THE UNIVERSITY OF SCRANTON

Planning Guidelines

Spring 2021

Introduction

These guidelines are designed to describe activities and support participation in the University's planning process. It includes descriptions of our approach to and goals for planning; the levels, cycles and timetables for the development of plans and related assessment and reporting activities; roles and responsibilities; and a glossary of terms used in planning, so that their meanings are understood and used consistently (Appendix B). This document coincides with the launch of the University's 2020 Strategic Plan, and may be updated during the planning cycle. Appendix D includes more focused, step-by-step guidance for departments and groups involved in the University's planning process.

Purpose

Within higher education, planning is formally defined as a "conscious process by which an institution assesses its current state and the likely future condition of its environment, identifies possible future states for itself, and then develops organizational strategies, policies, and procedures for getting to one or more of them[1]." Put more simply, planning is the commitment and practice of proactively and regularly working together to establish shared goals, collaboratively pursuing them, monitoring progress and outcomes, and communicating the impact of their achievement. Planning is cyclical, with time horizons that generally follow the needs of the organization. Strategic, organization-wide plans typically span five to ten years[2]; with operational and planning frequently following an annual cycle. Done well, planning is embraced and supported through the organization's structure, processes and practices, and culture.

Why plan? At each level it is established, a plan provides a statement of shared direction, and subsequently a framework, or playbook, for decision-making and the prioritization and application of resources. A strategic plan, along with institutional mission, forms the foundation and launch point for institutional effectiveness and continuous improvement practices, systematic processes that assess performance over time. In addition to their practical role in moving the various parts of an organization toward a common direction, planning is fundamental to achieve and retain institutional accreditation. The Middle States Commission on Higher Education (MSCHE)[3] requires that institutions have structures and processes in place to implement and support planning and institutional effectiveness assessment across all areas within its scope. Member institutions must demonstrate that "planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges."[4]

Planning is foundational to our work in higher education, both as a best practice and a requirement for institutional accreditation. Planning processes and documents provide clarity of purpose and direction; establish shared priorities and goals; and serve as a framework for resource review, allocation, and alignment. Planning articulates how the institution will work to pursue its mission, and meet its vision for the future.

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[1] Peterson, Marvin. "Analyzing Alternative Approaches to Planning." ASHE Reader on Planning and Institutional Research, 1999.

[2] Analysis suggests a shifting in this historical approach. For some, strategic plans are shifting toward shorter cycles, such as three to five years. Other approaches include lengthening the strategic plan period to eight or ten years, with shorter tactical cycle and mid-cycle renewal points embedded within. Both approaches seek to enhance agility in planning.

[3] The University of Scranton's institutional accreditation entity.

[4] Standard 5: Planning, resources and Institutional Improvement. Processes and structures for planning and continuous improvement is also a Requirement of Affiliation for MSCHE. *Standards for Accreditation and Requirements of Affiliation*. 2014.

Goals for the Planning Process:

Planning at The University of Scranton is[5]:

- Mission-driven and reflects our role as a Catholic and Jesuit higher education institution.
- Inclusive and open to all members of the University community to participate, following a model that ensures consistent involvement across organizational structures.
- Regular and systematic, following the sustained cycle of goal setting, evaluation, reflection and renewal as outlined in the University's Planning & Institutional Effectiveness Model.
- Driven by clearly stated goals and outcomes at the institution and unit levels, which are evaluated at both formative and summative points to reflect on performance over time.
- Informed by and aligned with continuous improvement practices, proactively considering internal assessment and external trends, challenges, and opportunities.
- A guide and framework to allocate limited resources, and informs resource development activities.
- Encourages collaboration across all areas to ensure the integration of shared interests and efficient and effective alignment of activity and resources.
- Concrete in its commitments, but flexible in process and adaptable in scope and language to address unplanned opportunities and challenges.
- Transparent, its activities and outcomes understood, documented and communicated clearly and frequently.

Figure 1: Planning Pathway - Core Components

Effective planning is mission-driven. As an institutional discipline encompassing structural, process, and cultural commitments, it engages and empowers stakeholders with opportunities for input and expectations for participation, follows a regular, sustainable cycle, is supported by assessment, data and information. Planning is actively applied to decision-making and resource development and allocation.

[5] These Goals for Planning Processes align with the University's *Guiding Principles for Institutional Effectiveness and Assessment*.

Levels of Planning

Planning at the University is comprised of interconnected activities that, taken together, describe the ways in which we fulfill our mission and achieve our vision. As illustrated by the *Planning & Institutional Effectiveness Model*, these activities occur at all levels of the institution, and are intentionally linked to resource planning, allocation and other decision-making milestones. Assessment and evaluation play a vital role, ensuring that appropriate practices are in place to measure achievement of goals, and that data and information gathered is used to (1) understand and report progress, (2) guide prioritization and integration of work, and (3) make any needed adjustments in direction. Assessing progress tells us if planning goals and corresponding initiatives are active and maturing, successfully operationalized or complete, or if additional or redirected investment of time or resources is needed.

Strategic planning articulates broad goals for the institution for a set timeframe, generally about five years. Tactical and operational planning, which follow the University's administrative structure, outline shorter-term strategies and actions necessary to achieve the goals described in the strategic plan during its lifespan. Complementing these plans is ongoing planning for resources and infrastructure, and other shared areas of work. Institutional planning principles help to build and sustain the infrastructure and shared commitment necessary for plans to flourish, and support our ongoing institutional health.

Strategic Foundation: Strategic planning is deliberate and disciplined, producing "fundamental decisions and actions that shape and guide what an institution is, what it does, and why it does it."[6] Strategic goals subsequently guide planning within each major administrative unit. Here, strategic goals and objectives are translated to more concrete, stakeholder-focused strategies and operational activities in a cascading process that encourages the unique contributions and creativity of diverse department, program, and service areas. These are acted upon through resource development and allocation processes and other routine operational efforts.

The **University's Planning & Institutional Effectiveness Model** illustrates these levels of planning. In brief,

- **Strategic planning** broadly considers the University as a whole, carefully addresses external environmental factors along with internal assessment to build consensus on shared goals and direction. The resulting plan is a statement of our intentions and aspirations, and generally covers a five-year period. In addition to this plan, strategic financial, strategic academic and enrollment, and other high-level resource planning also provide institution-wide direction. Evaluation and assessment at the institutional level describes progress, and evaluates and celebrates the impact of efforts.
- **College/divisional planning,** sometimes called "tactical planning", considers the needs and activities of a specific division, academic college, or other major functional area. These plans detail specific strategies and actions to support strategic plan, and guide planning for departments within the division or college. These typically span the timeframe of the strategic plan. Evaluation and assessment at the college or divisional level describes progress and impact.

[6] From The Society for College and University Planning. https://www.scup.org/planning-type/strategic-planning/

- **Departmental planning**, also referred to as "operational" planning, occurs within individual departments on an annual basis. These plans articulate goals that address the needs of the professional area or discipline(s) within the department, and detail specific strategies and actions to support the college/division in which it resides, and the University's Strategic Plan. These plans are prepared and submitted via the **Annual Planning & Reporting** cycle. Evaluation and assessment at the department and/or program level describes progress and impact. Read more about the cycle on page 6.

Other Institutional Planning Considerations

Planning for Shared areas of Responsibility: In addition to these activities that generally follow our administrative structure, University-wide planning for areas that span shared commitments and activity across multiple structural areas – including academics, enrollment, and infrastructure and resources – to holistically guide our strategic direction. The University may also develop special focus plans to bring special attention to and collaboration across a particular topic or effort for a short- or long-term period.[7]

Resource Development and Allocation: Establishing links to resource development and allocation is a fundamental element of integrated planning. This connection serves three major purposes: to assure that we fully understand the direct and indirect costs, and overall institutional capacity, to pursue and meet our goals; to provide a coordinated approach to aligning resource allocations with goals and priorities, and, as resources are generally limited, to help prioritize activity through funding support; and, to align these with

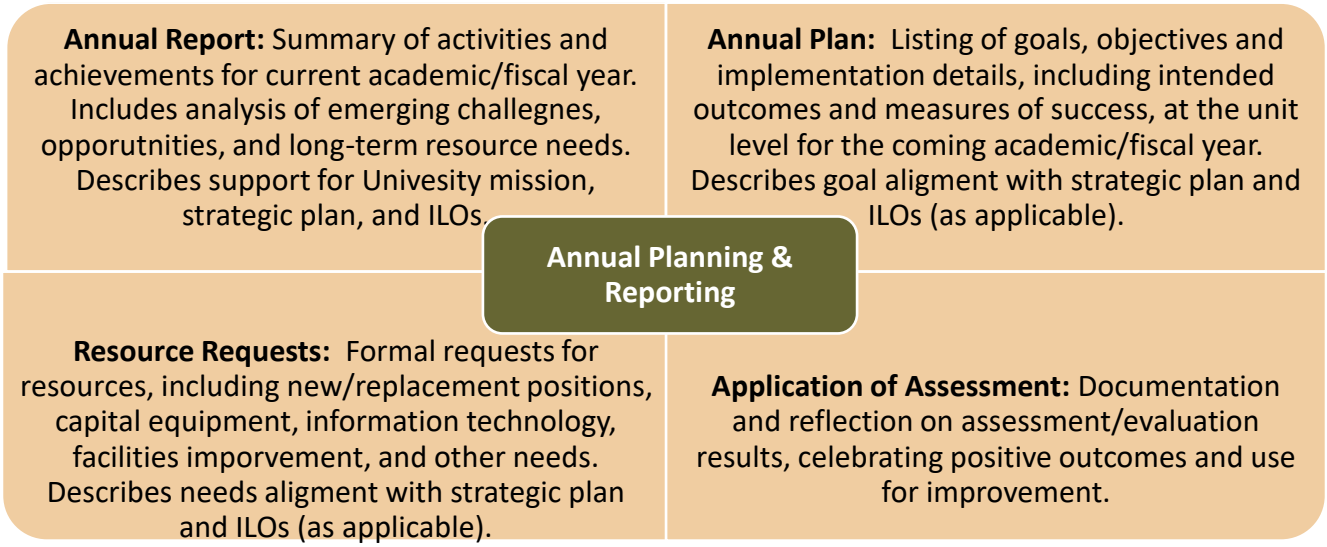
[7] Another important type of planning in higher education is continuity planning, which provides a framework institutions to respond to emergencies and disasters.

and guide pursuit of philanthropic activities. Plan development should consider what resources will be necessary to support goals, identify resource gaps or limitations, and sustainable sources of funding. At each level, budget decisions are based on college, divisional and institutional priorities for each annual cycle. Annual budgets are themselves a result of planning, reflecting the results of multilayered decisions informed by analyses of needs, goals, and priorities for any given year. Strategic financial planning looks further ahead to outline resource needs for the long term. As planning can guide pivots to different directions, units must be prepared to look holistically at their suite of work. One of the most difficult elements of planning and resource alignment is the facing choices about where to place resources – and, conversely, what funding may no longer be able to support. Deciding to shift support and possibly no longer pursue certain goals or activities is as much a strategic choice as adding them. The planning process may give rise to these challenging questions. In addition to standard budget allocations, supplemental funding a may be available from time to time to support strategic initiatives, providing target grant seed monies to kick start new initiatives.

The Annual Planning and Resource Development Cycle

In early summer of each year, academic and administrative departments, colleges, and divisions are tasked with submitting a report on activities and outcomes for the current fiscal/academic year, their goals for the year ahead, and resource requests for the following year. This information is submitted via the University's electronic Annual Planning & reporting platform, which provides standard approach, structure, and expectations for necessary information and documentation, and assures that plans are reviewed and updated at least annually by all departments.

Throughout this platform, menu options prompt goals and resources requests to be aligned with one or more strategic plan goals, strategic planning principles, and the University's Institutional Learning Outcomes (ILOs). The platform modules includes space for areas to reflect on current challenges and opportunities, as well as prepare analysis of longer-term resource needs. Academic departments also utilize the platform to submit their program learning outcomes assessment reporting and documentation. The documentation and information gathered through the Annual Planning & Reporting platform are reviewed by the dean, vice president, or other designated receiver, who offers feedback and incorporates these individual reports into planning and decision making at the college or divisional level. This discussion is crucial to the process: collecting information is without benefit unless it is actively considered and used.



Institutional Effectiveness and Learning Assessment: As illustrated by the *Planning Model* and Figure 2 above, assessment is foundational to planning. Processes such as program review and accreditation as a rule request information about planning and assessment activities, frequently requiring respondents to describe how they are linked with one another. Assessment findings, including those from curricular and co-curricular learning assessment [8] activities, may guide programs and service areas to identify opportunities for improvement amongst their goals, and provide justification for resource requests. In addition to direct and indirect assessment at the unit or program level, holistic review of assessments across multiple areas provides information about our progress toward institutional goals – including institutional learning outcomes. Institutional research serves a pivotal role in institutional effectiveness assessment, providing data and analyses that serve both as important inputs – informing planning – and outputs – describing outcomes and trends. The University's Institutional Effectiveness Guide describes institutional research and assessment activities and services coordinated through the Office of Institutional Reporting and Analytics.

Integrated planning moves beyond individual unit-based activities and documents, considering the interrelationships between infrastructure, resources, processes, and other points of collaboration Planning and learning assessment are likewise interrelated, as assessment results are used to inform program or area improvements and growth, and may also be applicable as justification for resource requests.

Roles and Responsibilities in Planning and Plan Implementation

A dedicated planning function is part of our organizational structure. This arrangement expresses our intentional, formalized approach to planning as a regular business practice, and builds the functional capacity to address Middle States' standard for planning, resources, and institutional improvement As described in our 2018 Middle States accreditation Self-Study, ***Organization and Leadership for Planning:***

> "Administratively, the provost [and senior vice president for academic affairs] maintains active oversight of the planning function. The Office of Planning & Institutional Effectiveness (OPIE) coordinates and supports planning activities articulated in the University's tiered *Planning and Institutional Effectiveness Model.*[9] The president and provost support the active engagement of the Board of Trustees in the university-wide strategic plan's development and its implementation. The University Planning Committee (UPC), one of the oldest standing committees on campus, advises the provost and serves as the steering committee for developing the strategic plan and tracking its progress. Other leadership for planning includes roles of vice presidents, deans and others who manage planning within their area. The University community is actively engaged in planning processes, most often through their home

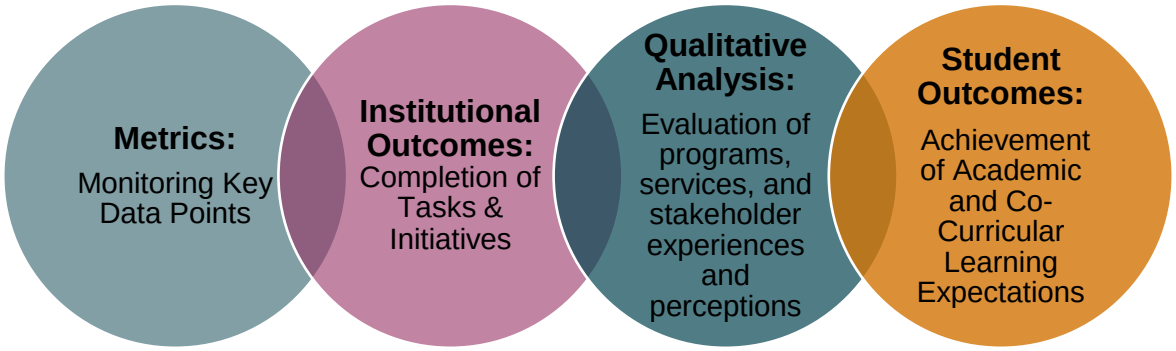
[8] Read more about learning assessment in the University's Comprehensive Plan for Student Learning Assessment.

[9] The planning model was recognized as an exemplar in the 2018 *Institutional Effectiveness Fieldbook: Creating Coherence in Colleges and Universities* (Seymour and Bourgeois).

divisional, college, and departmental planning efforts, and via open fora opportunities as well as through constituent representatives on governance bodies engaged in institution-wide planning *(Self-Study Report*, p. 73).

As the administrative unit with day-to-day oversight and support of institutional planning practices, the Office of Planning and Institutional Effectiveness (OPIE) provides logistical support for planning activities and their design, including their integration with institutional research and assessment, and, where appropriate, educational assessment initiatives. The Office serves as the primary source and repository for official information and communications, coordinates the workplan of the UPC – which includes representation from all major administrative units, leaders of each of the three representative governance bodies, and faculty - and prepares other official documentation and reports. With other campus partners, the office manages a program of progress and impact reporting, integrating these with other institutional improvement and accreditation activities. The Office also advises members of the University community on the expectations of Middle State's standards as they relate to planning and institutional assessment, actively supporting our readiness to address those requirements.

Strategic Planning and Reporting: With the guidance of the University Planning Committee, the OPIE manages the program of work for annual and periodic strategic-level reporting. This includes the establishment and tracking of key performance indicators; coordination and guidance for institutional assessments, such as surveys and other evaluations, that gather evidence of engagement and/or perceptions related to strategic goals; and analysis of information from across campus units via the Annual Planning and Reporting process.



College, Divisional, and Department Planning and Reporting

Each vice president and dean is responsible for the development and implementation of plans in their areas. Generally, these are submitted via the Annual Planning & Reporting cycle and platform. In addition to the more operational focus and design of the platform modules, leaders may elect to prepare a larger planning publication document at the department, college, or division to cover a broader time period (for instance, outlining longer term goals that mirror the five-year lifespan of the University's strategic plan). These serve as an impactful publication to share their college or area's vision with internal and external stakeholders. If such a document is prepared, it should be submitted as an attachment in the Annual Report.

As noted above, the establishment of plans and the assignment of Annual Planning & Reporting responsibilities generally follows the organizational structure and budget lines, though leadership may use discretion in making these assignments:

Academic Affairs

- The College of Arts and Sciences (CAS)
  - CAS Academic Departments
  - CAS Administrative Departments, reporting to the Associate Dean or Dean
- The Kania School of Management (KSOM)
  - KSOM Academic Departments
  - KSOM Administrative Departments, reporting to the Associate Dean or Dean
  - Small Business Development Center
- The Panuska College of Professional Studies (PCPS)
  - PCPS Academic Departments
  - PCPS Administrative Departments, reporting to the Associate Dean or Dean
- The Weinberg Memorial Library (WML)
- Other Academic Affairs departments, reporting to the Associate Provost or Provost/Senior Vice President

Enrollment Management and External Affairs

- Community and Government Relations
- Financial Aid and Enrollment
- Marketing Communications, Public Relations, and Printing & Mailing Services
- Other EM&EA departments, reporting to the Assistant Vice Presidents or Vice President

Equity and Diversity

- The Office of Equity and Diversity

Finance and Administration

- Information Resources
- Facilities and Campus Master Plan
- Budget and Financial Planning
- Other Finance and Administration departments, reporting to the Assistant Vice President or Senior Vice President

Human Resources

- Human resources departments, reporting to the Vice President

Mission & Ministry

- The Jesuit Center, Campus Ministries, and the Center for Service and Social Justice
- Other Mission and Ministry departments, reporting to the Vice President

Student Life

- Dean of Students, Career Development, Student Engagement, Athletics, University Police

- Other Student Life departments, reporting to the Assistant Vice President or President

University Advancement

- University Advancement departments, reporting to the Assistant Vice President or Vice President

Successful implementation of our strategic plan requires the support and contributions of all members of the University community. Administrative and academic leaders play a primary role in assuring this support though the development and implementation of plans at the college, divisional, and department level through regular planning, reporting, and resource allocation cycles. Leadership also works to assure alignment and integration of planning across boundaries, including through long term, resource development and allocation strategies.

Communication in the Planning Process

Communication is an essential part of the planning process. Engaging early and often with key stakeholders in developing plans is an opportunity to gather insights, feedback to draft documents, and gain buy in for the implementation phase. As a companion to the plan document, it is helpful to outline a communications plan, which describes how you inform, engage with, and seek feedback from your plan's stakeholders, including specific audiences, messages, delivery methods, and frequency. This plan should also describe how plan progress and outcomes will be communicated.

The OPIE maintains a Communications Plan for each strategic planning cycle, which establishes plan communication products and milestones, including those for regular and periodic plan progress reporting. The www.scranton.edu/strategicplan web site and dedicated planning@scranton.edu account serve as standing resources. In addition, the office engages with the UPC and a variety of other committees and groups, including governance bodies to share information about planning and gather input at regular intervals. Campus-wide and topical emails and public communications, like RoyalNews and the Scranton Journal, share information with the campus community and beyond.

In their role as representatives to the committee, UPC members are expected to share information with their constituencies, and participate actively by sharing and gathering input from them to inform the committee's work. Other communication and engagement expectations are outlined in the Roles and Responsibilities document (Appendix A).

Evaluating the Planning Process

At key points in both development and implementation, it is important to evaluate the planning process to consider if we are achieving what we have set out to do. Are leaders leading with institutional goals and priorities in mind? Are there gaps in information and engagement? Are we using our progress understand and celebrate achievements, to consider what is not progressing as we had hoped, and to make adjustments in course? Do we have the structures and processes necessary to support planning, and those involved in that work? Is our assessment and progress tracking strategy appropriate to measure and gather the information we need? Are we integrating our work into decision-making processes? Are we collaborating effectively as a team, and with our partners?

The Society of College and University Planning (SCUP) outlines seven factors that set a framework for effective planning[10]:

- Develop the value of planning – give planning the proper emphasis as an institutional priority.
- Build planning capacity – develop durable planning practices, shared expectations for planning across the institution, and training people to plan.
- Agree on priorities – decide what goals everyone will pursue, link unit work to institutional priorities, stay disciplined about planned priorities.
- Integrate plans across campus boundaries – broad institutional perspective, bridge campus units by developing shared initiatives, leveraging scarce resources, or cultivating informed trade-offs, understanding how one unit affects another.
- Pursue planning-related professional learning – training all planners across campus
- Be agile – as you develop a planning culture, it will be easier for you to be agile [in decision making]
- Manage [inevitable] change – integrated planning makes it easier to anticipate [and respond to] change.

With these and the University's Goals for Planning in mind, unit may consider conducing a self-assessment. Such an exercise may be a useful pre/post evaluation, determining foundation and readiness and, later, maturity of the process.

Evaluating the effectiveness of the planning process is an important aspect of planning. How are we doing as compared to our desired aims for planning, and the ways of proceeding expressed in guiding principles, specific goals for planning, or other shared values? What is working well? Do those involved in planning have the tools, resources, and information they need to do their part? In what ways can we improve our process, including awareness, engagement, and collaboration?

[10] Young, James B. and Baker, Margaret. (2016). Planning as playmaking. Planning for Higher Education Journal (44N2), 38-48.

Appendix A: Roles and Responsibilities for Strategic Plan Steering & Stewardship

President's and President's Cabinet: Strategic leadership for plan implementation. Sets tone and empowers community. Assures integration with other University planning, assessment, budgetary, and decision-making activities, including strategic financial, strategic enrollment, and philanthropic activities. Liaises with Board of Trustees.

Provost and Senior Vice President for Academic Affairs: The administrative official with responsibility for the stewardship and support of the University's planning and institutional effectiveness infrastructure. Assures strategic and other planning activities and needs are incorporated into senior leadership deliberations and decision making.

University Planning Committee: Steering committee for plan development and implementation. Advises and affirms pathway for progress reporting, including institutional data reporting and assessment needs. Reviews progress reports and assessment results. Recommends priorities, adjustments to plan goals and/or objectives, or other changes as needed. Individual members responsible for active communication with their constituents and work groups. May form or recommend working groups, subcommittees, or other bodies to support key needs. Official forum for governance representation in the planning process.

Divisions, Colleges, Departments: Integrates strategic plan goals and objectives into divisional and/or college planning, department planning, and resource planning. Preparation of unit-level plans, and progress reports, via Annual Report process. Aligns planning with accreditation, program review, and other assessment and continuous improvement activities. Leadership at each level responsible for preparation and submission of plans, using plans and related assessments in decision making at appropriate levels. Advocates resource needs via planning and reporting cycle.

Working Groups and Taskforces: Existing and/or new groups charged to steward major planning initiatives (e.g., Diversity and Inclusion Planning Team, Strategic Enrollment Management Planning group).

Assistant Provost for Planning & Institutional Effectiveness and Office: Provides general oversight and logistical support for planning activities, including their integration with institutional research and assessment, and, where appropriate, educational assessment initiatives. The Office serves as the primary source and repository for official information about the plan, coordinates the workplan and timetable of meetings for the University Planning Committee, which serves as the steering committee for plan implementation, supports the work of UPC subcommittees, and prepares official documentation and reports. With other campus partners, including the advisory Progress & Impact Team, manages a program of progress and impact reporting, integrating these with other institutional improvement and accreditation activities.

To assist those involved in planning, the Office maintains a resource repository, and catalogs of divisional, college, and departmental plans, annual and other periodic reports. The Office also provides consultation to campus units, providing planning guidelines, tools, and other resources to assist those involved in this work.

Appendix B: Key Terms[11]

Assessment: the systematic collection, review, and use of information about attainment of learning outcomes and institutional goals undertaken for the purpose of improving student learning, and the continuous improvement of the organization.

Benchmarks. Specific performance indicators used to compare institutions or programs against established criteria.

Environmental Scanning: a process by which an institution examines its external environment to identify emerging issues, events, or trends that portend threats to and opportunities for the institution.

Gap analysis. A method to assess the current state, the desired future state, and what an institution needs to move from the current state to the desired future state.

Goal: targeted aims defined at a unit, program, or institutional level to describe an intended outcome. Supported by specific, actionable objectives.

Institutional Effectiveness: a process of comparing institutional performance to its stated purpose, a way in which an institution determines if it is fulfilling its mission and goals and uses results of these findings to improve programs and services. Institutional effectiveness planning organizes units involved in leadership for planning, assessment, and institutional research in shared goals and activities.

Institutional effectiveness planning. A higher education institution's effort to organize evaluation, assessment, and improvement initiatives so the institution can determine how well it is fulfilling its mission and achieving its goals. Institutional effectiveness (IE) planning may cover Institutional research, Program review (academic and/or administrative), Student learning outcome assessment, Accreditation, Plan measurement and decision support

Institutional Goals: the targeted aims identified in the institution's strategic plan.

Integrated Planning: from the Society for College and University Planning (SCUP), planning activities that engages all sectors of the academy—academic affairs, student affairs, business and finance, campus planning, IT, communications, development, etc. Involves all stakeholders—faculty, students, staff, alumni, and external partners—to work together toward a common vision, and aligns efforts both vertically (from mission to on-the-ground operations) and horizontally (across schools, departments, offices, and processes).

Metric: a type of performance indicator that describes a quantifiable outcome of the desired change articulated in a goal or objective.

Mission: a succinct statement describing the institution's fundamental purpose and scope.

[11] As defined by and selected from the University's *Integrated Planning and Institutional Effectiveness Model* glossary.

Objectives: specific activities that are intended to help to satisfy requirements of a broader goal.

Performance indicators: measures used to track progress on goals or objectives. Indicators may be quantitative (e.g. data and metrics) or qualitative in nature.

Planning: A conscious process by which an institution assesses its current state and the likely future condition of its environment, identifies possible future states for itself, and then develops organizational strategies, policies, and procedures for getting to one or more of them.

SMART: An acronym that describes the characteristics of a good goal. It stands for: **s**pecific, **m**easurable, **a**ccountable/**a**ssignable, **r**ealistic (sometimes **r**esourced), and timebound.

Strategic enrollment management planning: comprises broad organizational strategy and specific goals to identify, recruit, enroll, retain, and graduate a student body in accordance with an institution's mission and goals while also maintaining fiscal sustainability. Engages both academic and co-curricular planning.

Strategic management: describes a comprehensive collection of activities and processes that organizations use to systematically coordinate and align resources and actions with mission, vision and strategy throughout an organization.

Strategic Planning: a conscious process of developing institutional goals, and articulating the means by which they will be (1) achieved and (2) assessed.

Strategic Plan: a narrative map, often organized around a set of themes, outlining institutional goals for a set period of time. These goals identify what the institution hopes to achieve in that timeframe.

Strategy: a specific direction for a program or service area, or grouping of programs and service areas, that will be taken to help achieve the objective and goal.

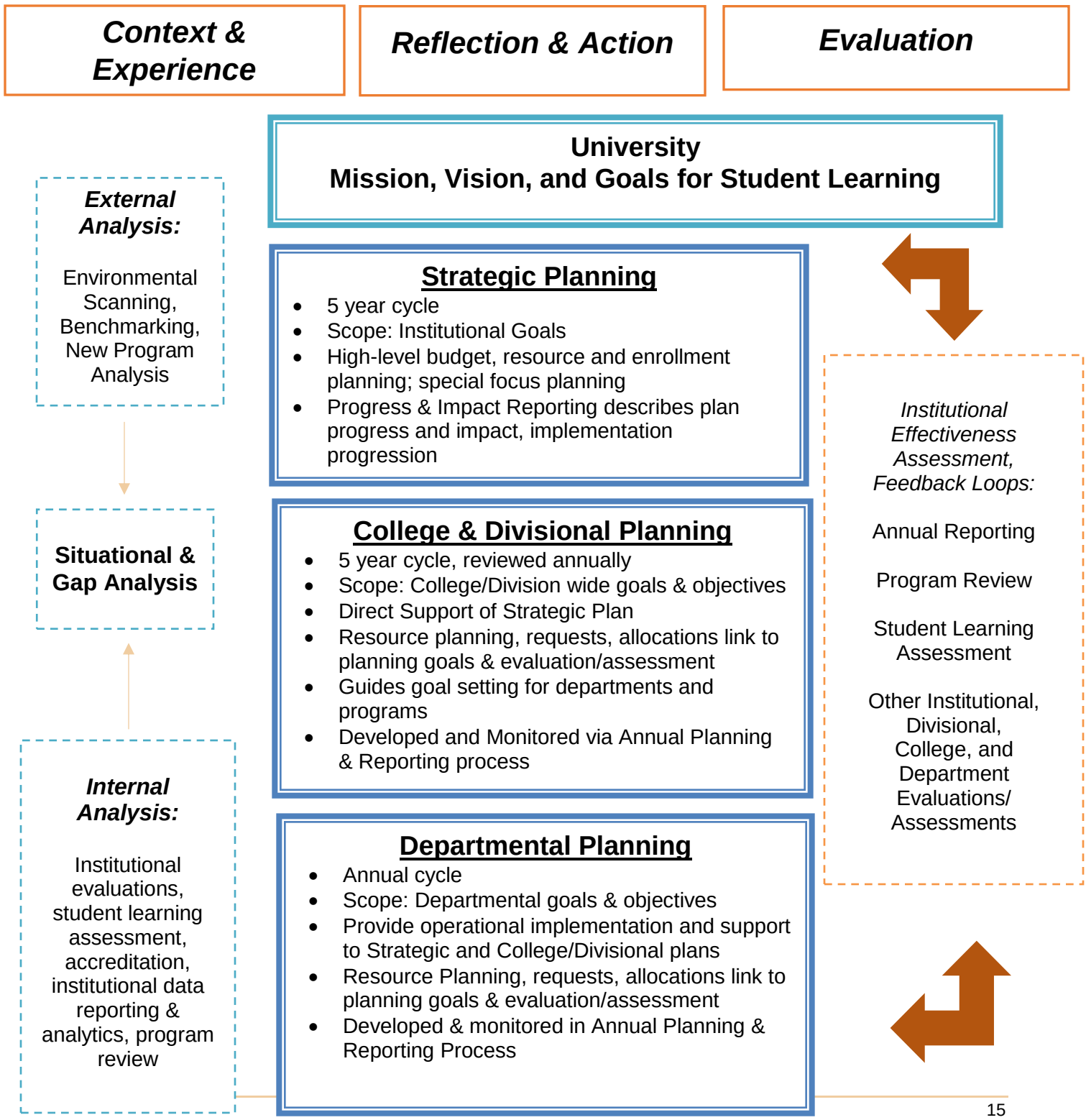
SWOT/C Analysis: Analysis of an institutional function, program or other entity that identifies **s**trengths, **w**eaknesses, external **o**pportunities, and **t**hreats (sometimes **c**hallenges).

Vision: a compelling statement of an intended direction or desired state.

Appendix: University Planning & Institutional Effectiveness Model

Context, experience, reflection, action, and evaluation are fundamental elements of the Ignatian Educational Paradigm, which broadly informs assessment activities at the University of Scranton.

The Integrated Planning & Institutional Effectiveness Model



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