

Strategic Plan Progress Report: 2016-2017

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

Office of Planning & Institutional Effectiveness

SCRANTON.EDU/STRATEGICPLAN

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Throughout the strategic planning process, the University community worked together to identify goals that would positively impact student learning and development for a truly transformational experience – one that is *Engaged, Integrated, and Global*. As our first-year progress report shows, we hit the ground running.

Since then and throughout 2016-2017, an important part of the planning process has been exploring meaningful measures of success. We combine both qualitative and quantitative analysis, tracking strategic metrics and other key performance indicators, along with narrative descriptions of outcomes – those of our students, and of the important work of academic and administrative areas.

Our activities are grounded by a complementary set of **Strategic Planning Principles**, foundational goals which will provide a strong platform for the University to explore the strategic plan's calls to action in what is a challenging time for higher education.

The plan continues to inspire action across campus and we are proud of our achievements thus far. Even more, we look forward to what is yet to come. We invite you to review some of the accomplishments of the plan's second full year in the pages that follow. If you would like to share your own Engaged, Integrated, Global experience, please [Share A Story](#) with us.

[Click here](#) to view the 2015-2016 first-year progress report.

[Click here](#) to view an infographic from the Fall 2017 *Scranton Journal* highlighting some of the Plan's achievements.

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Strategic Metrics: Institutional Data, High Impact Practices, and the National Survey of Student Engagement

Key Metrics

Strategic-level reporting is constructed using a holistic approach that values both quantitative data and qualitative reflections. There are three elements of progress reporting: student outcomes, institutional outcomes, and metrics. Metrics generally fall into three categories: *inputs* (such as characteristics of students, faculty, and programs); *processes and experiences* (such as student retention and graduation rate and participation in high impact programs); and *outcomes* (student knowledge and proficiencies; attainment of desired benchmarks; post-graduate outcomes and success).

What are HIPs?

Throughout the strategic plan progress report, several High Impact Practices, or "HIPs." HIPs are learning activities that are known to have a significant impact on student success, including retention and engagement. The University actively tracks student participation in selected HIPs – [click here](#) to view some recent data for graduating seniors. One of our strategic metrics tracks the percent of undergraduate students who complete two, and three or more, HIPs before graduation.

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. In 2017, the University included a supplemental series of mission-focused questions prepared by the Association of Jesuit College and Universities (AJCU) Consortium. See recent [NSSE survey results here](#).

Executive Summary

Significant Outcomes: Engaged

- The formation a new “center” for Community-Based Learning, and the appointment of its first faculty coordinator, Dr. Meghan Ashlin Rich, Associate Professor of Sociology/Criminal Justice and Women’s Studies. The launch of the center is funded through the 2016-17 **Strategic Initiatives Funding**.
- The Royal Experience internship program, launched in 2016, created \$45,000 in competitive funding to support students participating in summer internships. Sixteen students were supported through this fund in summer 2017.
- Data from the University’s participation in the 2017 AJCU Consortium mission-focused supplemental questions to the **NSSE show that Scranton students** scored significantly higher than the Consortium in all but one of the thirteen areas of study for first-year and senior students, with the areas of highest significance the extent to which they devote effort to helping others in need, understanding the principle of being “men and women for others”, and connections between your intellectual and spiritual life.
- University enrollment in summer sessions increased by 8 percent overall between 2015-16 and 2016-17. By college, undergraduate enrollment increased by 9 percent in the CAS, 39 percent in the PCPS, and 23 percent in the KSOM.

Significant Outcomes: Integrated

- The launch of a new living/learning community by Residence Life in partnership with faculty, bringing the total to 11. The new SITE (Scranton Innovative Thought and Entrepreneurship) community is linked with the Entrepreneurship First Year Seminar, which provides opportunities to develop the entrepreneurial skills, attitudes, and behaviors necessary to excel in a rapidly changing world, within the context of Ignatian identity and values. In 2016-17, 221 first-year students (22 percent) participated in Living-Learning Communities.
- New academic offerings, including a Bachelor of Science degree program in Physiology, a new online Master’s of Science degree program in Finance, and the University’s first research doctorate, the Doctor of Business Administration. A new minor and concentration in Business Analytics and a new track in Applied Kinesiology have also been launched.
- Participation in the Faculty Student Research Program (FSRP) rose to its highest level ever in 2016-17, connecting 110 students with faculty partners in research experiences. And, seven students were awarded President’s Fellowships for Summer Research.

Significant Outcomes: Global

- Completion of the first year of the new faculty-led study abroad and language immersion program with the Maryknoll Mission Center in Cochabamba, Bolivia. Ten students participated in the first summer 2017 cohort.
- An increase of 26 percent of the number of Scranton students participating in short and long-term study abroad, bringing the total number of students to 259.
- In 2016-17, the University hosted four Faculty Fulbright scholars, including Fulbright teaching assistants in the Department of World Languages and Cultures. Five University students were awarded Fulbright scholarships, and the University also hosted three incoming student Fulbright awardees.

Strategic Initiatives Funding 2016-2017

Linking planning to resource allocation is an important part of putting our plan into action. In the spring of 2017, a pool of funding was reserved to support innovative projects in support of the strategic plan’s goals. Led by the University Planning Committee, faculty, staff, and students were invited to apply for grant funding through this fund for projects that support an engaged, integrated, or global experience. Fourteen projects were funded, totaling more than \$250,000. [Read more](#) about the Strategic Initiatives Fund, and the projects underway.

Engaged

Across its four goals, members of the University community have explored a variety 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. In addition to these areas, a number of other initiatives have addressed other goals in the plan. Selected metrics detailing these achievements are available on Page 6.

Significant Outcomes

- University enrollment in summer sessions increased by 8 percent overall between 2015-16 and 2016-17. By college, undergraduate enrollment increased by 9 percent in the CAS, 39 percent in the PCPS, and 23 percent in the KSOM.
- Bringing one of the goals of the strategic plan to fruition, the new **Center for Community-Based Learning** was launched in fall 2017, with Dr. Meghan Rich named as its first faculty director. Establishment of the office is the culmination of a 2016 study by a committee for community-based learning, which conducted extensive research on national trends, current University of Scranton approaches and future needs.
- Community-based learning participation continues to grow throughout the University. Within the PCPS, all undergraduate students complete CBL engagement activities, totaling more than 26,000 hours in 2016-17.
- In partnership with University Advancement, the **Gerard R. Roche Center for Career Development** launched a new **Royal Experience Summer Internship Program** in 2016. This new program created \$45,000 in competitive funding to support students financially as they complete unpaid summer internships. Sixteen students were awarded funding in summer 2017, a total of 29 for the first two years of the Program.
- Undergraduate students completed 251 for-credit internships in 2016-2017. Data from the Center for Career Development shows that 70 percent of graduating seniors from the class of 2017 had completed at least one internship prior to graduation.
- Data from the Center for Career Development shows that the number of internships posted by the Center increased by 583 percent from 2015-16 to 2016-17, reaching a total of 1,886 opportunities. And, for the second straight year, over 500 students attended the Center's Career Expo, engaging with over 100 organizations.

- In 2016-17, 1,025 students participated in leadership development workshops hosted through the Center for Student Engagement. 185 students are currently participating in the inaugural year of the student Leadership Academy, which seeks to facilitate student leaders' development of competency areas of strategic thinking and self-awareness, selected from 60 nationally-recognized leadership competency areas. In 2017, 64 students completed the Catalyst leadership program, guiding their skills development toward the following learning outcomes: self-awareness, communication, and interpersonal engagement.
- Data from the University's participation in the 2017 AJCU Consortium mission-focused supplemental questions to the **NSSE show that Scranton students** scored significantly higher than Consortium respondents in all but one of the thirteen areas of study for first-year and senior students, with the areas of highest significance the extent to which they devote effort to helping others in need, understanding the principle of being "men and women for others", and connections between your intellectual and spiritual life.
- Data from the 2017 NSSE shows that Scranton seniors report participating in HIPs more often than senior respondents from other schools in our same Carnegie Class. Scranton freshmen, in particular, participate more often in service learning activities than any other HIP included in the NSSE. Almost 30 percent more Scranton seniors reported participating in two or more HIPs – the number recommended by national research - than seniors from other schools in our Carnegie Class.

Other Achievements

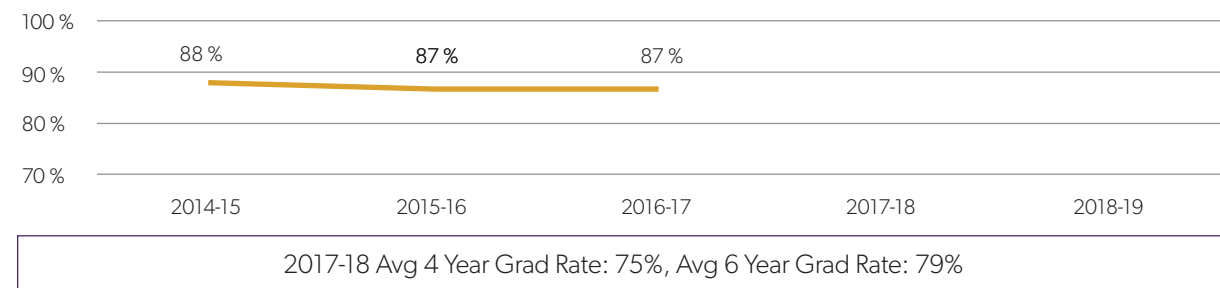
- The University's SBDC Small Business Internship Initiative continues to grow, assisting regional small businesses and providing student interns valuable experiential learning opportunities. This year, the Pennsylvania College of Technology joined the initiative, bringing the total number of institutions to 11. Since it was established in 2013, the Initiative has generated: 40 internships (eight added this past year); 435 applications, up 22 percent from last year; and 25 small business sites (7 added this past year).
- Across the initiatives sponsored by the Office of Campus Ministries, the number of social justice programs and events increased by 183 percent, and the number of students participating in social justice programming increased by 93 percent.
- In fall 2017, the University's Education for Justice Initiative was renamed **The Ellacuría Initiative**, and formally became part of the work of the University's Jesuit Center. The change in name recognizes and celebrates the work of Ignacio Ellacuría, S.J., an advocate for justice in war-torn El Salvador.

Other Achievements

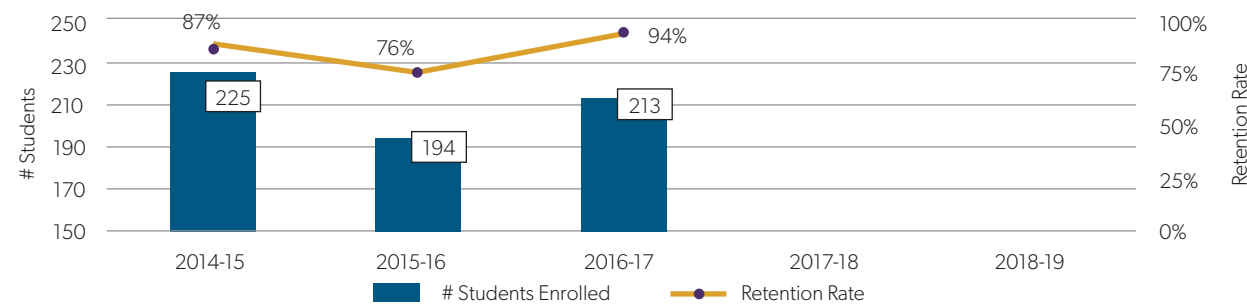
- Building on a strong tradition of student service to the community, more than 2700 University students completed 160,000 hours of domestic and international service to 112 agencies in 2016-17. Fourteen members of the University's class of 2017 went on to **full-time service positions** following graduation; and another four from the class of 2016 are completing a second year. More than 15,000 service hours were performed by students within the University's Leahy Community Health and Family Center.
- The Multicultural Center launched the new Multicultural Awareness Program to engage students in monthly dialogue about diverse topics.

Selected Integrated Metrics

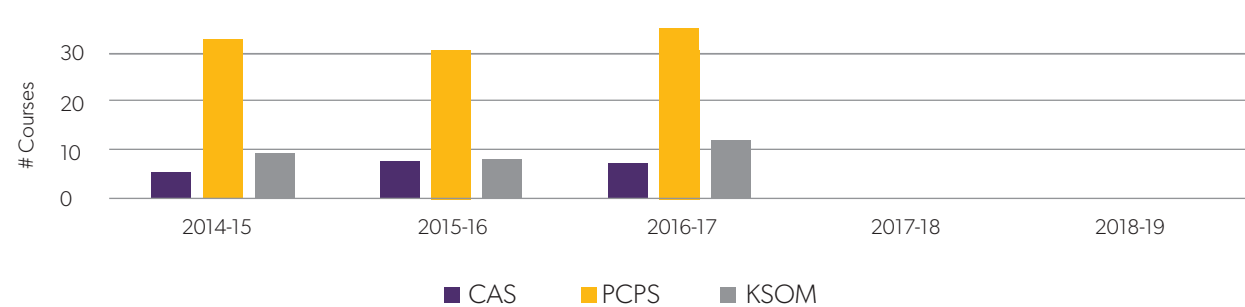
Fall Freshmen Cohort Retention



Local Freshmen (First-time, Full-time, Degree-Seeking)



Service Learning/Community-Based Learning Courses, by College



Integrated

An **Integrated** educational experience draws students together with faculty and with one another through meaningful curricular and co-curricular learning opportunities. Programming synthesizes learning across the curriculum, emphasizing curiosity and inquiry through research and reflection. Selected metrics detailing achievements related to our Integrated learning goals are available on Page 9.

Significant Outcomes

- Participation in the Faculty Student Research Program (FSRP) rose to its highest level ever in 2016-17, connecting 110 students with faculty partners in research experiences. And, seven students were awarded President's Fellowships for Summer Research.
- The **Provost Assessment Scholars** program, launched in 2016, was formed to help students to participate in the continuous improvement process. Fifteen students, representing each of the three academic colleges, joined with the first program cohort. Current projects include assessment of student experiences related to the University's institutional learning outcomes and general education program, student participation in residential learning communities, and student health behaviors.
- In spring 2017, ground was broken for 11-acre Kevin P. Quinn, S.J. Athletics Campus, located in south Scranton. The Campus will provide needed athletics, intramural and recreational sports space for University students, as well as recreational space for our neighbors in the Scranton community.
- The opening of the Center for the Analysis and Prevention of Crime, which will provide education, certification, and professional development in criminal justice techniques and data and statistical analysis for University students and local law enforcement professionals.

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

- A Bachelor of Science degree program in Physiology
- An online Master's of Science degree program in Finance
- A minor and concentration in Business Analytics
- An Exercise Science track in Applied Kinesiology
- Launch of a new non-credit Nonprofit Leadership Certificate program

One new living/learning community – SITE – was created in Residence Life, bringing the total to 11 residential learning communities offered.

- In 2016-17, 221 (22 percent) of all first-year students participated in living-learning communities. Fifteen percent of all residential students took part in residential learning communities.
- The Scranton Innovative Thought and Entrepreneurship (SITE) community is open to students of all majors and minors who are interested in developing the skills, attitudes, behaviors, and vision necessary to be a successful innovator. SITE is linked with the Entrepreneurship First Year Seminar, which provides opportunities to develop the entrepreneurial skills, attitudes, and behaviors necessary to excel in a rapidly changing world, within the context of Ignatian identity and values. 68 students are part of the first 2017-18 community cohort.
- Participation in the Global Exchange Community grew from 27 participants in 2015-16 to 53 participants in 2016-17.

Other Achievements

- The Office of Research and Sponsored Programs (ORSP) adopted the GrantSelect software, enabling faculty and students access to this online database of funding opportunities.
- The Office of the Registrar and Academic Services announced the availability of online electronic transcript ordering for current students and alumni, providing 24/7, worldwide service.
- In Athletics, the University announced the addition of both indoor and outdoor men’s and women’s Track and Field, and women’s Golf to its intercollegiate sports offerings.
- Members of the University’s Office of Educational Assessment and Assessment Advisory Committee presented on current student learning assessment initiatives at Drexel University’s annual higher education assessment conference.

DEFINING Residential Learning Communities (RLCs)

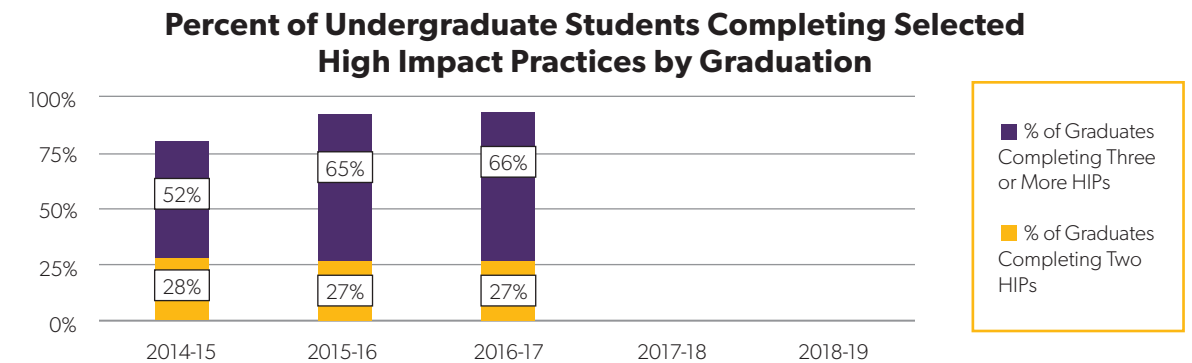
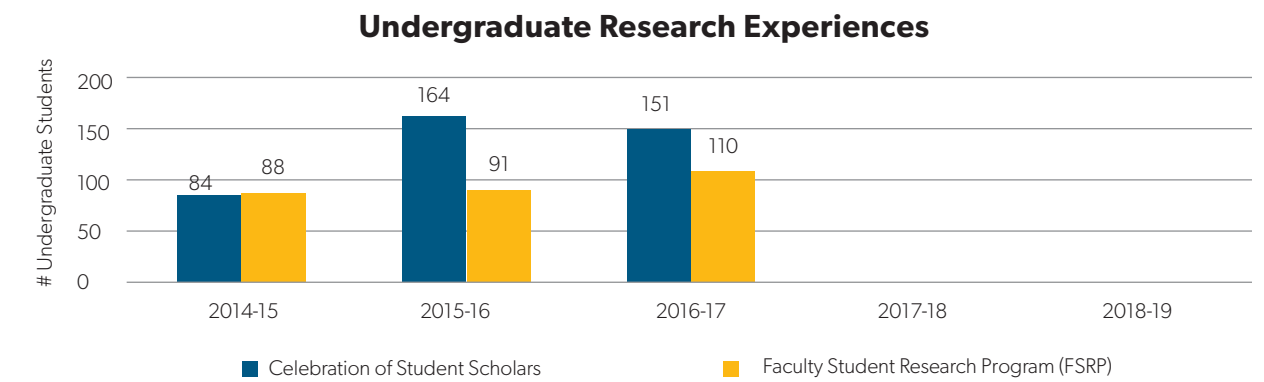
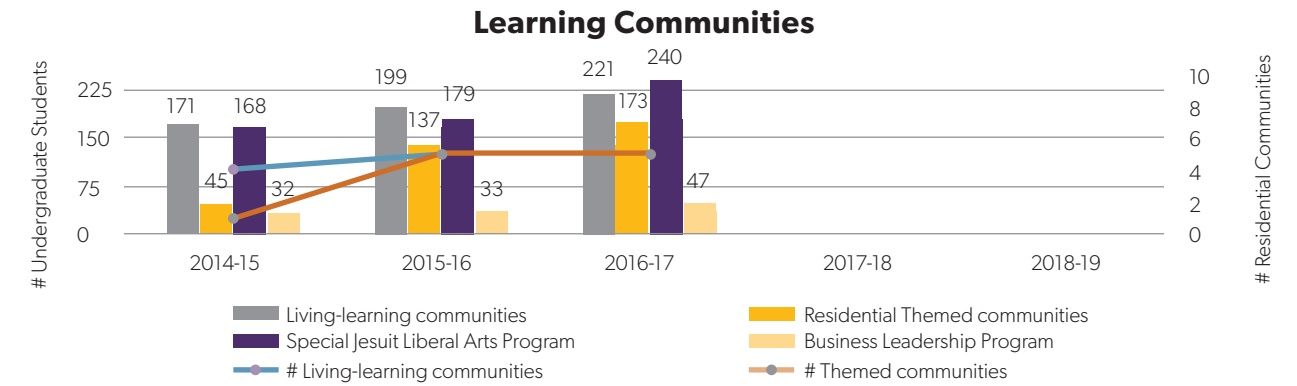
Residential Learning Communities provide students with a distinctive experience that allows them to live, learn, and belong in and to a community of diverse peers with common interests and goals.

LLC: Living Learning Communities
Who? First-year students **What?** A theme, a shared residence hall and a linked first-year seminar course

TC: Themed Communities
Who? Sophomores, juniors or seniors **What?** A theme and a shared residence hall

Global Exchange TC: **Who?** Juniors or seniors **What?** Domestic and international students live together/host events related to customs and cultures.

Selected Strategic Metrics: Integrated



Global

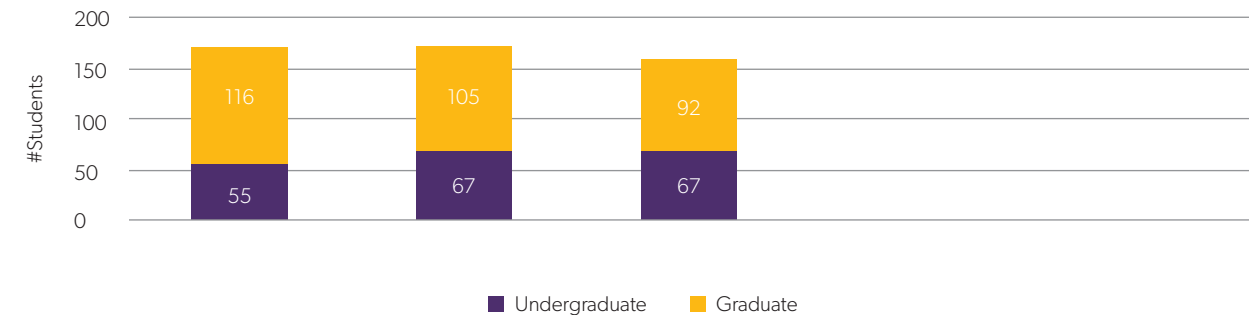
The University's vision for a **Global** education is one that creates a global perspective for Scranton students through curricular and co-curricular activities. Academic programs explore global perspectives in the classroom, and students are encouraged to travel beyond the borders of our region and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

Significant Outcomes

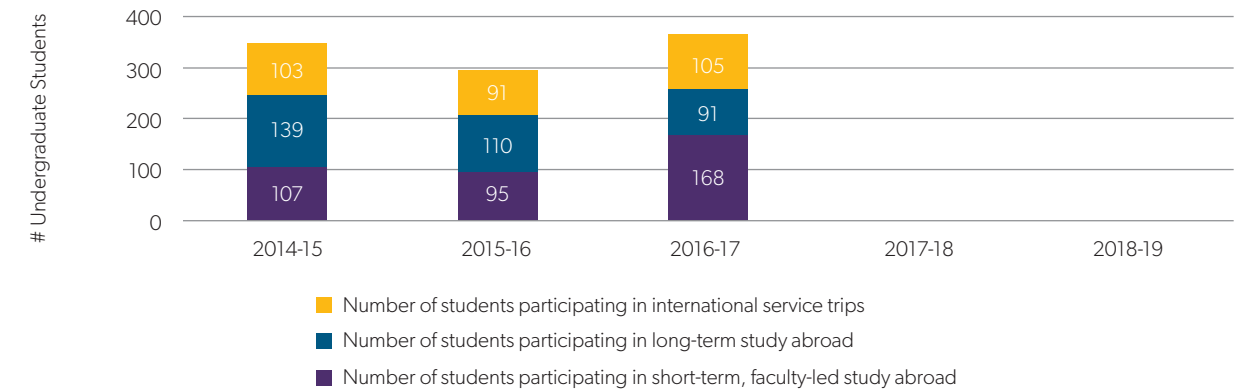
- 105 students took part in 11 international service trips through the University's ISP program in 2016-17. **ISP provides** opportunities for students, faculty, and staff to be immersed in cultures and experiences in developing countries in Central and South America. 22 members of the University's faculty and staff served as chaperones. This is an increase of 19 percent for students, and 67 percent for faculty, from 2015-16.
- A new faculty-led study abroad and language immersion program with the Maryknoll Mission Center in Cochabamba, Bolivia. Ten students participated in the inaugural cohort of the program in summer 2017. Students complete nine credits of Spanish language study with the center's teachers, and a Theology/Religious Studies Course in World Religions.
- In 2016-17, the number of Scranton students studying abroad for short and long-terms increased by 26 percent, bringing the total to 259.
- In 2016-17, the University hosted four **Faculty Fulbright** scholars, including Fulbright teaching assistants in the Department of World Languages and Cultures. Five University students were awarded Fulbright scholarships, and the University also hosted three incoming student Fulbright awardees.
- Fall 2017 saw the launch of a new **World Affairs/Study Abroad Club**. The club will provide a forum for students to grow in their global understanding and their commitment to global citizenship. It will be associated with the World Affairs segment in the Schemel Forum, and will sponsor events on global issues.

Selected Strategic Metrics: Integrated

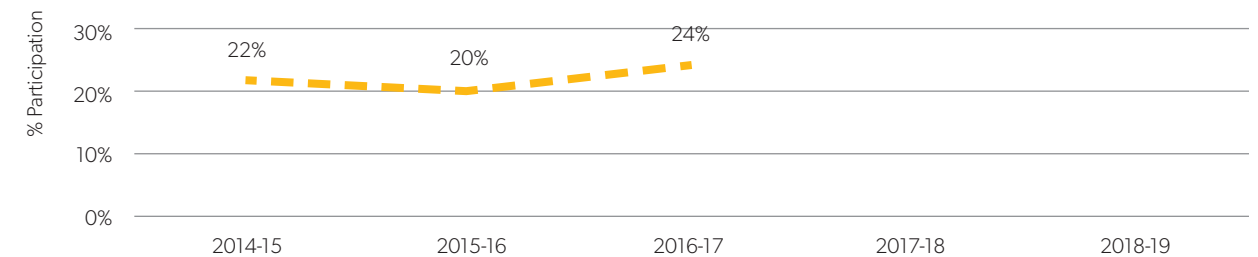
International Student Enrollment



Study and Service Abroad



Bachelor's Degree Graduates - Participation in Study Abroad as an Undergraduate





THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY