

Strategic Plan Progress Report: 2015-2016

2015-2020
THE SCRANTON PLAN
Engaged
Inter **ed**
Global
STUDENT EXPERIENCE

Office of Planning & Institutional Effectiveness

SCRANTON.EDU/STRATEGICPLAN

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](http://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 graduSpas eniar0 TLang (en-US)/MO

Across its four goals, members of the University community have explored a number of important activities to implement the University's vision for *Engaged learning experience*

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

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 [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 Scholar](#) 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 launched at the University this past year, including:

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

The University's vision of *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

- 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.



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