

Strategic Plan Progress Report: 2015-2016

2015-2020
THE SCRANTON PLAN
**Engaged
Integrated
Global**
STUDENT EXPERIENCE

Office of Planning & Institutional Effectiveness

SCRANTON.EDU/STRATEGICPLAN

INTRODUCTION

ENGAGED | INTEGRATED | GLOBAL

Through the 2015 strategic planning process, the University community worked together to identify goals that would positively impact the student experience. During the plan's first year, following an [integrated planning model](#), the University reaffirmed its commitment to its goals and objectives, identified near-term priorities, built essential links with student learning assessment processes and identified appropriate methods to implement goals and initiatives.

The plan has already begun to inspire action across campus to fulfill the University's aspirations for the **Engaged, Integrated, Global student experience**. The pages that follow describe selected achievements presented through a triad of meaningful measurement: data and key metrics, student outcomes, and institutional outcomes. Selected metrics are included here. View the full complement of these updated data at scranton.edu/strategicplan.

The University is proud of its achievements thus far and looks forward to what is yet to come.

What are HIPs?

Throughout the strategic plan progress report, several High Impact Practices, or "HIPs." HIPs, are described. [HIPs](#) are learning activities that are known to have a significant impact on student success, including student retention and engagement. The University actively tracks HIPs participation of its students — [click here](#) to view some recent data for graduating seniors.

What is the NSSE?

Several strategic metrics are selected from the National Survey of Student Engagement, or NSSE. Developed by the Indiana University Center for Postsecondary Research, the NSSE asks undergraduate students questions about their participation in and satisfaction with a variety of curricular and co-curricular activities. The University of Scranton administers the NSSE survey to first-year and senior students annually. [Click here](#) to view complete NSSE results.

Engaged

Across its four goals, members of the University community have explored a number of important activities to implement the University's vision for an *Engaged learning experience*. Two areas of particular focus have been community-based learning and experiential learning, two nationally known HIPs. In addition to these focus areas, a number of other initiatives have been furthered to address other goals of the plan. Selected metrics detailing these achievements are available on page 3.

Significant Outcomes

- In 2015-2016, the provost formed a committee to explore the creation of a "center" for Community-Based Learning. Conducting extensive research on national trends, and current University of Scranton approaches and future needs, the committee completed several important goals, including recommending a definition for community-based learning, and for community-based research and completing a needs analysis for future initiatives and how they may best be coordinated and resourced.
- In partnership with University Advancement, the Roche Center for Career Development launched a new [Royal Experience Summer Internship Program](#). This new program created \$45,000 in competitive funding to support students financially as they complete unpaid summer internships. Thirteen students were awarded funding in summer 2016.
- In collaboration with faculty in each major of study, the Center for Career Development launched a new "Roadmap for Success" tool to assist students in developing a personalized plan and timeline for experiential educational and other opportunities.
- Data from the Center for Career Development shows an increase of 8 percent in internship opportunities. The number of students participating in the Center for Career Development's second annual Career Expo increased by 55 percent from 2014-15 to 2015-16.
- In the 2015-16 academic year, the University launched "In Solidarity with Syria," a coordinated advocacy effort involving University administrators, faculty, staff, alumni and students in education, advocacy and service to aid those affected by the current immigration crisis.

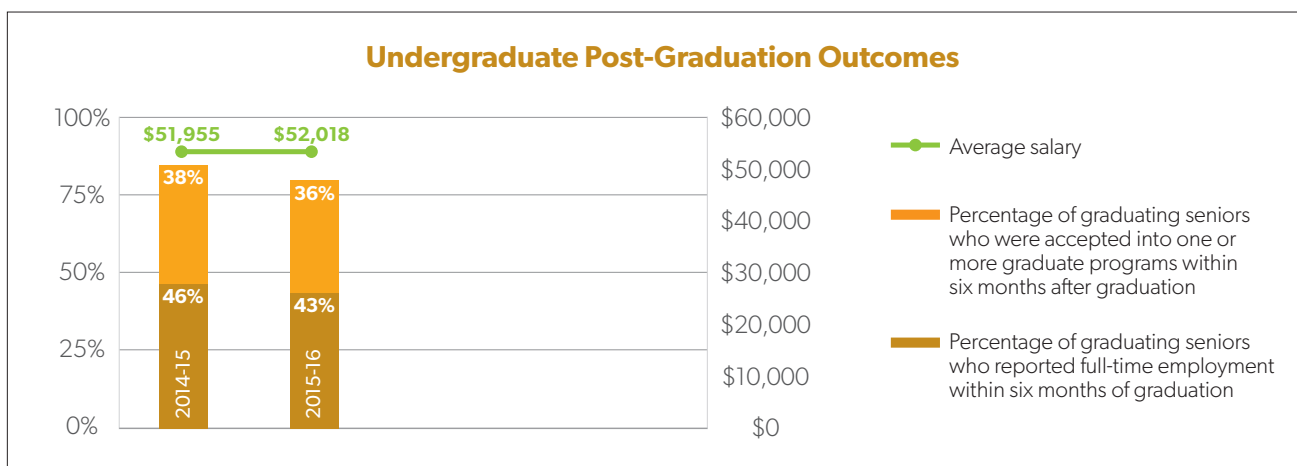
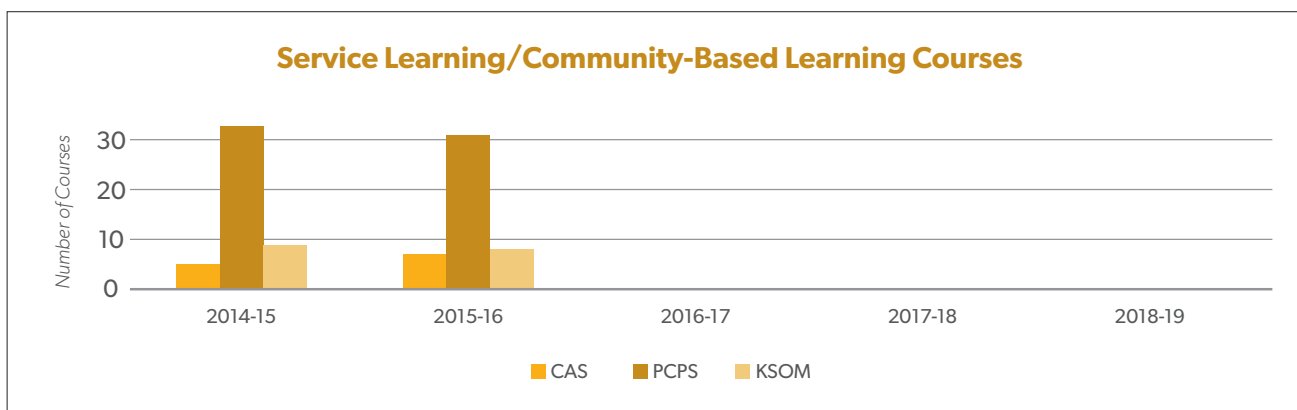
Other Achievements

- A 26 percent reduction in 2016 undergraduate tuition rates for summer coursework.
- The University's SBDC Small Business Internship Initiative continues to grow, assisting regional small businesses and providing student interns valuable experiential learning opportunities. This year, three new regional partner institutions — Luzerne County Community College, Misericordia University and Mansfield University — were on-boarded with the goal of growing the reach of the initiative and the availability of student applications from varied curriculums. Since it was established in 2013, the initiative has generated: 32 internships; 18 small business sites; 10 participating academic institutions; and more than 340 applications.
- Within the division of Student Formation and Campus Life, Campus Ministries launched a new Servant Leadership Development program to provide students working within the department with mentoring, formational instruction and leadership development in the Jesuit tradition.
- Campus Ministries reviewed and revised of the types and number of faith and spiritual formation retreats offered. This led to an increase of 12 percent in student attendance. More than 1,109 students took part in these retreats in 2015-2016.
- Also within Student Formation and Campus Life, a new Cross Cultural Centers office was formed, combining the Jane Kopas Women's Center and the Multicultural Center.
- The new LEAP prison ministry program was instituted in fall 2016. As part of this program, Scranton students led women inmates in writing exercises at the Lackawanna County prison weekly.
- The Campus Ministries department hosted the 2016 AJCU Campus Ministry Conference & Retreat, hosting 39 campus ministers from 12 AJCU member institutions.
- The Scranton Emerging Leaders (SEL) program revised its student leadership development curriculum, piloting the new program in spring 2016. Full implementation will take place in spring 2017. Nineteen faculty members from across nine departments took part in Education for Justice (now The Ellacuría Initiative) programming during the spring 2015 to spring 2016 period, including instruction for the program's annual teach-ins on social justice issues.
- Through the University's [Leahy Community Health and Family Center](#), students within a number of University programs are able to explore their learning in a practical setting that serves others. This past year, the center offered internship and mentoring opportunities to students in several PCPS programs. In addition to University of Scranton faculty, student and staff service in the center,

community volunteers provided more than 900 hours of pro bono service that includes teaching students in health-related fields and pre-health concentrations, connecting these regional practitioners to help in the students' learning experience.

- Several University offices and the Northeastern Pennsylvania Institute for Public Policy and Economic Development conducted a collaborative [Living Wage Study](#), examining issues of financial insecurity faced by many in the Scranton region who do not fall below official measures of poverty.
- In 2015, the University became a participant in the [Maguire Scholarship Program](#), one of 28 colleges and Universities taking part in this program, which requires recipients to complete community service activities as part of their award. University of Scranton recipients are paired with a University mentor and enrolled in a Living Learning Community.
- Building on a strong tradition of student service to the community, more than 2,700 University students completed 150,000 hours of domestic and international service to 92 agencies in 2015-2016. Nineteen members of the University's class of 2016 went on to [full-time service positions](#) following graduation.
- In 2016, the University was named to the President's Higher Education Community Service Honor Roll, recognized in three categories of achievement: general service, economic opportunity and education.

Selected Engaged Metrics



Integrated

An *Integrated* education is one that draws together curricular and co-curricular experiences, synthesizes learning across the curriculum, and emphasizes curiosity and inquiry through research and reflection. This past year, two primary areas of focus have been on supporting faculty research and expanding student research experiences and program assessment and development. Building new learning communities have also been an important priority for academic and co-curricular growth. In addition to these focus areas of this report, a number of other initiatives have been furthered to address other goals of the plan. Selected metrics detailing some of these achievements are available on page 6.

Significant Outcomes

- Participation in the Faculty Student Research Program (FSRP) rose to its highest level ever, connecting 95 students with faculty partners.
- Partnering with the Office of Educational Assessment (OEA), The Office of Research and Sponsored Programs (ORSP) launched a new Undergraduate Research Forum and Fair, bringing 30 faculty and staff into conversation with more than 100 students interested in participating in faculty-mentored research.
- Also with the OEA and ORSP, a new funding line was created to support “Research as a High Impact Practice.” The funding program was developed following a joint OEA-ORSP assessment of student scholarship poster sessions as a way to enhance student research skills and poster presentation, regionally and nationally. These grants are to be awarded to proposals for new faculty-student research projects that create a high impact research experience for the student that results in measurable student learning outcomes.
- The ORSP launched the new [SOAR](#) program, which is designed to cultivate and coordinate student interest in research with faculty projects.
- To support faculty research, the ORSP developed a new Faculty Grant Writing Program. A Grant Writing Workshop/Funding Agency Travel Award was also created to help research activities.

- The new [Comprehensive Plan for the Assessment of Student Learning](#) describes new processes for how the University and its programs — curricular and co-curricular — develop learning outcomes and regularly assess student learning and experiences. Building new learning communities has also been an important priority for academic and co-curricular growth.
- A new [Provost Assessment Scholars](#) program was formed to help students to participate in the continuous improvement process. Paired with a faculty or staff member, these student scholars collect viewpoints data from other students by designing and administering focus group projects. Fifteen students, representing each of the three academic colleges, joined with the first program cohort. Current projects include assessment of desired outcomes for student research competencies, oral and digital communication skills, and study abroad experiences.

New academic offerings were launched at the University this past year, including:

- A major in information technology
- A RN to BSN concentration
- A master's in accountancy program
- A M.S. in health informatics
- A certificate in nonprofit leadership
- Two locations for the delivery of the MBA program: Geisinger Hospital in Danville, and Geisinger Wyoming Valley Medical Center

Two Residential Learning Communities (RLCs) were created by Residence Life in partnership with faculty, bringing the total to 10. They are:

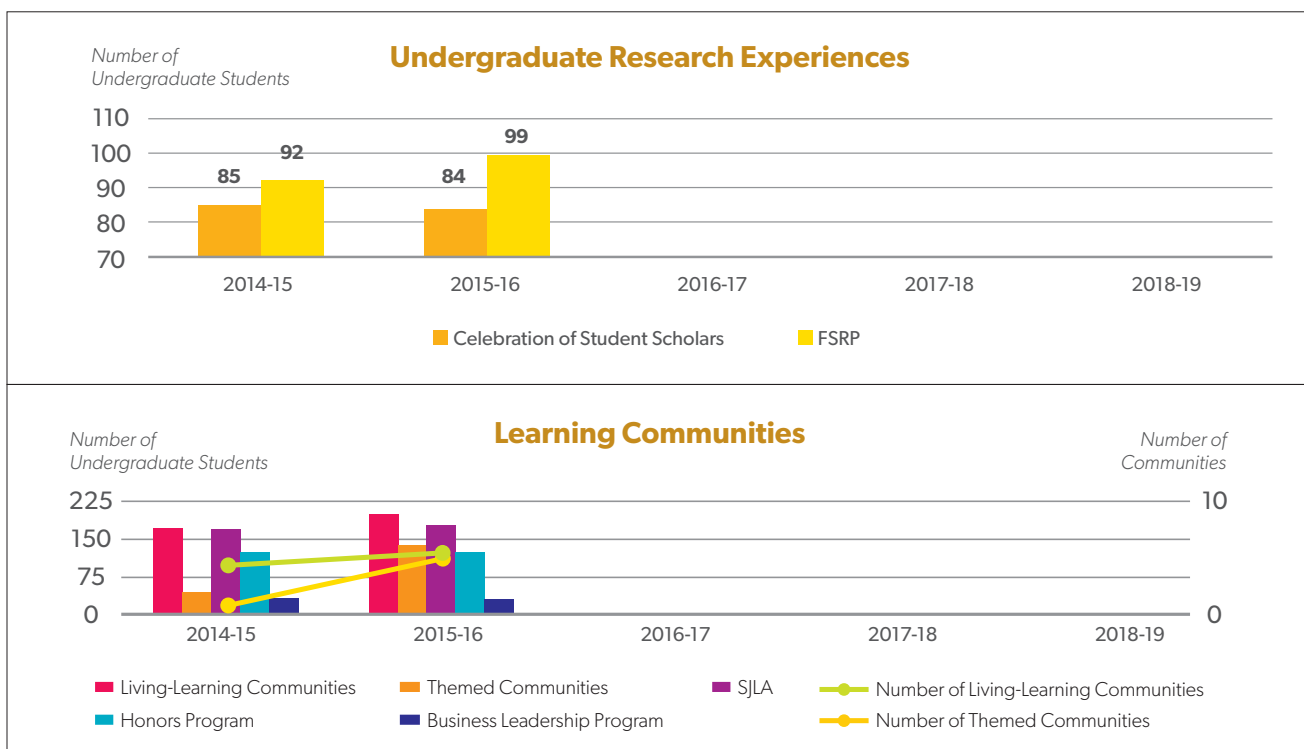
- The Global Exchange Community, which offers junior and senior students from the United States the opportunity to live with and learn from foreign exchange students in campus apartments (an offering that bridges *Integrated* learning communities with the *Global* goals). Participation in this learning community increased by 140 percent from 2015-16 to 2016-17.
- The Helping Professions in the Jesuit Context Community, which brings together students to discover how their future professions in the health and human services fields can involve serving others.

[Read more about the impact of the University's residential learning communities here.](#)

Other Achievements

- Over 50 percent of the student research presented at the annual Celebration of Student Scholars poster presentation event was published regionally or nationally.
- Data from a 2015 assessment of alumni who participated in the University’s Special Jesuit Liberal Arts (SJLA) learning community show that graduates found the program benefitted their writing (94 percent), speaking (91 percent) and critical thinking (94 percent) skills in their vocation or career.
- Within the Kania School of Management, the Accounting Department secured a research chair from PriceWaterhouseCoopers.
- The Kania School earned re-accreditation with the Association to Advance Collegiate Schools of Business (AACSB).
- The University’s Sociology and Criminal Justice Department attained initial certification with the Academy of Criminal Justice Sciences (AJCS).

Selected Integrated Metrics



Global

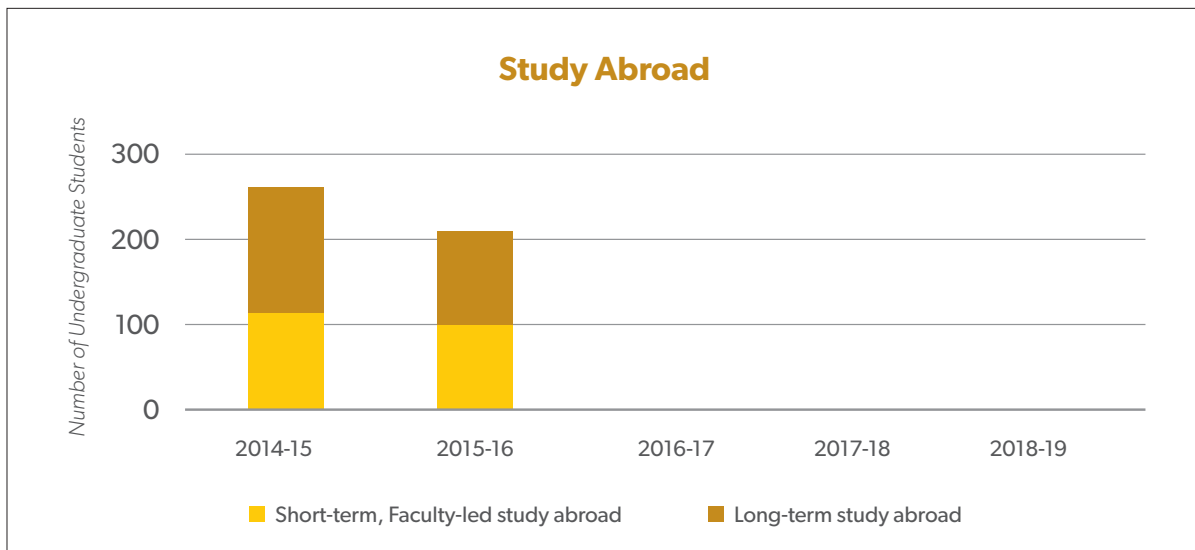
The University's vision of a *Global* education is one that creates a global perspective for University of Scranton students through curricular and co-curricular activities. Academic programs explore global perspectives in the classroom. Students are encouraged to travel beyond the borders of the region and the nation to explore the world and their place in it. Likewise, the University seeks to bring international students and scholars to the home campus, growing the University's diversity and participating in a global dialogue. Selected metrics detailing some of these achievements are available at right.

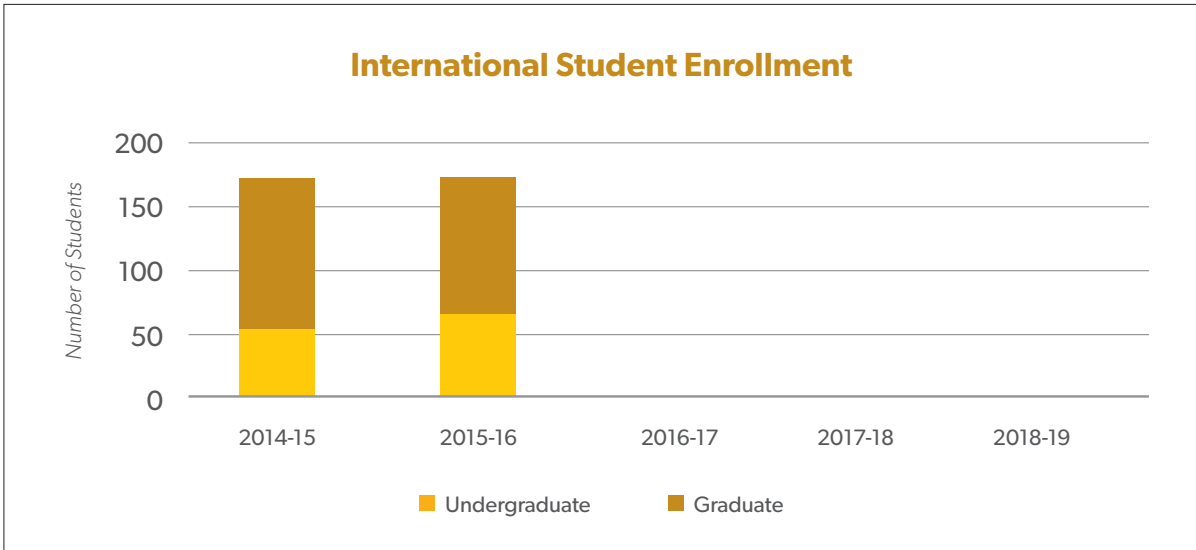
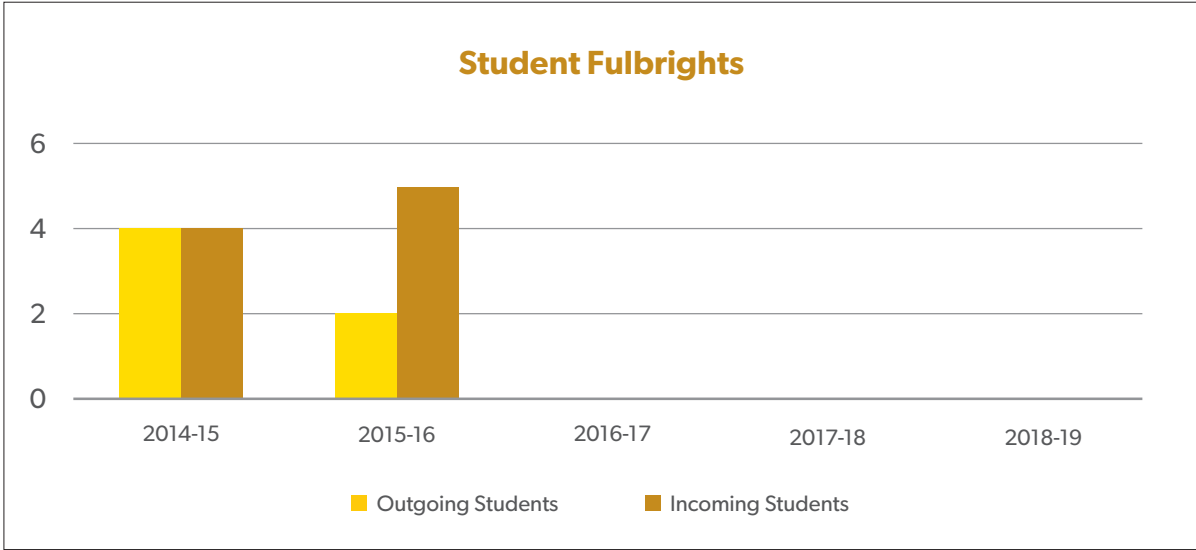
Significant Outcomes

- A new faculty-led study abroad and language immersion program was formed with the Maryknoll Mission Center in Cochabamba, Bolivia. Students participating in this program will complete nine credits of Spanish language study with the Center's teachers and a theology/religious studies course in world religions.
- A committee was formed to undertake the development of a proposal for a Global Learning Portfolio for students. This team is considering various definitions, approaches, and ways to assess global learning and its impact on the curriculum.
- An international recruiting audit is underway to identify strategies to improve and better integrate efforts to recruit undergraduate and graduate students.
- A new Global Insights Program was launched in 2015. Global Insights is a lunch-and-learn series held three times each semester to provide an opportunity for students to encounter a different culture and perspective firsthand. This fall, Global Insights featured guest student presenters from Palau and Micronesia, Vietnam and Nigeria. The program is a collaboration among the Office of International Student and Scholar Services (ISSS), the Cross Cultural Centers, the Office of Residence Life and the Office of Equity and Diversity.

- With the Office of Educational Assessment, the Study Abroad Office developed and implemented a new pre- and post- assessment process to measure student outcomes related to the study abroad experience.
- In 2015-16, the University hosted seven Faculty Fulbright scholars, including five Fulbright teaching assistants in the Department of World Languages and Cultures.
- Through the Department of Asian Studies, the University established the first local chapter of the Asian Studies Honor Society to recognize students who strive for excellence in the study of Asia through curricular and co-curricular involvement. The University also hosted the first International Test of Chinese as a Foreign Language (TOCFL) in Northeastern Pennsylvania.
- Ninety-one students took part in international service trips through the University's [International Service Program \(ISP\)](#) in 2015-16. ISP provides opportunities for students, faculty and staff to be immersed in cultures and experiences in developing countries in Central and South America. Twenty members of the University's faculty and staff served as chaperones.

Selected Global Metrics





2015-2020
THE SCRANTON PLAN

Engaged Integrated Global

STUDENT EXPERIENCE



THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY