Introduction

“The mission continues as the University builds on its strengths, extends its vision and seizes opportunities emerging from a changing environment in order to become a nationally known model of distinctiveness as a student-centered learning community for the 21st century.” These sentences introduce and summarize the Strategic Plan 2004-2008 adopted by the University in the 2004-05 academic year, a reflection of the ongoing collaborative effort of a broad cross section of faculty, deans, senior managers, students, Board members, administrators, staff, alumni and other constituents. The complete Strategic Plan including four institutional goals, 14 institutional priorities, related strategies and institutional success measures, is available at: http://digest.stjohns.edu/about/strategicplan/strategicplan.sju

This Progress Report summarizes some of the major accomplishments during the past three to four years that have contributed to the University’s progress, listed under the respective institutional priority. Trends in all institutional success measures are available in a separate appendix online at the link above. Where appropriate, the trends are incorporated within the related priority of the report.

While we celebrate our progress and accomplishments, we are mindful that much remains to be done. This report also includes a summary of some of the ongoing areas of focus, as we begin the next planning cycle within the context of strategic planning as a dynamic process, responsive to internal challenges and changes in the external environment. We already have a structure in place, including a newly created Academic Planning Committee of faculty, playing an integral part in this process.
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 the cultural diversity, the intellectual and artistic resources, and the unique professional educational opportunities offered by New York City, Rome and other international cities. With this richness comes responsibility. We encourage these metropolitan communities to use our resources to serve their needs. On the local, state, national and international levels, our alumni serve as effective leaders and responsible citizens. We pledge to foster those qualities required for anticipating and responding to the educational, ethical, cultural, social, professional, and religious needs of dynamic cities in a dynamic world.

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

truth
Knowledge in accord with reality, behavior faithful to ethical standards

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

respect
Awareness of and esteem for all individuals

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

excellence
Striving, growing, never being complacent

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

-Donald J. Harrington, C.M., President, November 2000
INSTITUTIONAL GOAL I:
Develop our academic and institutional culture to be student-centered and committed to lifelong learning

Academic Priorities
1. Continue to develop and assess the Core Curriculum
2. Support the shift in the academic profile
3. Provide for the Sciences and leverage graduate programs of distinction
4. Leverage investment in technology
5. Other campuses
6. Academic areas of focus

Administrative/Operational/Mission Priorities
7. Enhance residence capacity
8. Enhance student activities
9. Quality of life
10. Commitment to the value of diversity

INSTITUTIONAL GOAL II:
Enhance resource development and prioritize resource allocation to achieve our vision
11. Development

INSTITUTIONAL GOAL III:
Build an organization of strong leaders where faculty, administrators and staff are enabled, motivated and engaged
12. Leadership, training and development

INSTITUTIONAL GOAL IV:
Institutionalize our new vision and planning culture in the context of mission and external challenges
13. Marketing and brand image
14. Mission
Academic Priorities

From the Academic Vision Statement of the Provost

The first goal of the University’s 1995 Strategic Plan was to “foster a culture of academic excellence.” In the last 10 years the academic community at St. John’s has done just that, developing rapidly and strongly. The intention now is to build on that success by recognizing excellence where it exists, fostering it where it has the potential to emerge and using all of this to make St. John’s University recognized as a major Catholic University in the United States.

-Julia A. Upton, RSM, Ph.D., Provost, September 2004
Priority 1: Continue to Develop and Assess the Core Curriculum

The University-wide Core Curriculum, introduced in 2001, is designed to provide an integrated educational experience in the liberal arts and sciences for all undergraduate students. It includes nine common courses and seven courses distributed across several disciplines, all of which build on competencies and knowledge bases identified as essential for students to become successful leaders in the context of the University’s mission. Objectives were developed related to integration and collaboration across the core; assessment of the core; improvement of writing skills; and strengthening the Scientific Inquiry course.

A. Integration and Collaboration across the Core

• A group of faculty met monthly to discuss ideas for better integrating the core into the collegiate experience. One of the ideas that emerged from the series of meetings was the idea of using a common text in the Discover New York (DNY) course for first-year students. The first of these — Pete Hamill’s Downtown: My Manhattan — was given to incoming Fall 2006 freshmen and DNY faculty members were encouraged to use it in their classes. The author was invited to campus and shared his reflections with almost 3,000 students at a lecture during the semester. The program continued in Fall 2007, with the book, Triangle and its author Katharine Weber.

• Faculty/student interaction during New Student Orientation has been significantly increased beginning in Fall 2006.

B. Assessment of the Core Curriculum

To further encourage a culture of assessment, in 2005, a Presidential Summit: “How do you know if your students are learning?” was held, led by Dr. Barbara Walvoord, nationally known expert on assessment, and attended by about 120 faculty and administrators. Many of her ideas were incorporated into the following year’s continuing assessment of the core and the beginning of program level assessment. In 2007, responsibility for assessment of the core was transferred by the Provost to academic departments. Over the past few years, many assessment resources have been developed and made available for faculty online at: www.stjohns.edu/academics/provost/assessment

These include:

• Core competencies and knowledge bases approved as “essential” or “suggested” by the Core Curriculum Council for common and distributed core courses for all degree programs of the Colleges/Schools;

• A consistent set of rubrics to measure core competencies in writing; oral presentation; critical thinking; information literacy; and quantitative reasoning developed through faculty committees and pilot tested; and

• Suggestions for assessing knowledge bases and other assessment resources for faculty access and use.

Underway or Planned:

A comprehensive two-year plan established by the Provost to include program-based learning goals, expected student outcomes, revision of course syllabi, curriculum mapping and evidence of achievement is underway. The plan is being coordinated by the Academic Deans through their chairs with the goal of improving student learning and responding to the Middle States Commission on Higher Education’s request for a progress letter on assessment efforts, due by October 1, 2008.

• Nearly all departments have submitted an initial version of program goals, learning outcomes and assessment methods; few have submitted approved revisions which reflect actual learning outcomes.

• Assessment information, either quantitative data or written evaluations, indicating achievement in the core and/or achievement of at least one program learning outcome by students graduating from each
program is expected at the end of Spring 2008.
- WEAVEonline®, a Web-based assessment management system is being implemented to help in the process.

**Challenges:**
The achievement of a “culture of assessment” is a transformation of thinking from a focus on “teaching” to a focus on “student learning” and continuous improvement. It is as challenging a transition for faculty at St. John’s, as it is for faculty in institutions all over the country, and one which requires ongoing institutional attention. We are making efforts to increase:
- Use of the online rubric tools that measure achievement of core competencies from the current level of seven percent;
- Collection of assessment data including curriculum maps (currently at 13 percent completion) and approved revised program goals and outcomes.
- Availability and use of the assessment data by faculty in ongoing conversations about teaching and the improvement of student learning.
- Evidence that the student learning assessment information is integrated into academic planning and is used to improve teaching and learning.

**C. Improvement of Writing Skills**
Significant progress has been made in creating the infrastructure to improve writing skills among the student population:
- An Institute for Writing Studies was created, integrating new and expanded Writing Centers on the Queens and Staten Island campuses with 20 new full-time term contract writing specialists; a new First-Year Writing Program; and a new Writing across the Curriculum Program.  
  [www.stjohns.edu/academics/centers/iws](http://www.stjohns.edu/academics/centers/iws)
- Designed to facilitate collaboration and interaction between these programs and their staff, assist University faculty in the teaching of writing and promote a variety of student writing initiatives, the Institute serves as the nexus for student writing, faculty development and writing assessment. Incremental costs for the Institute are estimated at $1.6 million in 2006-07; $1.2 million in 2007-08; and $156,000 in 2008-09. A comprehensive assessment plan is in place.
- Class size was limited to 35 in Theology 1000 and Philosophy 1000 in 2005-06, and Metaphysics 3000C and Global History 1000C in 2006-07, at a total cost of $696,173. This is an increase of $76,294 or 12.3 percent greater than the $619,879 that was planned. The Deans are assessing the impact of this decision with the faculty involved.

**D. Strengthening Scientific Inquiry Course**
A Title III grant funding of $1.5 million over five years has enabled the University to begin to make significant progress in development of a faculty learning lab and three Smart Classrooms; course content; and pedagogy for the Scientific Inquiry course which aims to provide all St. John’s students with a sound foundation in scientific literacy.
Priority 2. Support the Shift in the Academic Profile

Consistent with the strategic direction endorsed by the Board of Trustees in April 2003, the University undertook a significant shift in its admission standards, while maintaining integrity in a critical component of our mission — serving the poor. With the recognition that the decision and actions would profoundly change academic expectations for both faculty and students, objectives were developed for under-prepared students, Honors programs and promoting student academic achievement.

Accomplished:

- The University has continued to raise the academic profile of its incoming undergraduate students resulting in an increase of 35 points in SAT scores since Fall 2003, to a mean of 1075 in Fall 2007. During this same period, the mean SAT scores for Standard Admitted students increased from 1,077 to 1,107 exceeding the 2007-08 target of 1,100. (Figure 1)

- The resulting increase in the percentage of honors eligible students to 15 percent in 2007, significantly above the 10 percent target, necessitated increasing the threshold for eligibility from 1200 SAT/90 HS Average to 1250 SAT/92 HS Average in Fall 2006. (Figure 2)

- As mandated by the Board of Trustees, we ensured that we continued the tradition of serving the very high need (VHN) population as defined by Pell-eligibility, while continuing to shift the academic profile, by maintaining the VHN percent at 40 percent in 2007, above the minimum target of 35 percent. (Figure 3)

- Academic Support Services has developed and implemented an Early Alert Warning system with faculty, and other initiatives to better identify and support under-prepared students.

- Beginning in Fall 2007, all Conditionally Admitted students are admitted into the Bachelor of Arts in Liberal Studies (LST) in the College of Professional Studies. They are part of learning communities in three common courses. Small study groups will foster a sense of community and help students achieve their potential in the rigor of university level work with increased retention as a primary goal.
All students in the program take a new three-credit course, Liberal Studies (LST) 1000, focusing on study skills, critical thinking and critical reading.

- Research opportunities for students and faculty-student collaborations include a Web site for student publishing, and initiation of community-based research at Bread and Life.
- Expanded and new out-of-class activities for students and faculty include:
  - Learning communities with 565 students in Queens and Staten Island in 2006, increasing to almost 2,200 residential and commuter students in 2007. This will remain an area of focus in the next planning cycle.
  - Academic Lecture Series beginning in Fall 2006, with more than 3,500 students attending at least one session since its inception.
  - An expanded focus on student-faculty interaction outside the classroom including a very successful pilot program of coffee, pastry and informal conversations with faculty and small groups of freshmen in Spring 2007; student-faculty luncheon workshops matching freshmen to faculty in their majors; and beginning in Fall 2007, a structured university-wide program matching more than 300 full-time faculty and all incoming freshmen except for Honors, Pharmacy and Liberal Studies students who have other avenues for this level of student-faculty interaction.

- Many related institutional success measures have been met including:
  ▲ Faculty’s perception that enhancing the institution’s national image is of high/highest priority, as reported in the Higher Education Research Institute’s (HERI) triennial faculty survey.
  ▲ National Survey of Student Engagement (NSSE) benchmarks for active and collaborative learning; enriching educational experiences; and class discussions as an instructional method.

**Challenges:**

Although significant strides have been made, gaps remain between the most recent values and 2007-08 targets for many of the success measures related to this priority detailed in the Institutional Success Measures tables at: [http://digest.stjohns.edu/about/strategicplan/strategicplan.sju](http://digest.stjohns.edu/about/strategicplan/strategicplan.sju)

These will require renewed focus and ideas, and include:

- Faculty’s perception of students’ level of preparedness; whether or not, promoting intellectual development of students is a high/highest priority at the institution; level of academic challenge; level of student-faculty interactions; and supportive campus environment.
- The extent to which each of the following is the primary instructional method used in undergraduate classes: extensive lecturing (still higher than the target); cooperative learning; and group projects.
- Retention and graduation rates, with overall first-year retention rates for full-time baccalaureates declining from the baseline of 82 percent for the Fall 2001 cohort to 79 percent for the Fall 2006 cohort, as shown in Table 1 (page 12), compared to the 2007-08 target of 83 percent. Similarly, six-year graduation rates have declined from 66 percent for the 1998 cohort, to 61 percent for the 2001 cohort, far short of the target of 69 percent.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>Number of Students</th>
<th>Retention Rate</th>
<th>Cumulative Graduation/Continuation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>After 1 Year</td>
<td>After 2 Years</td>
</tr>
<tr>
<td>1999</td>
<td>2380</td>
<td>82.1%</td>
<td>72.8%</td>
</tr>
<tr>
<td>2000</td>
<td>2578</td>
<td>79.8%</td>
<td>70.9%</td>
</tr>
<tr>
<td>2001</td>
<td>2430</td>
<td>82.3%</td>
<td>70.8%</td>
</tr>
<tr>
<td>2002</td>
<td>2725</td>
<td>82.0%</td>
<td>70.8%</td>
</tr>
<tr>
<td>2003</td>
<td>2775</td>
<td>78.4%</td>
<td>68.4%</td>
</tr>
<tr>
<td>2004</td>
<td>2842</td>
<td>78.9%</td>
<td>66.5%</td>
</tr>
<tr>
<td>2005</td>
<td>3050</td>
<td>77.7%</td>
<td>67.0%</td>
</tr>
<tr>
<td>2006</td>
<td>3237</td>
<td>78.9%</td>
<td></td>
</tr>
<tr>
<td>Composite 1999-2006</td>
<td>2752</td>
<td>79.9%</td>
<td>69.5%</td>
</tr>
</tbody>
</table>
Priority 3. Provide For The Sciences And Leverage Graduate Programs Of Distinction

Following the academic program review process in 2003, four programs in the sciences — Pharmacy, Toxicology, Biological Sciences and Clinical Psychology were identified as programs of distinction and selected as candidates for enhancement and leveraging based on their strengths at the graduate level relative to their schools; quality; enrollment; service; and reputation. Coupled with this was recognition that maintaining our current level of excellence in the sciences in general would require significant capital investment in office space, laboratory upgrades and faculty development.

Accomplished:

- The approved Science Master Plan has been completed at a cost of $20 million resulting in the construction of eight new instructional laboratories; 10 new faculty research laboratories; three new faculty offices; and a new comprehensive scientific imaging laboratory complex, for the departments of Pharmaceutical Sciences, Pharmacy and Administrative Sciences, Chemistry and Biological Sciences.
- Through collaboration with Marketing and Communications and Media Relations, participation in University Research Week and Student Research Day; publications; and other activities, significant progress has been made in highlighting the sciences and outstanding accomplishments of students and faculty internally and externally.
- A comprehensive study conducted in Fall 2004 to determine the right size for the Doctor of Pharmacy (Pharm.D.) program concluded that reducing the freshmen enrollment below 300 would negatively impact University revenue and the academic profile of the entering student body; widen the gender gap; and jeopardize diversity of the program; and that facilities and space requirements could be met based on retention assumptions at the time of the study.
• An Urban Pharmaceutical Care Research and Education Institute has been established as an “umbrella” for many of the College’s initiatives relating to urban pharmaceutical care.

• Full ACPE accreditation of the Pharm.D. program as it relates to the new standards (including scholarship and research), has been maintained.

• The Pharmacist licensure examination pass rate increased from 93 percent in 2004 to 96 percent in 2006, exceeding both the 2007-08 target of 90 percent and the passing rate for peer institutions (94 percent).

• In March 2007, the University acquired the Education Center formerly owned by the St. Vincent Catholic Medical Centers. The related Allied Health B.S. degree programs of Physician’s Assistant, Medical Technology and Pathologist Assistant, have been incorporated into the College of Pharmacy and Allied Health Professions.

**Challenges:**

• To date, retention of Pharm.D. students has been exceeding projections used in the study discussed above, which could result in the need for additional resources beyond the scope of the study.

• For Biological Sciences, there is concern about the ability to accomplish the stated strategy of recruiting and retaining outstanding graduate students. The following concerns seem to be having an impact. First, it appears that the level of stipend is not competitive with neighboring institutions including Queens College and NYU. The Department will conduct a comprehensive benchmarking study in fiscal 2008 to establish what is needed to close the gap. The results of this study, if conclusive, will be presented to the Provost for incremental funding in fiscal 2009. Second, there has been a loss of funding for graduate students in grants because the NIH no longer allows IMSD funds to be used for graduate assistantships.
Priority 4. Leverage Investment in Technology

The primary objective for this priority is to expand the role of information technology in helping to reshape how students learn, how faculty members teach, and how information is stored, accessed and transmitted.

Accomplished:
The successful roll out and enhancements of the Faculty Institute/Portable Professor program continue, including:

• 104 Portable Professor Workshops have been offered from June 2004 to May 2006 with 290 unique full-time faculty members attending during 2004-05 and 194 full-time faculty members attending during 2005-06.
• 92 refresher workshops have been offered from 2005 to date and attended by 174 full-time and adjunct faculty members.
• Successful Technology Days were held on the Queens and Staten Island campuses during Spring 2006 and Fall 2006 with attendance by 226 and 177 faculty members respectively.
• There were 398 unique visitors to E-Studio for consultations during June 2005 – May 2006, and a 40 percent increase to 559 unique visitors during June 2006 – May 2007.
• Eighty percent of classrooms (169) are now equipped with multimedia equipment.
• The Faculty Laptop Refresh Program has upgraded 256 full-time Faculty from 6/13/07 to date to a new laptop.
• The continued implementation and support of the Academic Computing Initiative (ACI) has resulted in:
  ▲ Purchase and distribution of more than 17,500 laptops to all undergraduate students and full-time faculty and selected graduate students since 2003.
  ▲ Availability of wireless access in all academic and public areas on all campuses.
  ▲ Availability of wireless access in on- and off-campus housing facilities in Queens.
  ▲ Doubled internet capacity in January 2007; increased bandwidth from Queens to Staten Island and Manhattan.

Underway or Planned:
• Upgrading e-mail storage for students and faculty to 50 MB and 200 MB respectively
• Providing spam filtering for student and faculty e-mail
• Using imaging and workflow to provide better access to student records
• Deploying refurbished laptops to adjunct faculty
• Developing next level of the Portable Professor program to offer workshops in podcasting and other advanced technology, beginning Summer 2008

Challenge:
• Laptops are not yet available for all students in graduate programs
Priority 5. Other Campuses

Following careful market analysis and assessment, and a comprehensive program review process, Deans and various Task Forces developed and presented recommendations regarding program offerings at Oakdale, Staten Island, Manhattan and Rome. Accomplishments at each campus are summarized below.

A. Staten Island
• A comprehensive study conducted by Marketing and Communications in 2004-2006 to help define a distinctive identity for the Staten Island campus and halt/reverse declines in enrollment identified the need for enhancements in market perception; recruitment and retention; graduation rates; academic profile of incoming students; and student life.
• A Vice Provost position was created at Staten Island and a cross-functional Task Force for Student Success formed, chaired by the Vice Provost, to begin addressing these issues. Initial strategies that have been implemented include Chart Your Course for the undecided student; a faculty early alert system; and mentoring the conditionally admitted freshman. A significant improvement in retention has already been realized with one-year retention rates for full-time baccalaureate students increasing from 80 percent for the Fall 2005 freshmen to 87 percent for the Fall 2006 freshmen.
• The Vice Provost presented a comprehensive plan to the Executive Planning Committee in November 2007, with specific strategies to address issues around enrollment management, marketing and unique ways to deliver academic programs. Key components of this plan are underway and will also be incorporated into the next Strategic Plan.

B. Manhattan
A Task Force reviewed current utilization of the Manhattan campus; assessed the marketplace; evaluated existing programs; explored potential programs with all academic deans; reviewed real estate options in Manhattan; and presented its recommendations to Senior Managers. Enhancements — primarily to the residential facilities — are discussed under Priority 7.

C. Rome
• The number of students in the M.B.A. program at the Rome campus declined slightly between Fall 2003 and Fall 2007, at 47 and 40 students respectively.
• The number of students in the M.A. in Government and Politics program peaked at 66 in 2005 and declined to 43 in 2007.
• The School of Law is awaiting approval to begin a summer law and LLM programs at the Rome campus.
• Increased emphasis has been placed on the Study Abroad program in Rome, including the acquisition of a new, larger facility, with the aspiration to become the Premier Study Abroad site in Rome.
D. Oakdale

- Overall enrollment in graduate programs continues to increase at Oakdale — 173 in Fall 2003 to 290 students in Fall 2007 with 213 in School Leadership, The School of Education; 64 students in Library Science and School Psychology, St. John's College; and 13 students in Criminal Justice Leadership, College of Professional Studies.
- The School of Education initiated M.S. programs in Literacy, Special Education and TESOL this academic year, and made several administrative changes, that are expected to result in continuing significant increases in enrollment in master’s degree programs in Education over the next five years.

E. Distance Education

- Distance Learning degree programs (10), course enrollment (1272) and degree program enrollment (210) in Fall 2007 reflect continuing increases.
- Distance Learning is leveraging technology to extend the University’s mission and global reach as exemplified by the Master’s in Global Development and Social Justice and Discover the World: Europe Study Abroad program, both of which allow students to progress toward degree completion through Distance Learning courses.
- More than 150 faculty members have completed Distance Learning’s Pedagogy I course, enhancing their ability to provide more student-centered active learning in their courses.
- A platform and policies are almost completed to enable departments, colleges or schools to offer online continuing professional education courses to their alumni and others.
Priority 6. Academic Areas of Focus

We continue to recognize and celebrate our strong liberal arts foundation and solid academic offerings of our Education programs, and continue to support and enhance these programs through the annual planning/budget process. The following three areas were identified through the academic program review and other processes for particular attention in this strategic planning cycle: strengthen The Peter J. Tobin College of Business; maintain the School of Law as a Flagship; and enhance selected high demand/high margin programs in the College of Professional Studies.

A. STRENGTHEN THE PETER J. TOBIN COLLEGE OF BUSINESS (TCB)

Accomplished:
- Staff and other changes have been implemented at the Manhattan campus to provide better service and support to the growing number of students in the School of Risk Management (SRM) programs and in non-SRM and M.S. programs, with the goal of establishing Manhattan as a viable graduate campus.
- The M.B.A. program and M.B.A. Accounting variant have been redesigned to address issues of quality, declining program enrollment, and competitive/ changing market; and all students have been transitioned to the new program. The J.D./M.B.A. program has also been revised.
- The Center for Professional Education continues to expand its programming into areas outside of insurance.
- The Student Management Investment Fund has been extended to Staten Island.
- Several additions have been made to the portfolio of databases and services — including Wharton Research Data Services — to support the research interests of faculty.
- With the creation of a new position of associate dean for administration, new initiatives have been developed and are being implemented to improve advising and student services, including elimination of the traditional “window” advising in Queens and replacement with one-on-one registration appointments.
- A Financial Information Lab, which was approved by the Board for implementation at the Queens campus in 2008 to leverage the Student Managed Investment Fund, provide a research platform for faculty and experiential learning in a variety of subjects, has been completed ahead of schedule.
- A Vincentian Business Education Seminar to reinforce Vincentian values in faculty and the curriculum, and to integrate the Vincentian mission with the college’s mission, was started in May 2007 with a first cohort of 10 faculty members.
- Dr. Steven Papamarcos was appointed the new dean in July 2007.

Underway or Planned:
- The new Dean is currently developing a strategic plan for the College.
- Recruitment planning is underway to enhance faculty in applied business disciplines with new/ replacement hires beginning in Fall 2007.
- Work is continuing with the Board of Advisors to better define its role, and engage it in strategic ways in which its members can make a difference including work on connections for internships and job placement; the external profile of the College; identification of peer and aspirant institutions; and development opportunities for faculty.
- Work is underway on defining measurement rubrics to be used to implement the portfolio assessment of learning outcomes.
B. MAINTAIN THE SCHOOL OF LAW AS A FLAGSHIP

Accomplished:

• A new 6000 sq. ft. state-of-the-art clinical suite was opened in the School of Law building in Summer 2006, funded by the University in the amount of $1.2 million and housing Elder Law, Child Advocacy and the Securities Arbitration clinic which relocated from Manhattan.

• The Child Advocacy Clinic which provides much needed legal assistance to the abused and neglected children of Queens County received a grant of $300,000 from the federal government recently; similarly the Securities Arbitration Clinic recently received a $492,000 grant from the New York State (NYS) Attorney General’s office.

• Thanks to another grant from the University, a Professional Skills Center containing two offices for Trial Advocacy faculty members, a conference room and a Skills Center for students to develop their advocacy skills, was completed.

• The NYS Bar Examination Pass Rate increased from 87 percent in 2004 to 91 percent in 2006, compared to the State’s average of 79 percent, ranking fourth in NYS after Columbia, NYU and Cornell, and exceeding the 2007-08 target of 90 percent. Similarly, The School of Law moved from 80 to 70 in U.S. News & World Report’s Top 100 Law Schools.

• Thanks to generous donations by alumni to both the annual giving and capital campaigns, in the past few years more faculty and students than ever before have participated in national and international conferences and symposia to increase the visibility of their scholarship and the school’s academic reputation.

• Despite a decline in law school application nationwide of about five percent, applications to St. John’s countered this trend and increased about three percent. Even more significant, the increase occurred within a higher credentialed applicant pool. This translated into a seven percent increase in the size of Fall 2007 entering class, on target both as to size and budget, and with slight improvements in the median credentials over 2006 - LSAT of 161 and a GPA of 3.58, compared to 160 and 3.53 respectively for 2006.
• The inaugural Summer Abroad Program at the University’s Rome Campus in 2007 was an academic, cultural and financial success; was warmly endorsed by the American Bar Association (ABA) and will be continued.
• The ABA has approved the new L.L.M. program in American Legal Studies for Foreign Law School Graduates. The first class will be enrolled in Fall 2008.
• Mark L. Movsesian, the Frederick A. Whitney Professor of Contract Law and a renowned scholar in International and Contract Law, joined the full-time faculty this year from Hofstra Law School. Prior to beginning his teaching career, Professor Movsesian clerked for several distinguished courts and judges, including the Hon. David H. Souter, Associate Justice, United States Supreme Court.

Challenges:
• Despite increasing scholarly output of faculty, success of graduates on the Bar examination, and other accomplishments, the School of Law’s academic reputation continues to lag behind actuality, requiring patience and continuing efforts at improvement.
• As a result of the decline in enrollment of new students of color from 30 percent in Fall 2005 to 17 percent in Fall 2006, the Dean’s Ad Hoc Faculty Committee, comprised of members of the Faculty Admissions and Diversity Committees, made several recommendations to increase this percentage. Recommendations were adopted by the Faculty Council. Results for Fall 2007 are very encouraging with students of color representing 24 percent of the entering class. These efforts will continue.
• The School of Law is seeking avenues of funding to address the situation of too little need-based financial aid as well as to better fund the Loan Repayment Assistance Program for graduates going into the public interest sector.

C. ENHANCE SELECTED PROGRAMS IN THE COLLEGE OF PROFESSIONAL STUDIES (CPS)
As part of the 2004-2008 strategic planning process, the following were identified as high revenue/high demand programs: Communication Arts (CAS); Computer Science; Criminal Justice; Legal Studies; and Sport Management. To facilitate the Strategic Plan update, a second study was undertaken using the same methodology applied in the original report and based on data from the FY2006 contribution analysis and Fall 2005 enrollment data. The market demand references include the Princeton Review; U.S. Occupational Outlook Handbook; U.S. and NYS Department of Labor; U.S. Department of Education; Top 20 majors/areas of interests in STJ 2004-08 strategic plan; and IPEDS. All five programs continue to be identified as strong revenue producers; however, only Computer Science is supported by market analysis that suggests the potential for enhanced demand.

Accomplished:
General
• The following new programs have been approved and are operational beginning in Fall 2007: B.S. in Public Relations; M.P.S. in Sport Management; B.S./A.S./Certificate programs in Computer Security Systems; and a minor in Cyber Forensics.
• The Telecommunications program in Staten Island has been closed and resources reallocated to Queens where telecommunications students can be better served.

Communication Arts
• Communications Arts (CAS) programs continue to generate high demand and high margin with enrollment increasing in Queens from 666 in 2003 to 839 in 2007. This was propelled by a 72 percent increase in Journalism and a 28 percent increase in Television and Film, and enrollment of 119 students in the three-year old Advertising program. Recognizing historical direct contribution margins near 70 percent, direct contribution dollars have also been favorably impacted.
Application has been made to New York State to offer advertising communications, journalism and public relations programs on Staten Island.

In relation to the objective to upgrade equipment and facilities needed for the Communication Arts program, a digitized animation lab has been in operation since Fall 2006 resulting in an enhanced academic program. The lab was recently renamed the Drs. E. Lawrence and Adele V. Deckinger Advertising Research Center in recognition of their endowment of one-quarter million dollars. The lab revolves around distinct courses in CAS; students are learning two- and three-dimension animation on current computer technology. The 12-station lab utilizes dual processor Apple MAC PCs funded with $100,000 of university capital funds. Animation classes are conducted at or near capacity.

An additional $100,000 of capital funds has been utilized to update a TV Center Edit Lab including installation of new, state-of-the-art Apple-MAC dual core-dual processor PCs capable of running both Apple and Microsoft operating systems. The newly refurbished lab was fully operational for Fall 2007 classes.

Laptops that became available as a result of the Faculty Laptop Refresh program have been reallocated to the radio lab/classroom, upgrading audio capabilities.

Consideration is being given to the more long-term needs of creating a state-of-the-art television, film and radio facility.

Computer Science

New offerings have been developed to meet the needs of the Computer Science market, specifically B.S. and A.S. degrees and Certificate programs in Computer Security Systems and a minor in Cyber Forensics. This is part of a multi-part plan to position computer science for an anticipated increase in demand for this changing discipline.

A degree proposal for an M.A. in International Communications has been approved by CPS’s C&E Committee and Faculty Council.

Challenges:

Many current computer science faculty desire training and development in new technologies. The objective to provide adequate professional development opportunities for these faculty members has not been met, primarily due to the unanticipated difficulty of securing placement for externships at appropriate locations. Alternative strategies need to be developed.

Inadequate facilities, including the need for a dedicated networking lab and software research lab, made it difficult to maintain the viability of the CISCO program; develop a distinguished computer and network security program; or teach new technologies such as global positioning systems, crime mapping and other emerging technologies. The assignment of Sullivan Hall 203, 26-station computer lab, beginning in Fall 2007, exclusively to CPS for these purposes will enable progress towards fulfillment of these needs.

The national and regional decline in computer science enrollment parallels the enrollment experience of CPS’ computer science programs. Computer science programs are continually being reviewed, and appropriate program additions and changes implemented in as timely a manner as possible. New faculty and related funding are required to bring appropriate specializations in such areas as cyber-security, cyber-forensics, electronic commerce, and information technology services.

A dedicated internship coordinator has been employed since January 2007 to manage, provide internship quality assurance and further develop academic (“For Credit”) internship opportunities, incorporating service learning for Legal Studies students.

Underway or Planned:

Plans have been implemented to raise student admission standards by reinstating the admission writing test for journalism majors beginning with the Fall 2007 entering students and requiring students to maintain a 2.5 GPA to continue as CAS majors.
Priority 7. Enhance Residence Capacity

Although student demand for housing continues to increase, with the recent additions and plans for additional beds outlined below, projections do not justify the building of another residential building on-campus at this time. We will continue to monitor.

- In summer 2007, approximately 90 new beds were added to the Manhattan campus. These beds came online for Fall 2007.
- In May 2006, the Board of Trustees endorsed a plan to increase residence capacity in Queens by building a series of new townhouses and renovating St. Vincent Hall to provide approximately 474 beds by Fall 2008; these were funded as part of the $150 million bond issue covering the new Student Center and Academic Building as well.
- In Summer 2005, the University purchased two apartment complexes near the Queens campus with a combined student capacity of 187 beds, offering more independent living for upperclassmen, graduate, and Law students. With an approved variance in Spring 2007, we have increased capacity by 46. Only 24 of these beds will actually be realized for 2007 and 2008, however, due to current constraints and configurations resulting from the fact that School of Law students are housed there.
- Through the development of relationships and agreements with local apartment complexes, an additional 75 beds were made available for upperclassmen for Fall 2007. Through a partnership, an additional 478 beds will be available in Fall 2009 for upperclassmen. The apartment-style complex is located on Henley Place, within walking distance of the Queens campus. We will continue to develop and solidify new relationships.
- Policies regarding guarantees of on-campus housing for freshmen and sophomores have been streamlined. Housing will not be guaranteed for transfers, which is typical of other schools. Beds will be granted as available.
Priority 8. Enhance Student Activities

The University recognizes that providing a robust student activities program is essential to the overall development of a thriving and engaging campus environment. During 2004-2005, a cross-functional team conducted a comprehensive assessment of the Student Life organization and highlighted the following critical themes for priority areas of focus:

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

Accomplished:
- Student and other facilities have been constructed or enhanced including the new Taffner Field House; a renovated Little Theater; a renovated Fitness Center; replacement of the Grand Stairway located next to St. Vincent Hall and leading from the Great Lawn down to the Residence Village; a reconfigured Montgoris Hall for a more open environment; and construction of four “sitting walls” along the pathways and a Reflecting Pool in front of Newman Hall.
- Roof/On-Garage Parking on the Queens campus was available for the start of the Fall 2007 semester, with an additional 225 student-parking spaces.
• The Office of Student Affairs has been consolidated into two spaces in Bent Hall and the University Center to reduce runaround; Career Center facilities have been relocated and upgraded.

• Beginning in 2006, The New Student Orientation was restructured into a three-day program specifically designed to reflect the St. John’s University Mission. This program establishes a culture of academic excellence, while emphasizing the importance of service and engagement (97 percent of all new students and 1,358 parents attended). Approximately 93 percent of students indicated that they were very/somewhat satisfied with the Orientation Program.

• Campus Concierge service was developed in 2006, and provided over 7,000 students with a centralized location to purchase subsidized tickets (over 11,500 movies, Broadway shows, and sporting events tickets) and find out about the variety of Campus Activities opportunities. This function also coordinated the tri-campus Student Activities Master Calendar and promoted it through St. John’s Central.

• Student Activities fees were increased by $35/per semester and additional funding ($840,000) and personnel resources (10 new staff members) were provided to support new student engagement initiatives. Funds for tri-campus programming ($240,000) are now disbursed through a collaborative Campus Activities Board composed of students, faculty and staff members.

• Signature events for all campuses were established or enhanced including Homecoming (10 events; approximately 2,000 participants); Winter Carnival (1,829 participants) and a popular Concert Series (over 5,000 participants).

• A successful Academic Lecture Series was developed and implemented in collaboration with academic units, University committees and other departments (a total of 22 lectures and over 3,000 students in attendance).
• Programming and professional staff for Multicultural Affairs were increased with specific attention to the Staten Island campus (13 events; six Tolerance and Civility Series and a total of 2,084 attendees).
• A University-wide Learning Community Initiative was developed and a Director hired to spearhead the program.
• There have been significant increases in students’ use of the Fitness Center and Taffner (153,316 usages); the Shuttle Bus system (3,000 riders weekly over five different shuttle routes); as well as attendance at athletic, social, cultural and educational events. As of the 2006-2007 academic year, 80 percent of all students have attended two or more student engagement programs. The Leadership Development program now includes a Community Service Track to support the mission; Women in Leadership Track (139 student participants; 38 received certificates); and a Peer Mediation Track have been developed.
• In recognition of the increasing importance of Student Wellness and in line with the alternative organizational model presented by the Student Affairs Assessment Committee, the Department of Student Wellness has been significantly enhanced including
  ▲ The hiring of: An Executive Director of Student Wellness and an Information and Communications Specialist; three additional professionals and one support staff person to implement the University’s Wellness Education programs on all campuses.
  ▲ The creation of The Office of Wellness Education and Prevention Services to address the psychosocial and developmental needs of the diverse student population at St. John's University.
  ▲ Additional hours for the consulting physician in the Health Center, increased psychiatric consultation hours in the Counseling Center, and addition of a psychologist position to the professional staff of the Counseling Center, all designed to address the need for additional professional staff noted in both the Middle States Report and the University’s own self-assessment.
  ▲ Implementation of a university-wide alcohol education and prevention program to address the national concern regarding underage drinking and the consequences for college students.
• Four Discover New York (DNY) Transition Labs were specifically designed based on the DNY syllabus to provide the opportunities for DNY students to be engaged outside the classroom and participate in transitional programming in Health and Wellness; Mission Development; Academic Support Services and Career Planning.
• In collaboration with the Division for Marketing and Communications, an assessment specialist was hired to provide timely data and continuous feedback on student engagement programs.

Underway:
• Imaging and process improvement efforts to streamline student interactions in Admissions, Financial Aid and Academic Offices.
Priority 9. Quality of Life

This priority seeks to improve the overall quality of campus environment at the University to better support the academic mission. The focus is on enhancing and improving the comfort, functionality and appearance of the campuses and buildings; and on addressing safety in the context of our change to a residential environment, and a post 9/11 and post-Virginia Tech world. The two major objectives are to improve comfort and infrastructure; and enhance Public Safety.

Accomplished:
- Implementation of Public Safety’s Strategic Plan is complete regarding emergency phones, cameras, card readers for access control, automated parking system and emergency stations.
- The Emergency Response Plan has been expanded to include a Pandemic Response Plan.
- A comprehensive review, update and enhancement of the communications and other aspects of the University’s Emergency Plan have been completed. The plan now includes text and voice message alerts.
- The University has increasingly assumed a leadership role among area universities regarding Emergency Management issues.
- $12.4 million has been approved for deferred maintenance in past two years to address high priority “quality of life” requirements.
- A single vendor has been selected to provide all custodial and facilities maintenance services to improve service and accountability.

Underway or Planned:
- $16.4 million has been earmarked for high priority infrastructure needs.
- A long term infrastructure improvement plan is underway focusing on heating, ventilation and air conditioning in academic buildings, with completion of Sullivan and Marillac Halls anticipated by July 2008.
- Groundbreaking will take place this year on the new University Center/Academic Building. It will rise between Sullivan Hall and Taffner Field House; will form one side of a second University quadrangle to be known as the “Academic Grove”; and is scheduled to be completed for the Fall 2009 semester.
- Sustainability initiatives are underway including implementation of a University-wide recycling program beginning in Fall 2007; partnering with the mayor’s office in committing to the PlanNYC program, designed to reduce the greenhouse gas footprint of institutions in New York City; plans to establish a sustainability office in 2007-08; and plans to incorporate green building design practices in new construction and all new renovation projects. The University recently became a member of the U.S. Green Building Council.
Priority 10. Commitment to the Value of Diversity

At St. John’s, we remain committed to the value of diversity as a fundamental foundation of our mission and vision. The President’s Multicultural Advisory Committee comprised of a broad representation of faculty, students, administrators and staff, continues to address the broad issues of multiculturalism in higher education and the specific multicultural needs of the St. John’s community through regular meetings; forums; co-sponsorship of lectures; development of a Web presence http://www.stjohns.edu/mac; development and dissemination of a Multicultural bulletin of courses; and other activities as appropriate.

The Committee provided a series of recommendations to senior managers to help the University better serve its increasingly diverse population. Some progress has been made in the implementation of the recommendations that were approved.

- There has been a significant effort by Marketing and Communications and Media Relations to ensure that diversity messages and diverse images are integrated into internal and external communication materials and announcements.
- Human Resources has made major progress in enhancing diversity awareness through training:
- Three hundred and seventy administrators and staff have voluntarily participated in a One-day Diversity Awareness Training program introduced in Fall 2006, with 85 percent of participants rating the program very good/excellent.
A one-day Diversity Leadership training program was held for 53 vice presidents and their direct reports in the Operations sectors; similar programs have been held for 33 academic leaders and 21 leaders in Mission and Branch Campuses; with 89 percent of participants from all three groups rating the program as very good/excellent.

A new program — Managing a Diverse Workforce — was piloted Spring 2007 and was rolled out in Fall 2007. As of September 30, 2007, 27 supervisory Administrators have participated in this program with 90 percent of participants rating the program as very good/excellent.

In efforts to increase ethnic/racial representation of full-time administrators and staff, the Recruitment function in Human Resources has been upgraded with emphasis on diverse sources, advertising and slates; diverse representation in hiring has increased but attrition has resulted in negligible movement in ratios in the past two years, with full-time administrators and staff of color accounting for 25 percent and 24 percent respectively in Fall 2007 compared to 25 percent and 23 percent respectively in Fall 2004.

With the strong leadership of the Provost and support of the Deans and Chairs, many initiatives have been undertaken in the past few years in efforts to increase ethnic/racial representation of full-time faculty, including discussions at Chairpersons’ Retreats; development and dissemination of a diversity brochure of faculty positions; advertising in diverse publications and Web sites; and funding of faculty to recruit at conferences. These initiatives continue. However there has only been a negligible improvement in ratios over the past three years, with faculty of color increasing from 17 percent in Fall 2004 to 19 percent in Fall 2006.

Along with 42 other institutions, St. John’s became a founding member of the Metro New York Southern Connecticut Higher Education Recruiting Consortium (MNYSC HERC) spearheaded by Columbia, Yale and New York University, to promote diversity in higher education and broaden the applicant pool for faculty, administrators and staff through an online database of open positions (http://www.mnyscherc.org) and other initiatives. Planning is underway for a diversity conference in Fall 2008. The Director of Recruiting currently sits on the Executive Committee and the Vice President for Institutional Research and Academic Planning sits on the Diversity subcommittee.
Priority 11. Development

In 1998, the University outlined the charge to develop, communicate and implement a University-wide Development Plan, focusing on the capital campaign and increasing both dollar and donor levels of annual giving. The capital campaign for St. John’s, “Fulfilling the Dream,” originally had a goal of $100 million for student support, faculty endowment, academic programs and facilities.

• A very successful capital campaign raised $272 million, almost tripling the original goal of $100 million, and surpassing the revised goals of $200 million and $250 million.
• Government Relations continues to foster and strengthen relationships with elected officials with a tangible result of securing $500,000 appropriation from the New York City Council in 2006.
• Mini-campaigns have been developed in each of the academic units in partnership with the academic Deans including The Financial Information Lab for the Tobin College of Business; the Urban Institute in the College of Pharmacy and Allied Health Professions; and the 100th Anniversary of The School of Education.
• Partnering with administrative units on various projects continue, including the Kaiser Initiative in Athletics and upcoming Carnesecca Center renovations.
• Efforts to solidify collaboration between the Office of Institutional Advancement and the Office of Grants and Sponsored Research in pursuit of funding to support strategic initiatives continue; millions of dollars received to support sponsored projects were included in the recently concluded capital campaign.
Priority 12. Leadership, Training, and Development

Training and Development

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

Accomplished:

- Human Resources’ Training Department designed and ran or hosted a series of leadership experiences:
  ▲ In collaboration with the Center for Creative Leadership, hosted the first annual leadership experience for Deans and VPs, a three-day intensive leadership program, with an average rating of 4.42 with five the highest rating.
  ▲ Designed and ran 21 sessions of the Vincentian Mission orientation with 487 participants and 98 percent rating the program very good or excellent.
  ▲ Hosted two-day Vincentian Leadership Program as the second annual leadership experience with 32 members of the EPC in attendance and 90 percent rating the program very good or excellent.
  ▲ Customized the Diversity Awareness program into a third annual leadership experience, including an interactive theatre component for the COO, the Provost and the EVP and their top two levels of administrators. Three sessions occurred with over 110 leaders of the organization in attendance with 89 percent rating the program very good or excellent.
- The Department also continues to refine its training and development curriculum with a range of topics for administrators and staff with over 14,000 participants since the program’s inception, and 78 recipients of the Certificate Program awards and over 50 more eligible. Courses include:
  ▲ Coaching for Exceptional Performance
  ▲ Managing a Diverse Workforce/Diversity Awareness
  ▲ People Management Series:
    ▲ Hiring the Best
    ▲ PFP Supervisor Training
    ▲ Corrective Action
    ▲ Facts about Compensation
    ▲ Quality Service for Leaders
- The Department has also instituted monthly Showcases, a forum where leaders of academic and administrative departments describe their organization and current initiatives in an effort to share information across organizational lines. In nine sessions, with 422 participants, 97 percent rated the showcases very good or excellent.
- Other ongoing initiatives include Lunch and Learn programs and Listening Tours.
Faculty Development
The Center for Teaching and Learning (CTL) continues to promote and support faculty development through a variety of activities. Faculty Development is a crucial component of many of the academic priorities included in the strategic plan. The following objectives were established to foster these efforts:
1. Provide faculty with adequate, appropriate and ongoing training and support to implement critical thinking fully into the new core curriculum and to assure consistent, high quality teaching and learning in all academic areas.
2. Enhance the use of information technology, particularly in the core curriculum and eventually spreading across all schools and colleges.

Accomplished:
The Center for Teaching and Learning (CTL) has:
- Instituted a Teacher Exemplar Program for junior faculty in the College of Professional Studies with workshops centering on strategies for improving teaching and learning including the development of course portfolios to document teaching accomplishments.
- Provided various programs for new faculty including expansion of the Conversations on Teaching Program, a series of workshops on teaching for new full-time and adjunct faculty; and luncheon seminars for new faculty to explore the challenges and successes of teaching.
- Expanded the Summer Journal Club luncheons into the regular semester; and offered Interdisciplinary Roundtable Lunches during Research Month. Both programs have shown significant increases in attendance during the past year.
- Revised the CTL Fellows Program and instituted a forum in the spring semester where Fellows present the projects they have worked on for the two years of their fellowship.

Underway or Planned:
- Redesigning Web site to make it more accessible and attractive as well as increasing the resources available through this site.
- Organizing fall workshops around the theme of student-centered teaching in order to support faculty in their efforts at instructional vibrancy and student retention.
Priority 13. Marketing and Brand Image

The main objective was to enhance the image and reputation of St. John’s University by developing a consistent message and communication strategy; facilitating two-way communications with internal audiences; disseminating pertinent information to external audiences; and establishing the “top five things” for which St. John’s is known.

Accomplished:

- Brand identity has been implemented on all materials created or reviewed by Marketing and Communications with strategic messaging incorporated into all recruiting, informational and general publications as appropriate. Results in the applicant and acceptance pools demonstrate the impact — increased volume and quality.
- A full-service, in-house agency has been created generating more than 2000 publications; placement of more than 250 ads; more than 20 major interior/environmental design projects; and receiving more than a dozen industry awards in 2005-2006.
- The Intranet, Web Digest, Red Storm Sports and EDU home page were redesigned.
- A new brand and Web site were launched for the Athletics Department in 2006.
- An internal/external communications initiative was launched focusing on promoting “programs of distinction,” faculty scholarship, student achievement and the Vincentian Mission.
- Market research and analyses were performed for Enrollment Management, Student Affairs, Retention, and Image and awareness.
- Customer Service Center (CSC) — Re-engineered in 2004, the CSC integrated customer-centric service and marketing. The ‘inbound’ unit implemented a comprehensive training program and new technology to handle incoming calls (predominantly enrollment management questions) reducing the volume of calls transferred and increasing question/problem resolution. The ‘outbound’ unit was created to support revenue-generation for the institution and primary research with students. Swipe card technology was installed in key customer-facing operations beginning in 2006 and an ongoing assessment of customer service ensued. Metrics have been designed for each unit and monthly reports are distributed to all, demonstrating successes and shortcomings across the departments.
Priority 14. Mission

The first University-wide Mission Plan developed under the aegis of the Executive Vice President for Mission, is built on four major areas that support the overall institutional goals: Education/Formation, Academics, Service and Mission Structure. To a large extent, these have coalesced under the recently created Vincentian Institute for Social Action (VISA). This is a proposed new academic unit of the University that was endorsed by the Executive Planning Committee in September 2006. It is a joint initiative of The Office of the Provost; Office of the EVP for Mission and Branch Campuses; and Office of the EVP and Chief Operating Officer. It is proposed that VISA

- Be led by a Dean
- Includes Poverty Institute, Academic Service Learning, Study Abroad, and the Vincentian Residential College
- Offers interdisciplinary majors, minors and certificate programs at the graduate and undergraduate level
- Be housed in St. Vincent Hall with departmental offices, faculty offices, student support and residence for Ozanam Scholars.

Accomplished:

- Elements of VISA are being implemented including
  ▲ The Spring 2007 Discover the World (DTW): Europe program with 89 students studying in France, Spain and Italy
  ▲ Initiation of DTW: Latin America in Summer 2007
  ▲ Initiation of DTW: Africa and a revamped DTW: Europe in Fall 2007
  ▲ Recruitment of the first group of 43 Ozanam Scholars from the Fall 2007 entering freshman class. This program is a four-year developmental model with a central purpose to educate and foster students’ academic, leadership, service and Vincentian development, leading participants to the ability to actively research and create solutions to issues of poverty.
  ▲ The strategy to present a clear image of the Vincentian identity is on target including the continued placement of Vincentian images; and the new publication — Living Vincentian.
  ▲ Efforts continue to broaden membership on the Vincentian Mission Council to ensure that mission efforts are collaboratively developed.
  ▲ Service Day continues to show significant increases with 1400+ volunteers, segmented into over 100 teams at approximately 100 locations in 2007.
  ▲ The Vincentian Mission Certificate, launched in January 2007 with about 50 participants, centers on education, service and reflection over a 16-month period. A new cohort is being formed.
Institutional Success Measures

Approximately 100 institutional success measures — 88 with targets — were developed and monitored to identify annual and cumulative progress toward academic and institutional priorities through 2007-2008. These measures consisted of a variety of internal and external data and instruments including national student and faculty surveys (HERI, NSSE), student evaluations of courses (SIR II), and external licensure examination rates.

• One-quarter of the institutional success measures with targets, have reached or exceeded those targets including
  ▲ Academic - SAT scores; Honors eligibility; Licensure exams pass rates for the Bar, Teacher Certification and Pharmacists
  ▲ Financial – Capital Campaign, Net Assets and Bond Ratings
  ▲ Service - Participants in Service Day and community service
  ▲ Enhancing the University’s national image as a high priority

• One-quarter have gaps between targets and current values including
  ▲ Retention and graduation rates
  ▲ Tuition dependency
  ▲ Annual alumni giving rate
  ▲ Some elements of instructional methods and student engagement, including cooperative learning, student-faculty interaction, academic challenge and a supportive campus environment
  ▲ Overall and resident student satisfaction

• Approximately one-half are on track to meet targets
• A few have only baseline data (e.g., Facilities, Alumni)
• Details on all measures – baseline, trends, comparative data and targets are online at: http://digest.stjohns.edu/about/strategicplan/strategicplan.sju

Contacts:
Clover Hall, Ed.D.                                Mary Harper Hagan
V.P. for Institutional Research                Senior V.P. for Human Resources and
and Academic Planning                                Institutional Planning and Research
hallc@stjohns.edu                                harperm@stjohns.edu
(718) 990-1924                                    (718) 990-2505
At a Glance – Fall 2007

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 $371 million; and an endowment with a market value of $367 million
- Over 3,200 employees:
  - Faculty: Full-time – 680; Part-time – 828; Full-time Equivalent (FTE): 995
  - Administrators: Full-time – 784; Part-time – 86
  - Staff: Full-time – 608; Part-time – 219

COMPOSITION

- Five campuses – Queens, Staten Island, Oakdale, Manhattan, NY and Rome, Italy
- 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

- Fall 2007 Total Enrollment: - 20,086
  - Undergraduate – 14,798; Graduate – 5,288; Freshmen – 3,162
- Resident students: Queens – 2,616; Staten Island – 235; Manhattan – 148
- 45 states, the District of Columbia, Puerto Rico, US Virgin Islands and 122 countries are represented
- 5% Non-Residents (International) students from 108 countries
- Average ages: undergraduate – 20; graduate – 29; new freshmen – 18
- 58% female, 42% male • 49% Roman Catholic
- 38% are Black, Hispanic, Asian/Pacific Islander, or American Indian
- Composite six-year graduation rate 1999–2001: 61%; Class of 2001 - 61%
- 3,973 degrees conferred in the 2006-2007 academic year

ANNUAL EXPENSES (2007-2008)

- Undergraduate Tuition - $26,200 (varies by program and class year)
  - Fees: $690 Room/board: $12,070 Four-year fixed tuition rate available.
- Graduate Tuition - $820 per credit (varies by program)

FINANCIAL AID INFORMATION (2006-2007)

- 94.5% of undergraduates received financial aid
- 40% of freshmen Pell-eligible/Very High Need
- $337.6 million distributed in financial aid
- $138.7 million of university monies distributed to students

ATHLETICS

- 17 Division 1 NCAA teams
- Over 350 student athletes
- Team name – Red Storm

ALUMNI

- Over 152,500 living alumni
- 82% in the greater New York area
8000 Utopia Parkway
Queens, NY 11439
1 (888) 9STJOHNS

300 Howard Avenue
Staten Island, NY 10301
(718) 390-4500

101 Murray Street
New York, NY 10007
1 (888) 9STJOHNS

500 Montauk Highway
Oakdale, NY 11769
(631) 218-7800

Vía di Santa Maria Mediatrice 24
Rome, Italy 00165
011 39 (06) 393-842