East Stroudsburg University
Goal Alignment Plan
Submission: December 20, 2019

Goal Strategy Template

University Name:	East Stroudsburg University
Strategy 1:	Recruitment: Align recruitment to changing demographics (Transfer, Returning Adult, Graduate Students).

Metrics Impacted:	**Performance Measure:**
	1. **Student Enrollment**
	    a. First-time undergraduate enrollment, by subpopulation
	    b. New transfer undergraduate enrollment, by subpopulation
	    c. Continuing undergraduate enrollment, by subpopulation
	    d. Graduate enrollment, by subpopulation
	    e. Non-degree enrollment population
	    f. Enrollment by family income, by income categories
	
	2. **Student Outcomes**
	    a. Credit completion ratio, by subpopulation
	    b. Six-year graduation rate, by subpopulation
	    c. Undergraduate transfer graduation rate, by subpopulation
	    d. Retention Rate , by subpopulation

Goal 1:	Increase enrollment from 6,214 in fall 2019 to 6,321 in fall 2023.
ESU Strategic Plan Goal 1:	Student Success at ESU: Achieving Higher Satisfaction, Retention, and Graduation

RATIONALE

The Institution's enrollment strategy includes initiatives to help meet the student completion and the economic/workforce goals of the University and the Commonwealth. Actions adopted by the University include restructuring enrollment targets and aligning the admission pipeline, improving financial aid efforts, working with community colleges to increase recruitment of transfer students, increasing non-traditional student populations, and marketing ESU summer school courses throughout Pennsylvania, New Jersey, and New York. Efforts to increase student enrollment at the University include the formation of University student marketing and retention committees (Student Success Network). The marketing and retention committees include recommendations generated by students, faculty, and staff focusing on gaining a greater understanding of the institution's market position, determining institutional branding objectives, and developing and monitoring comprehensive retention efforts. Additionally, ESU's strategies encompass student-centered teaching featuring experiential opportunities that include enrichment through the humanities, service-learning internship, study abroad, and sustainability, thereby preparing future leaders to meet the challenges of a complex and changing global society. Through initiatives detailed within this alignment, the University will continuously improve the recruitment, enrollment, and the academic experience of its undergraduate and graduate students. Major areas of undergraduate and graduate academic experience include education, business, STEM disciplines, health sciences, the creative and performing arts, and selected interdisciplinary degree programs in the humanities and social sciences.

SUPPORTING INITIATIVES

1. Support and develop academic programs that address statewide and regional economic and workforce development needs.
2. Create a pipeline for undergraduate transfer students by increasing the number of program-to-program articulation agreements with 2-year community colleges.
3. Create a pipeline for graduate school students by increasing the number of partnerships with local and regional employers.
4. Create a pathway for non-traditional and adult learners, those with some college credits, and other niche populations.
5. Increase and promote the University's online course offerings and degree programs, including multimodal opportunities.
6. Create and implement a financial literacy program through the use of upper-level peer mentors.
7. Increase the number of graduates employed in key workforce areas such as business, health sciences, hospitality and recreation, and STEM.
8. Increase and support programs, extracurricular activities, and student residential opportunities that reinforce University core values and classroom learning.

SUPPORTING PARTNERSHIPS

The University will work very closely with the business community, local and regional school districts, community college leaders, and other PASSHE institutions to form partnerships that will support the institution's enrollment strategies. These efforts will intensify over the next five years, with the development and implementation of new enrollment initiatives that will include efforts to attract non-traditional and adult learners, stop out and readmit students, and other niche populations.

MARKET ANALYSIS

Current learning and market information shows that potential students prize student-centered teaching and learning that emphasizes experiential education. Additionally, persistence and completion information show students that apply and augment classroom learning through a wide range of experiential opportunities, including internships, volunteerism and leadership development activities, undergraduate research, and study abroad are more successful in receiving a meaningful credential.

ANTICIPATED EXPENDITURE

During these years of cost containment, discretion is used in determining funding for new initiatives or priorities. Hence, ESU expects to shift expenditures internally to increase faculty, staff, and administrators' flexibility with their respective budgets, allowing them to apply the funds where needed as long as the mandatory expensesaremetappropriately.

ANTICIPATED REVENUE

The revenue forecast process at East Stroudsburg University focuses on the mission, resources, established goals, and coordination of the administrative divisions of the University. The process of determining revenue is conducted by the Division of Administration and Finance and involves several decision-making stages. Because of the financial combination of tuition increases and appropriation decreases, East Stroudsburg University now relies on student tuition more than on any other source to raise revenue to sustain the budget. Faculty and staff are more aware of the impact of the decreasing number of high graduate within the region. The institution identifies a number of initiatives each year designed to support the revenue goal that matches the enrollment projects.

STARTUP INVESTMENT REQUIRED AND HOW FUNDED

Continued implementation and funding of the University's recruitment strategies will involve the use of the current funds. No new investment is expected for the reporting period.

SYSTEM IMPLICATIONS

The University recognizes its role within System Redesign and will continue to emphasize student success.

University Name:	East Stroudsburg University
Strategy 2:	Improve the University's retention and graduation rates.

Metrics Impacted:	**Performance Measure:**
	 1. **Student Outcomes**
	    a. Credit completion ratio, by subpopulation
	    b. Undergraduate enrollment retention rate by subpopulation
	    c. Six-year graduation rate, by a subpopulation
	    d. Undergraduate transfer graduation rate by subpopulation
	
	 2. **Student Affordability**
	    a. Unmet need, by subpopulation
	    b. Average unmet need by family income, by income categories
	    c. Student affordability (net price), by subpopulation
	    d. Net price by family income, by income categories

Goal 2:	Increase the second-year retention rate of ESU's first-time, full-time degree-seeking undergraduates from 67% in 2019 to 75% in 2023.
Goal 3:	Increase a six-year graduation rate of ESU's undergraduates from 50% in 2019 to 51.6% in 2023.
ESU Strategic Plan Goal 1:	Student Success at ESU: Achieving Higher Satisfaction, Retention, and Graduation

RATIONALE

East Stroudsburg University (ESU) enrolled 1,134 first-time, full-time, degree-seeking freshmen into its 2018-2019 cohort. Of these, 67% were retained into the 2019-2020 academic year. As such, ESU's retention ranks 13/14 among the State System universities. ESU's retention rates are particularly concerning when disaggregated by subgroup. For example, retention rates for African-American females (62.2%), African-American males (62.5%), Hispanic females (63.6%), and Hispanic males (56.1%). Viewing retention data through the lens of family-income, financial literacy, and financial-aid support represent areas of support and/or improvement. Persistence and four to six-year graduation rates are also areas of focus (2012 cohort: 35% in year four, 47% in year five, and 50% in year six). Accordingly, supporting initiatives will extend beyond the freshman year through degree acquisition.

SUPPORTING INITIATIVES

1. Continuously assess the efficacy of developmental courses in English and Mathematics (i.e., RAND Study & implementation of ALEKS).
2. Continuously assess the efficacy of ESU's First-Year Experience (FYE) course for new undergraduate students.
3. Study and identify factors contributing to successful students and model services after their behavior.
4. Develop and provide services to students designed to "meet students where they are" and when they need them. Possible interventions include:
   a. Identify positive ways for men and women of color to develop identification with the institution and a sense of belonging through the Men of Color Alliance and Women of Color Initiative.
   b. Develop and implement programming for 1st generation students that includes early move-in program and programs focused on a successful transition to college.
   c. Develop strategies to encourage students and departments to utilize financial aid and student employment fully.

5. Increase the use of WARRIORfish (Starfish) across the University.
6. Increase the number of holistic pathways that combine academic, co-curricular, and career guidance.
7. Evaluate and amend services currently offered through the Department of Academic Enrichment and Learning (DAEL) and where appropriate adopt new practices to include holistic advising, increased tutoring support, financial literacy, and Health & Wellness services.
8. Develop and implement a systematic construct for students to identify their choice of major.
9. Provide holistic advising services to assist undeclared students through the major selection process.

SUPPORTING PARTNERSHIPS

The University's students of color retention initiatives are supported by multiple campus efforts, which ensures that diversity and inclusion are addressed throughout the curriculum and other activities. The division of Campus Life and Inclusive Excellence supports students through the Campus Assessment and Response Team (CARE), a newly hired Health and Wellness Case Manager, and drop-in services for mental health counseling. Identity-based mixers are created to establish networking opportunities for faculty, staff, and students. East Stroudsburg University's Student Success Network was established in September 2017; its purpose is to bring together a wide array of campus stakeholders to focus on student success, continue to implement initiatives designed to promote student academic success, retention, and graduation. In addition, the Student Success Network has focused its efforts on implementing WarriorFish for all students, not only for those who are struggling to reach their full academic potential. WarriorFish (Starfish by Hobson) is a student success solution consisting of early alerts, advising case management, degree planning, and analytics. The **Platform** supports our efforts in advancing academic success pathways, strengthening "academic, aspirational" advisement, and student success. In addition, ESU will work with the regional community colleges to provide an affordable and structured pipeline for those students who would benefit from an articulated academic pathway leading to a four-year credential.

MARKET ANALYSIS

The University has identified the supporting initiatives in an effort to impact persistence and completion. ESU understands that the more interventions, the greater the likelihood of improvement. In recent years, a number of Institutional initiatives have focused on first-year students. Although the University continues its efforts to support students during this critical transition year, market and ESU's data show the need for developing programs that focus on sophomores and other populations. The University recognizes that second-year retention alone is not the sole goal; ESU must retain students through graduation. Diversified programming meets the needs of a wide range of students.

ANTICIPATED EXPENDITURE

The University plans to reallocate existing resources by implementing a delicate balance of proactive and reactive internal funding constructs to support its persistence and completion agenda.

ANTICIPATED REVENUE

The anticipated revenues are those consistent with the collection of tuition and fee based on enrollment and retention projections contained within ESU's 2020/21 budget submission.

STARTUP INVESTMENT REQUIRED AND HOW FUNDED

It is anticipated that these initiatives will enable ESU to meet its revenue projection submitted with the FY 2020/21 Budget Report. These initiatives will be funded through the University's existing budget structure by reallocation of existing funds.

SYSTEM IMPLICATIONS

At ESU, the recruitment, retention, and completion of all students are University-wide concerns as it is with the State System; the campus will continue to explore ways to make positive contributions to improving its recruitment and retention efforts resulting in increased student FTE.

University Name:	East Stroudsburg University
Strategy 3:	Continue efforts to create an environment that prepares students to live and work in a diverse society.

Metrics Impacted:	**Performance Measure:**
	1. **Institutional Measure**
	   a. Faculty bysubpopulation
	   b. Staff bysubpopulation

Goal 4:	Increase the percent of faculty of color[1] from 6.4% in 2019 to 8.4% in 2023.
Goal 5:	Increase the percent of staff of color[2] from 29.67% in 2019 to 32.15% in 2023.
ESU Strategic Plan Goal 2:	Innovative Faculty: Developing a Culture of Research, Scholarship, and Continuous Learning and Rethinking the Preparation of Successful Graduates

RATIONALE

With both a culturally and ethnically diverse student population, East Stroudsburg University (ESU) provides programs, experiences, and a stimulating learning environment that mirrors the changing demographics within the region. Because of its significant role in the System and Commonwealth, ESU has a tri-fold mission of excellence in education, community service, and economic development. The University recognizes and is implementing new strategies to recruit, hire, and retain faculty and staff of color to support the institution's diverse student population. The University continues to develop strategies designed to enhance the diversity of faculty and staff. To assist the University in the hiring of faculty and staff of color, each division will deploy new strategies at the level of the hiring unit for achieving a diverse workforce at the University. To assist the University in the hiring of faculty and staff of color, a review of the effectiveness of these strategies will be conducted annually. By including this as a major goal within the State System's Goal Alignment, the University expects to make a transparent commitment to increasing the diversity of faculty and staff as well as establishing authentic role models for its students.

SUPPORTING INITIATIVE

1. Ensure an environment in which faculty and staff feel valued and appreciated (e.g., through the celebration of teaching excellence, scholarly achievement, and services).
2. Emphasize the need for diversity in all searches, emphasizing the recruitment of African American and LatinX faculty and staff.
3. Continue efforts to recruit and maintain a diverse faculty and staff for both temporary and tenure track faculty.
4. Develop and implement Implicit Bias training for faculty and staff search committees.
5. Increase collaboration with professional and academic organizations to identify and recruit faculty and staff of color.
   - Strategically recruiting diverse faculty through professional organizations or networks (e.g., The Black Doctoral Network Conference, Southern Region Education Board).
   - Reinstituting Frederick Douglass Scholar program to assist in recruiting and retaining underrepresented faculty.
6. Revise and implement hiring policies to establish standards for inclusive search processes.

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[1] Includes African American and LatinX permanent faculty
[2] Includes African American and LatinX permanent staff

7. Maintain current levels of support for the Faculty Mentor Program.
8. Develop and implement a committee on faculty recruitment and retention for a diverse faculty and staff.
   - Support the development of coordinated materials in a packet to be distributed to prospective faculty and staff.
   - Continue to distribute vacancy notices to Historically Black, Hispanic, and Native American colleges and universities that have doctoral programs.
   - Enter into formal agreements with Historically Black Institutions with doctoral programs with the goal of placing doctoral candidates in Frederick Douglas Scholar or tenure track faculty positions at East Stroudsburg University.
   - Provide mentors for new faculty members, priority for faculty of color.
9. Encourage and reward faculty and professional staff who engage in activities such as culturally relevant teaching, scholarship, workshops, professional presentations, and artistic/creative activities that reflect positively on the University.
10. Increase professional development opportunities for faculty and staff (i.e., training, workshops).

SUPPORTING PARTNERSHIPS

The Offices of the Provost, Campus Life and Inclusive Excellence, and Human Resources have partnered to attended receptions for potential applicants, attendance at job fairs, and travel to conferences. The highly supported Frederick Douglass Institute remains an important element of the University's faculty and staff recruitment strategies and plays a central role in attracting and retaining eminently qualified African-American and LatinX faculty. Additionally, the University will continue to recruit at venues such as The Black Doctoral Network Conference and the Southern Region Education Board.

MARKET ANALYSIS

N/A

ANTICIPATED EXPENDITURE

These initiatives will be funded through the University's existing budget structure and where appropriate, budget reallocations will be made to support these strategies.

ANTICIPATED REVENUE

N/A

STARTUP INVESTMENT REQUIRED AND HOW FUNDED

These initiatives will be funded through the University's existing budget structure and salary pool by the reallocation of existing funds.

SYSTEM IMPLICATIONS

The recruitment of diverse faculty and staff is a challenge facing the Institution and the State System. As such, the University continues to become much more thoughtful and systematic in its efforts to engage in the meaningful recruitment and retention of faculty and staff of color.

University Name:	East Stroudsburg University
Strategy 4:	Improve support systems for Students of Color.

Metrics Impacted:	**Performance Measure:**
	1. **Student Enrollment**
	    a. First-time undergraduate enrollment, bysubpopulation
	    b. New transfer undergraduate enrollment, bysubpopulation
	    c. Continuing undergraduate enrollment, bysubpopulation
	    d. Graduate enrollment, by subpopulation
	    e. Non-degree enrollment population
	    f. Enrollment by family income, by income categories
	
	2. **Student Outcomes**
	    a. Credit completion ratio, by subpopulation
	    b. Six-year graduation rate, by subpopulation
	    c. Undergraduate transfer graduation rate, bysubpopulation
	    d. Retention Rate , bysubpopulation
	
	3. **Student Affordability**
	    a. Unmet need, by subpopulation
	    b. Average unmet need by family income, by incomecategories
	    c. Student affordability (net price), bysubpopulation
	    d. Net price by family income, by income categories

Goal 6:	Through 2023, maintain the percentage of undergraduate Students of Color at a level equal to or greater than the 2019 level of 40.3%.
ESU Strategic Plan Goal 4:	A Strong Sense of Community: Understanding and Living ESU's Mission and Values and Building a Commitment to Our Community and Region

RATIONALE

Although East Stroudsburg University has had success in recruiting and enrolling students of color, the University is committed to increasing the persistence and completion rates of these students. At an institution that prides itself on personal contact and support systems for students of color, ESU is not satisfied with overall persistence and completion rates that fluctuate near the average for comparable institutions. The University is concerned about the lower graduation and, especially, retention rates for males compared to females. The gap has been persistent and, in the case of retention, has been increasing. In addition to the Institution's concern about males being retained and graduating at rates lower than females, the University has a special concern about the persistence to graduation of African-American and Hispanic males, who graduate at rates consistently lower than White males. The University is also aware that low-income students often have greater risk factors and are more likely to leave without earning a degree. Feeder schools in disadvantaged areas often have fewer resources, so at higher rates, these students enter underprepared. Also, in examining the percentage of low income ($0 - 30,000) students entering the University, there has been a steady increase.

SUPPORTING INITIATIVES

1. Support for the Men of Color Alliance (MOCA).
2. Support for the Diversity Dialogue.
3. Support for the Center for Multi-cultural Affairs and Inclusive Education
4. Establish and support the Women of Color Initiative.
5. Continue to support the Diversity & Inclusion Committee.

6. Develop specific programs and strategies to sustain success in second-year retention and into subsequent years.
    a. Develop and implement sophomore programs that specifically address the needs of second-year students, based on consultation with peer institutions with a better second to third-year retention rates.
    b. Continue the current assessment of the transition that students make into academic departments.

SUPPORTING PARTNERSHIPS

The University continues to maintain and initiate 2+2 program partnerships with community colleges and other PASSHE institutions; however, dual admission programs have become a new focus. The University's colleges continue to explore additional dual-admission programs. In addition, the University continues to develop online programs.

MARKET ANALYSIS

East Stroudsburg University acknowledges that a number of students leave for other than academic reasons. Often it is for financial reasons. Through talking groups with students and listening tours with faculty and staff in the Student Success Network, the University has gained further insight into some of the factors that may be impacting retention and completion. Although the information collected has been primarily anecdotal, it has been valuable in identifying some of the reasons that students are leaving the University. In order to make the Institution's efforts more systematic, ESU is recommending the initiatives above. This will enable the University to devise strategies that are more intentionally targeted to address the issues that students are identifying.

ANTICIPATED EXPENDITURE

As noted earlier, enrollment initiatives will be funded through the University's existing budget structure and where appropriate, budget reallocations will be made to support these strategies.

ANTICIPATED REVENUE

The anticipated revenue generated by these initiatives supports the submitted FY 2020/21 Budget Report revenue goals that align to the enrollment and retention projections.

STARTUP INVESTMENT REQUIRED AND HOW FUNDED

N/A

SYSTEM IMPLICATIONS

At ESU, the success of students of color is a University-wide priority, as it is with the State System. The University is committed to the success of its students of color and will continue to explore ways to improving success.