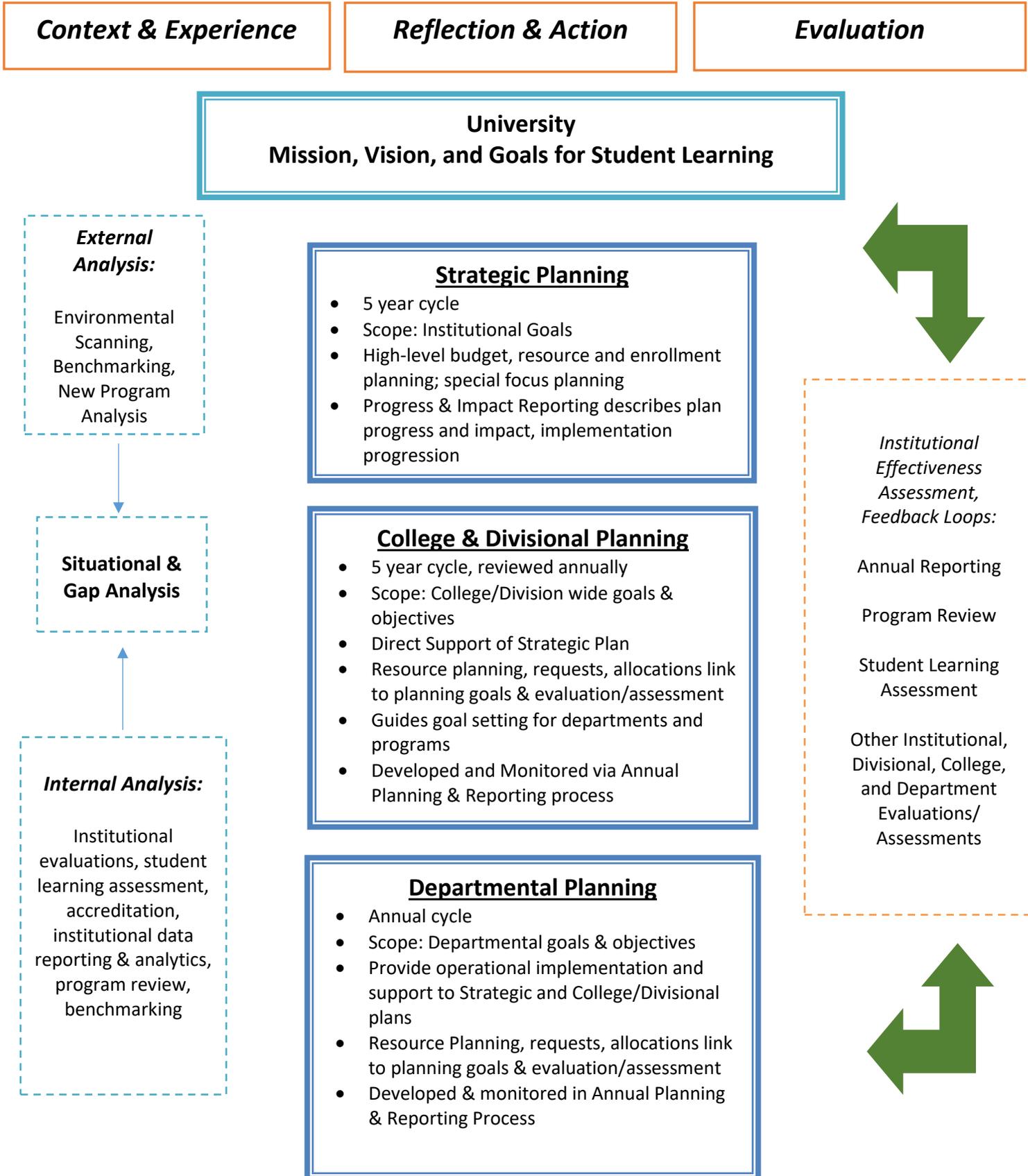


First 2001. Updated 2004, 2014, 2017. Context, experience, reflection, action, and evaluation are fundamental elements of the Ignatian Educational Paradigm, which broadly informs assessment activities at the University of Scranton.

The Integrated Planning & Institutional Effectiveness Model



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Planning & Institutional Effectiveness Glossary:

Assessment¹: 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.

Benchmarking: the process of comparing data, processes, or programs with those at peer, competitor, or aspirant institutions.

Closing the Loop: the intentional use of assessment data and information to inform planning, decision making, and resource allocation. At the course level, closing the loop involves purposefully using assessment results to improve the teaching and learning process.

Educational Assessment: the practices used to assess achievement of student learning outcomes, both directly through academic programs and indirectly through co-curricular and related activities.

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 institution².

External Analysis: a range of activities, including environmental scanning, that the institution utilizes to examine opportunities available to the institution, or which may pose a threat or present a challenge.

Ignatian Educational Paradigm: a way of proceeding that encompasses evaluation of learners' growth in heart, mind, and spirit and, thus, aligns with the goals of assessment.

Institutional Assessment: the practices used to evaluate achievement of institutional goals.

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

Internal Analysis: a range of activities that are intentionally designed and conducted to identify and examine internal strengths or weaknesses.

Learning Outcomes: specific measurable goals and results that are expected subsequent to a learning experience. Learning outcomes are clear and assessable descriptions of what a student is able to do at the completion of a course, academic program, or co-curricular activity. Learning outcomes are also in place at the institutional level.

Mission: the institution's fundamental purpose and scope.

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

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 them³.

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, 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.

SWOT Analysis: Analysis of an institutional function, program or other entity which identifies **Strengths**, **Weaknesses**, external **Opportunities** or challenges, and **Threats**.

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

¹ Adapted from Palomba and Banta, 1999.

² Adapted from Morrison, 1985.

³ Adapted from Peterson, Marvin. (1999). *Analyzing Alternative Approaches to Planning. ASHE Reader on Planning and Institutional Research.*