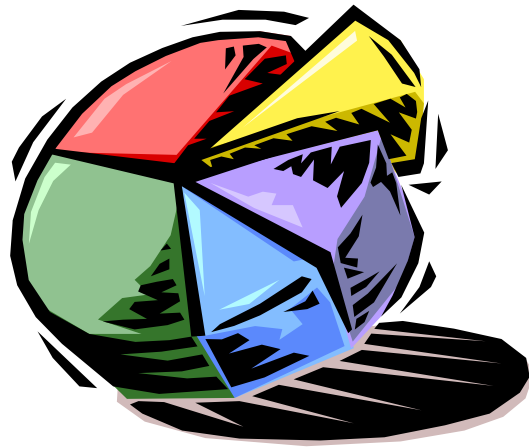


THE UNIVERSITY OF
SCRANTON
A JESUIT UNIVERSITY



2003-2004 Mission and Strategic Plan Survey
Spring 2004 Report

Assessment and Institutional Research Office
February 2004

2003-2004 Mission and Strategic Plan Survey Spring 2004 Report

In fall 1999, on behalf of the University Planning Committee (UPC), the Assessment and Institutional Research Office (AIRO) administered a survey designed to gauge faculty, staff, and student perceptions of the University's newly revised Mission Statement and the 2000-2005 Strategic Plan. In order to assess current campus views of the Statement and perceptions of the University's progress towards fulfilling the goals of its strategic plan, an updated Mission and Strategic Plan (MSP) survey was conducted in fall 2003. The following report highlights the findings of the 2003 survey. A copy of the actual survey data follows as an appendix.

The Instrument

The internally developed survey was divided into several areas. The first section of the instrument (questions 1-4) requested demographic information. The next portion of the survey questioned the individual's level of agreement with the extent to which the University has fulfilled the components of its Mission and Characteristics. The midsection of the survey asked questions seeking the respondent's perceptions of the University's success in fulfilling goals of each of the ten themes of the Strategic Plan. Another section addressed the respondent's awareness of and satisfaction with the Strategic Planning process. The final section of the instrument gave participants an opportunity to offer candid comments on the process and suggest ideas they would like considered during the next Strategic Planning cycle.

The Process

Administered electronically, the survey instrument was accessible via a link provided to those constituencies invited to participate. On November 5th, an email from the Vice President for Institutional Planning and Effectiveness introducing the survey and identifying its purpose was sent to student government leaders in the undergraduate colleges, members of the Graduate Student Advisory Council, and all University faculty and staff. On November 24th, a follow-up email to the same groups attempting to encourage additional responses was sent.

The Results

Demographics: The survey response rate was 22% (n=244/1091), lower than the 32% (n=338/1073) response rate of the 1999 MSP survey. Slightly more respondents were female (52.5%) than male (47.5%). Only 2.5 percent were students; the majority of respondents were professional staff (43%), followed by faculty (31.4%) and clerical staff (13.2%). Many (33.9%) have been employed by the University for 11 to 22 years, 26.5% for 1 to 5 years, and 17.8% for 5 to 10 years. The majority listed their employment status as full-time (92.6%).

These response rates compare with actual fall 2003 campus profile data. Actual data reports full-time faculty as 30 percent of full-time employees, full-time clerical staff as 19 percent of this constituency, and professional staff as 26 percent. Response rates suggest that a comparable sample of both faculty and clerical staff responded to the survey. A larger-than-actual representative sample of professional staff responded, a smaller-than actual representative sample of clerical staff responded, and a significantly small sample of students participated.

Mission and Characteristics

Respondents were asked to indicate to what extent they believe the University demonstrates its dedication to elements of its mission, and to what extent the University manifests specific fundamentals of its character.

- The large majority of respondents felt the University displayed its dedication to the three elements of its **Mission** (freedom of inquiry; pursuit of wisdom, integrity, and truth; and personal growth and development of all who share in its life and ministry) to a *great* (near or above 40 percent for each element) or *moderate* (slightly below 40 percent for each element) extent.
- Some twenty-six questions were posed asking respondents to gauge the degree to which they feel the University manifests its **Characteristics**. Several questions were asked pertaining to each Characteristic. Few response percentages fall into the extremes; the majority of Characteristics are believed to be *greatly* or *moderately* manifested by around 70 percent of respondents. However, some do fall significantly above or below this mark:

HIGH: 85 percent of respondents believe that the *Jesuit* Characteristic of providing a “nurturing environment” for students was *greatly* (53%) or *moderately* (32%) manifested.

LOW: Three elements the *Urban American* Characteristic have relatively low satisfaction levels:

- 57 percent of respondents feel that the University manifests a “commitment to serving students from Northeastern Pennsylvania” to a *great* (21%) or *moderate* (36%) degree.
- 47 percent of respondents believe the University exhibits a “commitment to enrolling a culturally and racially diverse student body to a *great* (19%) or *moderate* (28%) degree.
- 50 percent feel the institution “seeks to attract faculty members from richly diverse backgrounds” to a *great* (17%) or *moderate* (33%) degree.

LOW: One element of its *Comprehensive* Characteristic, the degree to which the University “offers programs to traditional and non-traditional students” also ranks relatively low; 55 percent believe this element is manifested to a *great* (20%) or *moderate* (35%) degree.

Strategic Planning Themes

The current Strategic Plan consists of ten planning themes. This survey asked employees to gauge to what extent they feel the University is fulfilling elements of each theme. These questions were divided into ten sections organized by planning theme. A link explaining each of the themes and its goals was provided for each theme. In order to manage the volume of data, AIRO developed for the 1999 survey three reasonable criteria to categorize within the themes. The following is the methodology of these criteria:

Communication/More Information = Items with a minimum 15 percent score on the “I Don’t Know” response category. Response to these items suggests that the UPC needs to better communicate or provide more information on the intent of the goal.

Warrant Reflection = Items with a minimum 33 percent score on the “Small” and “Not at All” collapsed response scales. Response to these items suggests that the UPC needs to reflect on these results to identify in what ways the goals of the themes represented can be fulfilled to a greater extent.

Good Progress = Items with a minimum 66 percent score on the “Great” and “Moderate” collapsed categories. Responses to these items suggest that the University is making good progress in fulfilling these goals.

These criteria were used to categorize results from the 2003 survey. The following section summarizes findings for each theme. Results are accompanied by actual survey response data.

1. The Service of Faith and Promotion of Justice

No items within this category exhibit scores high enough to exhibit Good Progress, but none fall far enough below to meet the Warrant Reflection criteria. One element of this theme, the degree to which the University is meeting the goal of seeking “opportunities to assist the Diocese in its works of education and service,” meets the Communication/More Information criteria with a 25% score in the “I Don’t Know” response category.

To what extent is the University of Scranton fulfilling the following goals:						
	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
An inclusive community that is characterized by: mutual respect,	27.3%	35.1%	24.8%	7.4%	2.1%	0.8%
sincere dialogue,	25.2%	31.0%	25.6%	9.9%	1.7%	1.2%
and protection of the rights of individuals	30.2%	33.5%	22.3%	6.6%	1.7%	0.8%
Considers ways to make the University more suited to the total development of individuals	22.7%	41.3%	24.0%	6.2%	0.4%	2.9%
Instills in students the skills and habits of discernment to enable them to understand and address those areas where faith and culture interact	21.1%	36.0%	26.9%	7.4%	0.0%	7.4%
Seeks opportunities to assist the Diocese in its works of education and service	18.6%	23.6%	21.5%	8.7%	0.8%	24.8%
Demonstrates its commitment to service by acting as an advocate for others	19.0%	38.4%	26.9%	6.6%	0.8%	7.0%

2. Environment for Learning

Two goals within this theme heading are making Good Progress: the extent to which the University “encourages students to discover their talents” (77% combined score), and the degree to which the institution “encourages students to realize fully their potential in learning and life” (77% combined score). The remaining goals within this theme did not quite meet the required score meriting Good Progress, but did not dip into the Warrant Reflection category. No items within this theme meet the requirements of the Communication/More Information category.

To what extent is the University of Scranton fulfilling the following goals:						
	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Encourages students to discover their talents	36.8%	39.7%	15.3%	2.1%	0.0%	5.0%
Encourages students to realize fully their potential in learning and life	37.2%	40.1%	14.9%	1.7%	0.4%	4.1%
Addresses obstacles to student growth and development	22.7%	40.9%	22.7%	3.7%	0.8%	7.0%
Encourages faculty and staff to become more fully involved in the personal development of students as mentors and partners in research and service	27.7%	36.0%	21.1%	8.3%	1.7%	3.7%
Assists students in the integration of living and learning	21.9%	35.5%	25.2%	4.1%	1.2%	9.5%
Effectively assists students throughout their academic careers with its advisement system	28.9%	29.8%	23.6%	9.1%	0.8%	6.2%

Supports educational needs of students with its course scheduling system	21.9%	36.4%	22.3%	6.2%	2.1%	9.5%
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3. The Faculty

All of the goals within this theme meet the score requirements of the Communication/More Information category.

To what extent is the University of Scranton fulfilling the following goals:	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Promotes an environment in which faculty can develop as teachers	26.4%	31.8%	15.3%	3.3%	1.7%	19.8%
Promotes an environment in which faculty can develop as scholars	24.8%	31.8%	14.5%	5.8%	0.4%	21.1%
Uses pedagogical methods that facilitate active student learning	17.8%	32.2%	20.7%	4.5%	0.4%	22.3%
Develops commitment among faculty to teach freshman and general education courses	13.6%	25.2%	21.9%	9.1%	2.1%	26.4%
Uses full-time faculty efficiently in instruction	14.9%	33.9%	20.7%	5.8%	1.2%	21.5%

4. Diversity and Globalization

Responses to these items did not meet the required scores for either the Good Progress or Warrant Reflection categories. This kind of distribution suggests no clear consensus on respondent perceptions of the fulfillment of the goals of this theme. One goal, the extent to which the University is “developing a comprehensive approach to global education,” does however fall into the Communication/More Information category, with a score of 18% in the “I Don’t Know” answer category.

To what extent is the University of Scranton fulfilling the following goals:	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Heightens the awareness, appreciation, and sensitivity of faculty, staff, and students to issues of gender	19.0%	40.1%	24.8%	9.1%	2.5%	2.5%
Heightens the awareness, appreciation, and sensitivity of faculty, staff, and students to issues of cultures other than their own	17.8%	39.7%	25.2%	12.0%	1.2%	2.1%
Recruits faculty, staff, and students that are ethnically and racially diverse	16.5%	28.9%	24.8%	18.6%	1.2%	7.9%
Is developing a comprehensive approach to global education	12.8%	31.0%	24.8%	9.1%	2.1%	18.2%

5. The University and the Community

One of the three goals within this theme, the extent to which the University “proactively fosters the economic and social well-being of its neighborhood, the city of Scranton, and Northeastern Pennsylvania,” shows Good Progress (combined score of 72%). The remaining two items in this category, the extent to which the University “encourages reflection as an integral part of its outreach and service activities” and “utilizes many resources of the region to enhance its educational mission” did not score into any specific category, but does show relatively higher response scores (each 10%) in the “I Don’t Know” category.

To what extent is the University of Scranton fulfilling the following goals:

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Proactively fosters the economic and social well-being of its neighborhood, the city of Scranton, and Northeastern Pennsylvania	35.1%	36.8%	16.1%	5.8%	0.0%	2.9%
Encourages reflection as an integral part of its outreach and service activities	25.6%	37.2%	19.0%	5.0%	0.4%	10.3%
Utilizes many resources of the region to enhance its educational mission	19.4%	31.0%	24.4%	10.3%	1.2%	10.3%

6. Financial Responsibility

An overwhelming majority of respondents—90 percent—believe that the University is meeting the goal of caring for its campus facilities to a *great* or *moderate* extent. Each of the other four goals within this theme merit Communication/More Information from the UPC.

To what extent is the University of Scranton fulfilling the following goals:

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Achieves a balanced economic structure by comparing its revenue and expense components to competitor and aspirant institutions	25.2%	29.3%	14.5%	1.7%	0.4%	26.4%
Aligns its financial and strategic plans	21.9%	29.8%	15.7%	2.9%	1.2%	26.0%
Displays care of campus facilities	71.9%	17.8%	5.8%	0.4%	0.0%	1.2%
Is reducing its reliance on tuition revenue	7.0%	22.7%	19.0%	12.4%	1.7%	34.3%
Promotes ongoing review of operations to ensure efficient distribution of financial and human resources	16.9%	36.0%	14.5%	7.4%	2.1%	20.2%

7. Enrollment Management

The degree to which the University greatly or moderately fulfills the goal of educating “a student body that is optimal to its mission and resources in terms of size, distribution, financial profile, ethnic diversity, and quality” is just shy of meriting Good Progress (combined score of 64%), but also nearly meets the score requirements of Communication/More Information, with a score of 12% in the “I Don’t Know” category. The degree to which the University fulfills the goal of offering “pricing and financial aid strategies that attract and support its desired student body” fits the requirements of the Communication/More Information category (16% citing they “Don’t Know”). The remaining goal within this theme, the extent to which the institution “develops programs that respond to the changing marketplace in a manner that remains faithful to its mission” is believed to be *greatly* or *moderately* achieved by 51 percent of respondents; however, 12 percent “Don’t Know” to what extent this goal is being fulfilled.

To what extent is the University of Scranton fulfilling the following goals:

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Educates a student body that is optimal to its mission and resources in terms of size, distribution, financial profile, ethnic diversity, and quality	23.6%	40.1%	16.9%	4.5%	0.8%	12.0%
Offers pricing and financial aid strategies that attract and support its desired student body	17.8%	31.0%	24.0%	7.4%	1.2%	16.1%

Develops programs that respond to the changing marketplace in a manner that remains faithful to its mission	17.4%	33.5%	27.7%	5.8%	2.1%	11.6%
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8. Technology

All of the goals within the Technology theme merit Good Progress.

To what extent is the University of Scranton fulfilling the following goals:						
	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Develops and maintains a state-of-the-art technology infrastructure to achieve its instructional, research, and administrative goals	61.2%	26.4%	6.2%	2.1%	0.8%	1.2%
Encourages faculty's use of technology as a pedagogical tool to increase active student learning	48.3%	28.1%	9.5%	3.3%	0.0%	8.3%
Ensures students develop appropriate technological skills	41.3%	35.5%	10.7%	2.5%	0.0%	7.0%
Is strengthening technological capabilities and facilities in the Weinberg Memorial Library	61.2%	24.0%	5.0%	0.4%	0.4%	6.6%

9. Governance

All of the goals within the Governance theme merit Communication/More Information.

To what extent is the University of Scranton fulfilling the following goals:						
	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Operates with guidelines for communication that support University governance	16.1%	32.2%	18.2%	7.4%	4.1%	20.2%
Operates with a streamlined system of governance	12.4%	23.1%	20.7%	12.8%	6.2%	23.1%
Is implementing its revised system of governance	10.7%	28.9%	18.6%	6.2%	2.1%	31.8%

10. Public Image

Respondents seem split on their perceptions of the degree to which the University is meeting the goals of this Planning theme. 74 percent of respondents feel the institution “coordinates its efforts to make the broader public aware of its achievements and aspirations” to a *great* (31%) or *moderate* (43%) extent. However, 29 percent “Don’t Know” to what degree the University “evaluates the success of its marketing plans and incorporates the results into future marketing plans,” placing this goal into the Communication/More Information category.

To what extent is the University of Scranton fulfilling the following goals:						
	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Coordinates its efforts to make the broader public aware of its achievements and aspirations	31.4%	42.6%	14.0%	5.8%	0.8%	2.9%
Evaluates the success of its marketing plans and incorporates the results into future marketing plans	23.6%	26.0%	14.9%	2.9%	0.8%	28.5%

Some Overall Theme Fulfillment Highlights:

- Mirroring the responses to the Characteristics portion of the survey, Strategic Planning goals related to Diversity and Globalization are perceived to be fulfilled to a *great* or *moderate* degree by a relatively low percentage of respondents.
- Respondents seem least aware/knowledgeable about goals of the Faculty, Financial Responsibility, and Governance themes.
- Of all of the ten Strategic Planning themes, respondents seem to feel the goals of the Technology theme are most *greatly* or *moderately* fulfilled.

The Strategic Planning Process

Survey participants were asked to indicate their level of agreement with a group of questions designed to evaluate their satisfaction with the Strategic Planning Process. Three elements of the process, the degree to which respondents “understand the direction set by the strategic plan,” understand their “role in helping to achieve the plan’s goals,” and find that it helps them “better understand the University’s priorities” merit Good Progress (collapsed scores of 74%, 66%, and 70%, respectively, in the *agree strongly* and *agree somewhat* response categories). All remaining elements within this section of the survey reach the score requirements of the Communication/ More Information category.

Some participants took advantage of the opportunity to weigh in with comments on the development and reporting of the current Strategic Planning Process, and comments about issues they’d like addressed in the next Planning process. Many individual remarks were made, but some themes recurred throughout various responses:

- *Level of and Opportunity for Faculty Involvement:* Several comments suggest that faculty should be more involved in creating the plan and evaluating its progress. Other comments suggest that faculty may have a limited view of the Strategic Plan’s relevance to their daily activities.
- *Opportunity for Involvement of Other Constituencies:* Some remarks suggest that the methodology of the Planning process doesn’t create much opportunity for staff to be involved.
- *Clarity and Focus of the Plan, Demonstrable Goals:* Several comments suggest respondents feel the plan is cumbersome and unwieldy. They don’t easily see its purpose, and are uncertain as to how its outcomes/progress can be measured.
- *Specific Constituencies (Commuting Students and Those With Disabilities):* Some comments mentioned concern for the University’s addressing the needs of commuter students, and suggesting that part of the Diversity and Globalization theme include attention to those with disabilities. Many other comments address specific requests, concerns, or perceived needs.

Some respondents offered thoughts they would like considered during the next planning Process. Again, some recurring themes can be identified:

- Some respondents note the needs for equity among the various staffing levels and a stronger sense of community among all staff.
- The “Catholicness” of various elements of the University are called into question, both by those who wish it further cemented and by those who wish it were less dominant (specific

- issues include the perceived need to recruit diverse faculty, or the difficulty viewed in teaching in the Jesuit tradition without Catholic teachers in the classrooms).
- Several comments focus on the need for furthering diversity and international education on campus.
 - Some respondents voiced a desire that the Strategic Plan offer more in terms of specific goals, rather than large concepts; one specific comment stressed the process's need to differentiate between strategic and operational planning.

Overall Findings Comparison: 1999 and 2003

No significant changes in general theme perceptions are noted. However, there is a general trend towards the positive. For most items in the Strategic Planning Themes section, the percentages of respondents citing *great* or *moderate* fulfillment are generally slightly higher than those numbers for the same or similar questions in 1999, suggesting that some progress has been made. However, the percentages of respondents indicating they *strongly agree* or *agree* with various elements of the planning process are generally lower than those numbers for the same or similar questions in 1999, suggesting that general satisfaction with the Strategic Planning process and understanding of the Plan's goals and purpose may be decreasing.

Appendix

Mission and Strategic Plan Survey 2003-04

The purpose of this survey is 1) to gauge the perception of faculty, staff, and students of the degree to which the University currently embodies its Mission and Characteristics and the goals contained in the Strategic Plan 2000-2005, 2) to obtain feedback on the strategic planning process, and 3) to seek input on strategic issues that have emerged since the development of the strategic plan.

Instructions: Please indicate your response to each item by clicking in the boxes to the right of each statement. All of the statements contained in the survey are taken from the Mission and Strategic Plan documents, you can see the full text of the Mission, Characteristics, and Strategic Plan goals by using the links provided at the top of each section of the survey.

Demographics

Q1

	<i>Female</i>	<i>Male</i>
Gender:	52.5%	47.5%

Q2

	<i>Student</i>	<i>Faculty</i>	<i>Administrato r</i>	<i>Professional Staff</i>	<i>Clerical Staff</i>	<i>Maintenanc e/Trades</i>	<i>Other</i>
Position:	2.5%	31.4%	6.6%	43.0%	13.2%	2.1%	0.8%

Q3

	<i>less than 1 year</i>	<i>1 to 5 years</i>	<i>5 to 10 years</i>	<i>11 to 20 years</i>	<i>21 years or more</i>
Years employed by the University of Scranton	4.5%	26.4%	17.8%	33.9%	15.7%

Q4

	<i>Full-time</i>	<i>Part-time</i>	<i>Temporary</i>
Employment Status	92.6%	5.8%	0.0%

Mission & Characteristics:

Q5 To what extent does the University of Scranton demonstrate its dedication to the following:

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Freedom of inquiry	42.6%	36.8%	13.6%	3.3%	0.0%	2.1%
The pursuit of wisdom, integrity, and truth	42.1%	39.7%	12.4%	2.9%	0.0%	1.2%
The personal growth and development of all who share in its life and ministry	36.8%	38.8%	15.7%	4.5%	0.8%	0.8%

Q6 To what extent does the University of Scranton manifest the following characteristics:

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Uses the teaching and example of Christ to instill the culture of its campus	25.2%	45.9%	16.9%	5.8%	0.4%	5.0%

Communicates the fullness of the Catholic intellectual tradition to its students	28.5%	34.3%	18.6%	7.9%	0.0%	9.5%
Invites faculty, staff and students from other religious traditions to share in its mission	42.1%	26.9%	20.2%	6.2%	0.8%	3.3%
Provides students with a nurturing environment	52.5%	32.2%	11.6%	2.5%	0.0%	0.8%
a commitment to the value system contained in the Gospels	19.4%	42.6%	21.1%	5.4%	0.8%	9.9%
a principled respect for the dignity of the human person	32.6%	40.5%	17.8%	2.9%	1.2%	3.3%
a devotion to justice	26.9%	38.8%	22.3%	5.4%	0.8%	4.1%
a dedication to the service of the poor	35.5%	36.4%	18.6%	5.8%	0.4%	2.5%
a love of truth	25.6%	44.6%	18.2%	5.4%	0.8%	4.1%
a restless passion for learning	31.4%	37.2%	16.9%	8.3%	0.8%	4.5%
analytical and critical abilities	36.0%	36.8%	16.1%	2.9%	0.0%	7.0%
knowledge of scientific principles	34.3%	35.5%	14.9%	2.9%	0.8%	9.9%
appreciation of literary and artistic expression	24.4%	37.2%	18.2%	12.0%	0.0%	7.0%
awareness of historical perspectives	26.9%	40.9%	16.5%	5.0%	0.0%	9.1%
understanding of religious, philosophical, and moral values	37.2%	36.0%	12.0%	4.1%	0.0%	8.3%
Dedication to educating "men and women for others"	34.3%	35.1%	21.1%	2.9%	0.0%	5.4%
Commitment to serving students from Northeastern Pennsylvania	21.1%	35.5%	25.6%	7.9%	2.1%	5.4%
Commitment to enrolling a culturally and racially diverse student body	19.0%	27.7%	30.2%	14.0%	2.9%	4.5%
Seeks to attract faculty members from richly diverse backgrounds	16.9%	33.1%	21.9%	11.2%	2.5%	11.2%
Offers programs to traditional and non-traditional students	20.2%	35.1%	28.9%	10.7%	0.8%	2.5%
Offers a wide range of professional and pre-professional programs	31.0%	40.9%	18.6%	4.1%	0.4%	2.9%
Commitment to liberal arts education	40.1%	38.4%	9.9%	5.4%	0.4%	3.7%
Commitment to excellence in teaching	32.2%	42.6%	14.9%	4.1%	1.2%	4.1%
Commitment to quality of care for its students	47.5%	30.6%	13.2%	2.9%	1.2%	2.5%

The Service of Faith and The Promotion of Justice:

Q7 To what extent is the University of Scranton fulfilling the following goals:

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
An inclusive community that is characterized by: mutual respect,	27.3%	35.1%	24.8%	7.4%	2.1%	0.8%
sincere dialogue,	25.2%	31.0%	25.6%	9.9%	1.7%	1.2%
and protection of the rights of individuals	30.2%	33.5%	22.3%	6.6%	1.7%	0.8%
Considers ways to make the University more suited to the total development of individuals	22.7%	41.3%	24.0%	6.2%	0.4%	2.9%
Instills in students the skills and habits of discernment to enable them to understand and address those areas where faith and culture interact	21.1%	36.0%	26.9%	7.4%	0.0%	7.4%
Seeks opportunities to assist the Diocese in its works of education and service	18.6%	23.6%	21.5%	8.7%	0.8%	24.8%
Demonstrates its commitment to service by acting as an advocate for others	19.0%	38.4%	26.9%	6.6%	0.8%	7.0%

Environment for Learning:

Q8 To what extent is the University of Scranton fulfilling the following goals:

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Encourages students to discover their talents	36.8%	39.7%	15.3%	2.1%	0.0%	5.0%
Encourages students to realize fully their potential in learning and life	37.2%	40.1%	14.9%	1.7%	0.4%	4.1%
Addresses obstacles to student growth and development	22.7%	40.9%	22.7%	3.7%	0.8%	7.0%
Encourages faculty and staff to become more fully involved in the personal development of students as mentors and partners in research and service	27.7%	36.0%	21.1%	8.3%	1.7%	3.7%
Assists students in the integration of living and learning	21.9%	35.5%	25.2%	4.1%	1.2%	9.5%
Effectively assists students throughout their academic careers with its advisement system	28.9%	29.8%	23.6%	9.1%	0.8%	6.2%
Supports educational needs of students with its course scheduling system	21.9%	36.4%	22.3%	6.2%	2.1%	9.5%

The Faculty:

Q9 To what extent is the University of Scranton fulfilling the following goals:

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Promotes an environment in which faculty can develop as teachers	26.4%	31.8%	15.3%	3.3%	1.7%	19.8%
Promotes an environment in which faculty can develop as scholars	24.8%	31.8%	14.5%	5.8%	0.4%	21.1%
Uses pedagogical methods that facilitate active student learning	17.8%	32.2%	20.7%	4.5%	0.4%	22.3%
Develops commitment among faculty to teach freshman and general education courses	13.6%	25.2%	21.9%	9.1%	2.1%	26.4%
Uses full-time faculty efficiently in instruction	14.9%	33.9%	20.7%	5.8%	1.2%	21.5%

Diversity and Globalization:

Q10 To what extent is the University of Scranton fulfilling the following goals:

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Heightens the awareness, appreciation, and sensitivity of faculty, staff, and students to issues of gender	19.0%	40.1%	24.8%	9.1%	2.5%	2.5%
Heightens the awareness, appreciation, and sensitivity of faculty, staff, and students to issues of cultures other than their own	17.8%	39.7%	25.2%	12.0%	1.2%	2.1%
Recruits faculty, staff, and students that are ethnically and racially diverse	16.5%	28.9%	24.8%	18.6%	1.2%	7.9%
Is developing a comprehensive approach to global education	12.8%	31.0%	24.8%	9.1%	2.1%	18.2%

The University and the Community:

Q11 To what extent is the University of Scranton fulfilling the following goals:

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Proactively fosters the economic and social well-being of its neighborhood, the city of Scranton, and Northeastern Pennsylvania	35.1%	36.8%	16.1%	5.8%	0.0%	2.9%
Encourages reflection as an integral part of its outreach and service activities	25.6%	37.2%	19.0%	5.0%	0.4%	10.3%
Utilizes many resources of the region to enhance its educational mission	19.4%	31.0%	24.4%	10.3%	1.2%	10.3%

Financial Responsibility:**Q12 To what extent is the University of Scranton fulfilling the following goals:**

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Achieves a balanced economic structure by comparing its revenue and expense components to competitor and aspirant institutions	25.2%	29.3%	14.5%	1.7%	0.4%	26.4%
Aligns its financial and strategic plans	21.9%	29.8%	15.7%	2.9%	1.2%	26.0%
Displays care of campus facilities	71.9%	17.8%	5.8%	0.4%	0.0%	1.2%
Is reducing its reliance on tuition revenue	7.0%	22.7%	19.0%	12.4%	1.7%	34.3%
Promotes ongoing review of operations to ensure efficient distribution of financial and human resources	16.9%	36.0%	14.5%	7.4%	2.1%	20.2%

Enrollment Management:**Q13 To what extent is the University of Scranton fulfilling the following goals:**

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Educates a student body that is optimal to its mission and resources in terms of size, distribution, financial profile, ethnic diversity, and quality	23.6%	40.1%	16.9%	4.5%	0.8%	12.0%
Offers pricing and financial aid strategies that attract and support its desired student body	17.8%	31.0%	24.0%	7.4%	1.2%	16.1%
Develops programs that respond to the changing marketplace in a manner that remains faithful to its mission	17.4%	33.5%	27.7%	5.8%	2.1%	11.6%

Technology:**Q14 To what extent is the University of Scranton fulfilling the following goals:**

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Develops and maintains a state-of-the-art technology infrastructure to achieve its instructional, research, and administrative goals	61.2%	26.4%	6.2%	2.1%	0.8%	1.2%
Encourages faculty's use of technology as a pedagogical tool to increase active student learning	48.3%	28.1%	9.5%	3.3%	0.0%	8.3%
Ensures students develop appropriate technological skills	41.3%	35.5%	10.7%	2.5%	0.0%	7.0%
Is strengthening technological capabilities and facilities in the Weinberg Memorial Library	61.2%	24.0%	5.0%	0.4%	0.4%	6.6%

Governance:

Q15 To what extent is the University of Scranton fulfilling the following goals:

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Operates with guidelines for communication that support University governance	16.1%	32.2%	18.2%	7.4%	4.1%	20.2%
Operates with a streamlined system of governance	12.4%	23.1%	20.7%	12.8%	6.2%	23.1%
Is implementing its revised system of governance	10.7%	28.9%	18.6%	6.2%	2.1%	31.8%

Public Image:

Q16 To what extent is the University of Scranton fulfilling the following goals:

	<i>Great</i>	<i>Moderate</i>	<i>Somewhat</i>	<i>Small</i>	<i>Not at all</i>	<i>Don't know</i>
Coordinates its efforts to make the broader public aware of its achievements and aspirations	31.4%	42.6%	14.0%	5.8%	0.8%	2.9%
Evaluates the success of its marketing plans and incorporates the results into future marketing plans	23.6%	26.0%	14.9%	2.9%	0.8%	28.5%

The Strategic Planning Process

Q17 Indicate your level of agreement with the following statements about the current Strategic Plan 2000-2005:

	<i>Agree Strongly</i>	<i>Agree Somewhat</i>	<i>Disagree Strongly</i>	<i>Disagree Somewhat</i>	<i>Don't Know</i>
All employees had the opportunity to participate in the strategic plan's development	16.1%	45.0%	6.2%	12.0%	19.4%
Open forums were an effective way of including University employees' input into the strategic plan's development.	17.4%	42.1%	6.6%	17.4%	15.3%
I understand the direction set by the strategic plan.	23.1%	50.8%	9.1%	9.1%	6.6%
I understand my role in helping to achieve the plan's goals.	23.6%	42.6%	12.4%	9.5%	9.9%
The plan helps me better understand the University's priorities.	21.9%	47.9%	10.7%	9.1%	8.7%
The strategic plan contains more goals and objectives than are feasible given the time frame and budget constraints.	25.6%	35.5%	5.0%	12.8%	19.4%
The strategic plan contains goals and objectives that are operational in nature.	16.1%	52.1%	4.5%	5.8%	19.8%
The process for developing the strategic plan was efficient and effective.	8.3%	34.3%	9.9%	14.5%	31.4%
The on-going process for tracking progress on the strategic plan (grids and update reports) is efficient and effective.	9.1%	35.1%	10.7%	14.0%	28.5%

Comments

- Q18 Please add any comments that you wish to make about the strategic planning process (development and progress reporting) here:** 13.6%
- Q19 Please add any comments about strategic issues that you believe should be addressed in the next strategic planning process here:** 13.6%

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Robyn Dickinson, Director
Valerie Taylor, Research Analyst
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