

EAST STROUDSBURG UNIVERSITY STRATEGIC PLAN 2025-2028

**“ESU: CREATING OPPORTUNITIES
THROUGH COMMUNITY,
ENGAGEMENT, & BELONGING”**



COMPILED SPRING 2023 THROUGH FALL 2024

By Strategic Planning Committee Co-Chairs
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In Consultation with President Kenneth Long,
The Strategic Planning Committee, and President's Cabinet

Introduction by University President Long

After more than a year in the making, I am pleased to share East Stroudsburg University's 2025-2028 Strategic Plan, *ESU: Creating Opportunities through Community, Engagement, & Belonging*. This plan embodies our collective dedication to our students, faculty, staff, and community, and stands as a testament to the resilience and perseverance that have characterized ESU in recent years. As we navigate a post-pandemic world and build on the legacy of former President Marcia Welsh's leadership, this strategic plan serves as a blueprint for our future, designed to create lasting opportunities for all members of our university community.

Our previous strategic plan, *Students First: Empowering Innovation through Collaboration 2017-2020*, laid the groundwork for significant advancements in academic excellence, innovation, and collaboration. However, ESU, higher education, and frankly the world has significantly changed since that time. The COVID-19 pandemic has challenged us to rethink how we deliver education and support our students, while also highlighting the importance of belonging, community, and technological advancement in a modern learning environment. With these lessons in mind, our new strategic plan focuses on four key areas that will drive ESU forward.

First, we will **Develop a Culture of Student Success** by continuing to place students at the center of all we do. This means providing tools, support, and opportunities for academic achievement, personal growth, and lifelong success. Our focus will be on enhancing student engagement, promoting inclusivity, and ensuring that every student has the resources they need to thrive in a competitive and evolving world.

Second, we are committed to **Fostering a Community of Belonging**, where every individual feels valued, respected, and empowered. "Where Warriors Belong" is not just an aspirational slogan at ESU—it embodies the characteristic that defines our community and is the foundation of the educational experience we aspire to provide. We will actively create spaces for dialogue, understanding, and collaboration, ensuring that everyone feels a genuine sense of belonging.

Third, we will **Optimize Information Technology** to better support learning, teaching, and university operations. The rapid advancements in digital technology offer unprecedented opportunities to enhance how we communicate, engage, and innovate. We are committed to modernizing our infrastructure and ensuring that our technology is accessible, reliable, and forward-thinking, creating a digital environment that supports both current and future needs.

Finally, we will **Create an Engaged and Motivated Workforce** by cultivating a supportive and dynamic environment for our faculty and staff. Our employees are our greatest asset, and we will invest in their professional development, well-being, and growth. By fostering a culture of collaboration, recognition, and innovation, we will empower our employees to make meaningful contributions to the university's mission and vision.

As an extension of “Where Warriors Belong,” we believe that ESU is a place where courage – a key characteristic in our students – finds confidence, opportunity, and community. Through these four areas, I genuinely believe that our faculty, coaches, and staff will guide our students through their higher education journey and into a successful future.

As a regional public comprehensive university, I am confident that *ESU: Creating Opportunities through Community, Engagement, & Belonging* will not only guide us through the next three years but also position East Stroudsburg University as a leader in higher education. Together, we will build a future where opportunity, innovation, and belonging are at the heart of everything we do.

ESU’S AREAS OF FOCUS FOR CREATING OPPORTUNITIES THROUGH COMMUNITY, ENGAGEMENT, & BELONGING

- Area of Focus 1 – Develop a Culture of Student Success
- Area of Focus 2 – Foster a Community of Belonging
- Area of Focus 3 – Optimize Information Technology
- Area of Focus 4 – Create an Engaged and Motivated Workplace

AREA OF FOCUS 1: DEVELOP A CULTURE OF STUDENT SUCCESS

“Student Success” at East Stroudsburg University encompasses persistence, academic achievement, degree completion, and advancement into a successful career path, in addition to holistic factors that influence personal validation and a meaningful life. In order to create a Culture of Student Success at East Stroudsburg University, the campus community will focus on and embrace a clear understanding of how the university measures student success.

To create such a culture, ESU will encourage students to envision their future aspirations and the academic curricula and skills necessary to achieve their goals and to shape an inclusive and sustainable world. The university will also support and celebrate faculty and staff who embrace the scholarship of teaching, student success, and a culture of assessment.

Goal 1: Implement a retention plan that is data informed and based on the work of the Gardner Retention Performance Management (RPM) initiative.

In Spring 2023, ESU launched the Retention Performance Management program in collaboration with the John Gardner Institute. More than 40 faculty, staff, and administrators came together to analyze ESU’s retention and progression data, aiming to develop equitable recommendations for enhancing student success.

- ◆ Objective 1: Utilize data to implement evidence-based solutions.
 - ❖ Action 1:1: Train faculty, staff, and administrators in data analytics, assessment, and actionable strategies.
 - KPI 1: Increase trained staff.

- Timeline:
 - Train 25% of the faculty and staff each semester over two years (25% fall, 25% spring, 25% fall, 25% fall, 25% spring).
- ❖ Action 1:2: Implement a retention plan based on the 5 identified themes (data, culture, onboarding, academic success, retention).
 - KPI 1: Increase retention.
 - Timeline:
 - Year 1: Fall to fall <73%.
 - Year 2: Fall to fall <75%.
 - Year 3: Fall to fall <78%
- ❖ Action 1:3: Assess current degree completion processes that are perceived as obstacles to efficient completion and identify and implement new processes to accelerate the degree completion process.
 - KPI 1: Assess obstacles to degree completion and improve.
 - Timeline:
 - Year 1: Assess and improve 25% of our processes.
 - Year 2: An additional 25% of our process assessed and improved.
 - Year 3: An additional 50% of our processes assessed and improved.
- ◆ Objective 2: Identify student support initiatives that focus on student success.
 - ❖ Action 2:1: Assess the impact of current student support programs in order to strategically allocate resources.
 - KPI 1: Assess success of current student support services.
 - Timeline:
 - Year 1: Identify baseline and develop rubric or model using national benchmarks to assess programs.
 - Year 2: Implement assessment model/s.
 - Year 3: Assess and allocate funds to successful initiatives.
 - ❖ Action 2:2: Research new student success programs that are relevant to meeting the needs of current and future student populations.
 - KPI 1: Research new student success programs.
 - Timeline:
 - Year 1: Assess and research demographic needs of current student body.
 - Year 2: Develop and test models.
 - Year 3: Assess and scale successful programs.
- ◆ Objective 3: Redesign the General Education program.
 - ❖ Action 3:1 Assess and redesign the General Education program to fit current state requirements to prepare students with the curricula and skills necessary for advancement into a successful career path, and to shape a more equitable and sustainable world.
 - KPI 1: Year 1: Assess current General Education program.
 - KPI 2: Year 2: Re-design new program aligning with PDE and simplify design to reduce confusion and barriers in progress to graduation.

- KPI 3: Year 3 - Implement new/modified program and create and implement an assessment plan for new program.
 - Timeline:
 - Year 1: Form taskforce to assess current GE program.
 - Year 1: Taskforce will survey, faculty, and students.
 - Year 1: Taskforce will deliver report of their findings to the President.
 - Year 2: Taskforce will research current trends in GE programs across the country.
 - Year 2-3: Taskforce will use data and evidence found in assessments and research to design/update the GE program.
 - Year 3: Implement suggested changes to GE program.
 - Year 3: Create an assessment plan for the GE program.
 - Year 3: Implement assessment plan for the GE program.

Goal 2: Implement the Aspen/American Association of State Colleges and Universities (AASCU) Transfer Student Success and Equity plan for enhancing relationships with transfer partners.

During the FY 22-23 academic year, ESU participated in the Aspen/American Association of State Colleges and Universities (AASCU) Transfer Student Success and Equity initiative. That collaborative experience resulted in a plan to improve the transfer process for students in addition to strengthening the relationships with transfer partners and community colleges.

- ◆ Objective 1: Improve enrollment, retention, progression, and graduation of transfer students at ESU.
 - ❖ Action 1:1: Identify and remove obstacles in the transfer process.
 - KPI 1: Assess all onboarding processes identifying barriers.
 - KPI 2: Increase transfer students' progression, completion, and graduation.
 - KPI 3: Decrease transfer student stop outs by 5 % each year over 3 years.
 - Timeline:
 - Year 1: Form Taskforce to assess all onboarding processes for transfer students.
 - Year 2: Taskforce to chart improved onboarding/registration processes for transfer students.
 - Year 1: Increase transfer success by 4%.
 - Year 2: Increase transfer success by 4%.
 - Year 3: Increase transfer success by 2 %.
 - Year 1: Decrease transfer stop outs by 2%.
 - Year 2: Decrease transfer stop outs by 2%.
 - Year 3: Decrease transfer stop outs by 1%.
 - ❖ Action 1:2: Improve the onboarding and registration process
 - KPI 1: Decrease time to registration from application to admittance to 24 hours.
 - Timeline:
 - Year 1: Decrease time to registration from application to one week.

- Year 2: Decrease time to registration from application to 3 days.
 - Year 3: Decrease time to registration to 24 hours.
 - ❖ Action 1:3: Improve and decrease time in transfer credit assessment to avoid credit loss and increased expense and debt for transfer students.
 - KPI 1: Improve transfer credit process.
 - Timeline:
 - Year 1: Train staff, faculty, and students in the up-to-date transfer regulations (30 credit framework and AA transfer).
 - Year 2: Improve transfer credit transcript assessment through new technologies.
 - Year 3: Assess speed and accuracy of new technologies.
 - ❖ Action 1:4: Assess, compare, and align technology usage with community college partners
 - KPI 1: Assess alignment with Transfer Partner's technology (D2L, Starfish).
 - Timeline:
 - Years 1-3: Six Community College partners will be assessed and aligned with, targeting highest yielding colleges.
- ◆ Objective 2: Improve transfer students' sense of belonging.
 - ❖ Action 2:1: Host "Transfer Week Celebrations" each year to engage and acknowledge transfer students.
 - KPI 1: Assess and improve transfer student experience
 - Timeline:
 - Year 1: Plan and implement, then assess transfer week.
 - Year 2: Implement with improvements based on assessment. Assess again.
 - ❖ Action 2:2: Create transfer students club (to immediately provide support both social and academic as they become part of the greater ESU community).
 - KPI 1: Create, plan, implement, and assess.
 - Timeline:
 - Year 1: Start transfer student club.
 - Year 2: Assess sense of support provided through surveys and discussion groups.
 - ❖ Action 2:3: Acknowledge transfer students at all events (Open Houses, Orientations, Convocations, and media outreach) to create a sense of recognition and belonging.
 - KPI 1: Assess transfer student experience through surveys (online) and group meetings (face-to-face) at key transfer events (orientations, transfer week, club meetings, town halls) each semester. Utilize data from these assessments to strengthen transfer student experience.
 - Timeline:
 - Year 1-3: Acknowledge transfer students during events on campus (Open House, Orientations, Convocations, and media outreach) to create a sense of recognition and belonging.
 - ❖ Action 2:4: Develop and implement an effective and efficient transfer student orientation.

- KPI 1: Develop and implement an effective and efficient transfer student orientation.
 - Timeline:
 - Year 1: Intentional outreach to all transfer students is implemented at orientation.
 - Year 2: Transfer component is planned and introduced to Warrior Welcome. Assess through surveys and focus groups.
 - Year 3: Improve transfer component at Warrior Welcome and assess again.
 - Year 1: Plan intentional orientation sessions for transfer students. Implement and assess.
 - Year 2: Make changes based on assessment to orientation sessions. Assess for impact through surveys and focus groups.
 - Year 3: Make changes and assess again.
- ◆ Objective 3: Strengthen relations with local transfer partners.
 - ❖ Action 3:1: Support communities of practice with educational partners (sharing best practices, invite faculty from local community colleges to present at the ESU Provost's Colloquium Series).
 - KPI 1: Develop communities of practice with transfer partners.
 - Timeline:
 - Year 1: Focus on nurturing relationships with two Community College partners holding transfer summits.
 - Year 2: Focus on nurturing relationships with two additional Community College partners expanding transfer summits.
 - Year 3: Focus on nurturing two additional Community College partners expanding transfer summits.
 - ❖ Action 3:2: Continue to nurture and expand relationships with transfer partners (for example yearly breakfast summits, shared exhibitions, and co-sponsored events).
 - KPI 1: Continue outreach to new Community College partners.
 - Timeline:
 - Year 1: Focus on nurturing relationships with 2 Community College partners holding transfer summits.
 - Year 2: Focus on nurturing relations with 2 additional CC partners expanding transfer summits.
 - Year 3: Focus on nurturing 2 additional CC partners expanding transfer summits.
 - ❖ Action 3:3: Improve ESU course maps so transfer students will better understand degree requirements.
 - KPI 1: Improve and redesign ESU course maps so transfer students will better understand degree requirements.
 - Timeline:
 - Year 1: Redesign and align course maps for top transfer programs at one Community College partner.

- Assess design with students and advisors.
- Year 2: Implement new course maps, then add two more Community College partners.
 - Assess and make changes.
- Year 3: Expand use of course maps, adding two more of our top Community College partners.

Goal 3: Improve the onboarding process for both undergraduate and graduate students.

Create, implement, and access an onboarding process that is designed to address student needs, promote self-advocacy, and result in increased persistence and completion for all students.

- ◆ Objective 1: Design a class schedule that offers a range of course delivery formats that will meet the needs of all students (residential, distance education, adult learners, dual enrolled) and enable timely completion.
 - ❖ Action 1:1: Provide students with clear information that empowers them to declare majors and choose schedules for themselves.
 - KPI 1: Year 1: (fall, winter, spring, summer) Implement Course Dog Curriculum and scheduling system.
 - KPI 2: Design and implement a course schedule based on student demand and success.
Timeline:
 - KPI 3: Review and assess (surveys, data analytics, focus groups) on how students receive major and career counselling.
 - KPI 4: Implement a strategic pathway of assessment, advising, and coaching for students to make informed choices on majors and careers.
 - KPI 5: Review, assess, and simplify all registration processes (including financial aid).
➤ Timeline:
 - Year 1: Implement Course Dog events system.
 - Year 2: Implement Course Dog catalogue and curriculum systems.
 - Year 3: Implement Course Dog course scheduler system.
 - Year 1: Review and assess the entire course schedule.
 - Assess availability of space.
 - Assess current needs (program array, GE demand, student population, modality).
 - Year 2: Design a schedule based on assessment. Utilize course scheduler to design and adjust schedule to meet needs of students based on course demand and success. Incorporate training of deans, chairs faculty, and staff on how to build a student-centered schedule.
 - Year 3: Implement new schedule and assess effectiveness.
 - Year 1: Assess advising and coaching protocols (faculty, career advisors, and success coaches).
 - Year 2: Design updated protocols based on assessment. Train, implement and assess new protocols.

- Year 3: Continue training and assessing new advising protocols.
 - Year 1: Form cross divisional committee to assess current process identifying all roadblocks in the registration process.
 - Year 2: Design new registration process removing identified barriers.
 - Year 3: Implement new registration process and assess success.
- ◆ Objective 2: Identify and remove barriers in the onboarding process.
 - ❖ Action 2:1: Redesign and simplify the math placement process.
 - KPI 1: Increase the number of students who complete college Math in their first year.
 - KPI 2: Assess and implement adaptative courseware, and multiple measures for math placement.
 - Timeline:
 - Year 1: Analyze the number of students who complete college Math the first year (Including assessment of success rates and students who do not register for a course). Review and assess academic onboarding process (including math placement).
 - Year 1: Implement ALEKS adaptive software.
 - Year 2: Assess and make changes to the evidence provided.
 - Year 3: Assess and make changes to the evidence provided.
 - ❖ Action 2:2: Implement a holistic model to meet students' needs.
 - KPI 1: Implement math pathways (College Algebra, Statistics, Math for liberal Arts) and corequisite model for English.
 - Timeline:
 - Year 1: Assess the programmatic needs across colleges of Math and English courses.
 - Year 2: Design math pathways to meet students' needs.
 - Year 2: Design Co-requisite model courses for English and Math, develop wrap around supports.
 - Increase completion of first year English and Math courses by 5 %.
 - Year 3: Implement and communicate to the campus (faculty, advisors, coaches) the available pathways, co-requisite courses and wrap around supports for Math and English. Create assessment plan for all pathway and co-req models.
 - Year 3: Increase completion of first year English and Math courses by an additional 5%.
 - ❖ Action 2:3: Implement an actionable and flexible support model utilizing student success coaches to improve persistence and completion rates. Students will experience support at key junctures of their academic pathway - from their initial onboarding through their academic life cycle (tutoring, financial aid, counseling), thus enabling them to persist and complete in a timely manner.
 - KPI 1: The office of the Associate Provost of Student Success will create and oversee the implementation of success coaches.
 - Timeline:
 - Year 1: Create structure for success coaches.

- Year 2: Implement utilization of success coaches and begin assessment.
- Year 3: Assess and modify models for success coaches.

Goal 4: Improve and implement academic advising throughout the student's academic life cycle.

Create a robust and consistent academic advising model for faculty that is designed to improve graduation rates for undergraduate and graduate students.

- ◆ Objective 1: Improve and implement a consistent academic advising process for all students.
 - ❖ Action 1:1: Assess and improve the current advising processes.
 - KPI 1: Assess all processes, identifying barriers.
 - Timeline:
 - Year 1: Complete assessment.
 - ❖ Action 1:2: Offer workshops on best practices in advising and mentoring to faculty (acknowledge participation in the tenure, promotion, and review process).
 - KPI 1 – Design and offer workshops for faculty to attend.
 - Timeline:
 - Year 1: Fall, 25% of faculty attend or complete training or workshops on advising and mentoring. Spring, 25% of faculty, repeat following year.
 - ❖ Action 1:3: Provide training on technology (WarriorFish, Degree Works) for all student facing faculty, staff, and students.
 - KPI 1: Establish a year-round cycle of technology training, synchronous and asynchronous through CTT.
 - Timeline:
 - Year 1-3: 25% of faculty participate and repeat each semester until all faculty have been trained.
 - ❖ Action 1:4: Improve and update all curricular maps for easier advising.
 - KPI 1: Review, design, and update all four-year plans.
 - Timeline:
 - Year 1: Research design and implement across all four colleges.
 - ❖ Action 1:5: Design and utilize co-curricular maps for all colleges.
 - KPI 1: Design and implement co-curricular maps.
 - Timeline:
 - Year 1: Design and implement co-curricular maps for all colleges.
 - ❖ Action 1:6: Create an advising website for faculty with resources (check lists, financial aid information, academic progression information, asynchronous training modules, advising syllabi).
 - KPI 1: Review and design a faculty advising website.
 - Timeline:
 - Year 2: Design and complete website.

- ❖ Action 1:7: Increase the utilization of the Office of Career and Workforce Development Services to support career preparation, facilitate internships and aid in job placement.
 - KPI 1: Create intentional workshops for students offered by OCWDS.
 - Timeline:
 - Year 1-3: Increase intentional use of career advisors by 33% each year over 3 years.

Goal 5: Create a professional development program for faculty.

Implementing evidence based and inclusive student success strategies will promote learning, engagement, persistence, and an increase in graduation rates.

- ❖ Action 1:1: Implement a meaningful and sustained professional development program that includes various credentialing options.
 - KPI 1: Offer faculty opportunities to develop DE teaching skills through ESU's Digital Fellows program and/or ACUE, QM, or other nationally recognized courses.
 - Timeline:
 - Year 1: 20% of full-time tenure track faculty will have completed training.
 - Year 2: An additional 20% of full-time tenure track will complete training.
 - Year 3: An additional 10% of full-time tenure track will complete training.
- ❖ Action 1:2: Align all Distance Education courses with national course design and delivery standards.
 - KPI 1: Assess all distance education courses offered to an established course design rubric. Update training and course design where needed.
 - Timeline:
 - Year 1: Assess and update 25% of DE courses.
 - Year 2: Assess and update another 25% of DE courses.
 - Year 3: Assess and update another 50% of DE courses.
- ❖ Action 1:3: Align and plan for all students to experience courses utilizing High Impact Practices (HIPS) (capstone courses and projects, collaborative assignments and projects, common intellectual experiences, E-portfolios, first-year seminars and experiences, global learning and diversity, internships, learning communities, service and community-based learning, undergraduate research, writing intensive courses, global engagement) throughout their academic journey.
 - KPI 1: Assess course experience of student feedback (surveys), and impact on students through surveys, trained reflection and increased student success (reduced DFWI rates).
 - KPI 2 Encourage faculty to increase the use of High Impact Practices in their courses by 15% each year (over 3 years).
 - Timeline:

- Year 1: Design and implement voluntary mid-term assessment with a sample group of faculty. Assess and make changes.
- Year 2: Implement voluntary mid-term assessment with several departments. Assess and make changes.
- Year 3: Implement voluntary assessment in a college. Assess success rates in classes.
- Year 1: Assess courses that are and are not using HIPs.
- Year 1: Provide faculty development in incorporating HIPs (service learning, work-based learning, undergraduate research) into courses.
- Year 2: Assess success rates that have included HIPs.
- Year 2: Increase use of HIPs by 20% in one year.
- Year 3: Assess and increase use of HIPs by another 20%.

Goal 6: Recognize innovation in teaching, research, and student success initiatives.

ESU will recognize and celebrate the importance of innovation in creating a culture of student success and embrace and recognize the scholarship of teaching and learning for the entire campus community.

- ❖ Action 1:1: Recognize faculty by implementing programs such as the “Thank a Professor” program. Create innovative teaching awards to celebrate faculty scholarship in teaching.
 - KPI 1: Implement “Thank a professor” campaign – Spring 24. Measure number of recognitions.
 - Timeline:
 - Year 1: Design and Implement “Thank a Professor Program”.
 - Year 2: Assess, amend, repeat.
 - Year 3: Repeat.
- ❖ Action 1:2: Support and recognize innovation in teaching through grants, travel, and workshop funds.
 - KPI 1: Offer Innovation in Teaching Grants.
 - KPI 2: Through recommendations and assessments develop and introduce “Innovation in Teaching” awards (one in each college). Begin awarding during the academic Year 24-25 – awarded in the Spring. Assess applications and the impact of awarded grants and awards on increased student success (as well as engagement and attendance).
 - Timeline:
 - Year 1: Offer first round of Innovation in Teaching Grants.
 - Year 2: Assess grants awarded. Assess impact and change requirements if needed. Offer 2nd round of Innovation in Teaching Grants.
 - Year 3: Assess grants awarded – Assess impact? Offer 3rd round of Innovation in Teaching grants.
 - Year 1: Strike committee to form guidelines for the awards and then seek recommendations from faculty in each college.
 - Year 2: Award recipients. Review guidelines and repeat process.

- Year 3: Award recipients. Review guidelines and repeat process.
- ❖ Action 1:3: Develop a faculty presentation, recognition, and celebration of research (poster papers).
 - KPI 1: Increase faculty morale by recognizing their contributions to student success initiatives and good advising in promotion and tenure.
 - KPI 2: Survey faculty each time they complete professional development and assess results to identify additional needs.
 - Timeline:
 - Year 1: Faculty present their research at OSPR recognition ceremonies.
 - Year 2: Faculty are recognized for good advising through awards and receptions (1st year advisors, mentorship awards, research mentors).
 - Year 3: Successful faculty and staff Student Success initiatives receive campus wide recognition.
 - Year 1: Assess provide professional development through surveys, focus groups as well as success rates, retention, and completion data.
 - Year 2: Provide additional professional development based on data gathered. Assess again.
 - Year 3: Provide additional professional development based on data gathered. Assess again.

AREA OF FOCUS 2: FOSTER A COMMUNITY OF BELONGING

Fostering a community of belonging establishes the foundation for trust, inclusivity, and active listening. A sense of belonging positively impacts performance, retention, morale, school spirit, and engagement, and leads to strategic problem solving and critical decision making. Ultimately, a sense of belonging is the key to realizing potential and the catalyst for creating a campus culture that is defined by respect and gratitude - a place where faculty, students, staff, alumni, and campus guests are valued – A Place Where Warriors Belong.

Goal 1: Create an accessible and equitable environment to foster success and nurture a sense of belonging.

ESU is committed to being intentional in establishing a campus environment that embodies equity, inclusion, access, respect, acceptance, and opportunity. ESU is dedicated to the pursuit of inclusive excellence, recognizing that a diverse community drives innovation and enhances the university's collective strength. By prioritizing these core values, ESU will cultivate a sense of belonging for all members of the campus community. ESU understands that fostering an

inclusive environment is crucial for empowering individuals and ensuring that everyone has the opportunity to contribute and thrive.

- ◆ Objective 1: The Presidential Commission on Community and Belonging will lead the development of educational programs and campus climate surveys.
 - ❖ Action 1:1: Implement programs that support a sense of belonging.
 - KPI 1: Achieve at least 70% participation in each of the three assessed programs per semester. Track data via the new engagement app; analyze participation by key demographics.
 - KPI 2: Attain an average satisfaction rating of 70% or higher for each assessed program. Collect survey feedback and analyze participation by key demographics.
 - KPI 3: Complete assessments for all three identified programs each semester. Document assessment results, including participation, feedback, and outcomes, in a formal report each semester.
 - KPI 4: Implement at least two new improvements in a subsequent semester based on program assessments. Document new initiatives and track their development and outcomes.
 - Timeline:
 - Spring 2025: Select the three key programs for review and analysis.
 - Fall 2025: Deploy survey. Collect and analyze data. Determine to continue with the same three key programs for the remainder of the academic year or introduce another three programs for the spring semester.
 - Spring 2026: Deploy survey. Collect and analyze data.
 - Summer 2026: Review analysis and recommendations. Adjust programs for the following year.
 - Fall 2026: Continuation of fall programs review and analysis.
 - Spring 2027: Continuation of spring program review and analysis.
 - Summer 2027: Review analysis and recommendations. Adjust programs for the following year.
 - Fall 2027: Conduct evaluation of key programs assessed in the past two academic years. Report on findings as they relate to focus area and student body changes. Make recommendations for continuous improvement for a future strategic plan cycle.
- ❖ Action 1:2: Assist in the coordination, distribution, and assessment of a campus climate survey every 2 to 3 years.
 - KIP 1: Develop and deploy the five-question survey at a minimum of three key student contact points each semester. Track the creation, approval, and deployment of the survey through institutional research each semester.
 - KPI 2: Achieve a 30% response rate in year one and increase by at least 15% each subsequent year. Monitor and report the number of completed surveys related to the total outreach.
 - KPI 3: Complete analysis and summary reports for all survey results within four weeks of data collection each semester. Document and distribute reports to relevant stakeholders, including trends and recommendations.

- KPI 4: Develop a baseline for perceived sense of belonging and improve the average score measured by at least 5% annually based on survey responses. Analyze survey results and compare them to previous semesters' data.
- KPI 5: Implement at least two new improvements per year based on survey findings. Record and track initiatives developed from survey data, including implementation timelines and outcomes.
 - Timeline:
 - Spring 2025: Begin Campus Climate Survey reviews.
 - Fall 2025: Complete Campus Climate Survey reviews.
 - Spring 2026: Analyze survey data.
 - Fall 2026: Present recommendations for development of a Campus Climate Survey.
 - Spring 2027: Deploy new Campus Climate Surveys – one for students and one for employees.
 - Summer 2027: Analyze survey data.
 - Fall 2027: Share survey results with campus community.
- ◆ Objective 2: Establish a comprehensive, university-wide communication plan to ensure the efficient and effective dissemination of information.
 - ❖ Action 2:1: Conduct an analysis of ESU's communication flow.
 - KPI 1: Identify ESU's official modes of communication and assess their effectiveness.
 - KPI 2: Identify at least three key areas for improvement in communication flow.
 - KPI 3: Develop a plan for regular assessment and updates.
 - KPI 4: Disseminate the plan to community stakeholders via the Marketing and Communication webpage.
 - Timeline
 - Spring 2025: Identify working group to identify ESU's official modes of communication.
 - Fall 2025: Collect user feedback to identify at least three key areas for improvement.
 - Spring 2026: Analyze feedback and develop a report with recommendations.
 - Fall 2026: Begin implementing initial improvements.
 - Spring 2027: Expand implementation of additional recommended changes.
 - Fall 2027: Assess improvements and determine next steps for future refinements.
 - ❖ Action 2:2: Evaluate the process for reporting incidents that impact the campus community.
 - KPI 1: Identify and review all current reporting mechanisms for campus incidents.
 - KPI 2: Conduct focus groups or stakeholder meetings to assess user experience and barriers to receiving reports.

- KPI 3: Achieve at least 70% satisfaction from campus community members regarding incident reporting clarity and accessibility.
- KPI 4: Benchmark ESU's reporting processes against peer institutions.
 - Timeline:
 - Spring 2025: Review existing reporting mechanisms and identify gaps.
 - Fall 2025: Conduct focus groups or stakeholder meetings to assess user experience and barriers to receiving reports.
 - Spring 2026: Analyze satisfaction data.
 - Fall 2026: Implement updates to the reporting system.
 - Spring 2027: Launch awareness campaigns to educate the campus community on the updated system.
- ❖ Action 2:3: Develop a multi-tier structure to differentiate between general information, safety updates, and threats to the campus.
 - KPI 1: Research and analyze best practices for tiered communication structures at other universities.
 - KPI 2: Develop a draft multi-tier communication structure outlining categories and response protocols.
 - KPI 3: Conduct training sessions for key personnel on utilizing the tiered structure effectively.
 - KPI 4: Measure effectiveness by achieving at least 75% positive feedback from campus community members in post-implementation surveys.
 - Timeline:
 - Spring 2025: Research best practices for tiered communication systems.
 - Fall 2025: Develop an initial framework for multi-tier communication.
 - Spring 2026: Conduct campus-wide feedback sessions and refine the framework.
 - Fall 2026: Implement the new multi-tier system.
 - Spring 2027: Provide training sessions for faculty, staff, and students.
 - Fall 2027: Assess effectiveness through feedback and system analytics.
- ◆ Objective 3: Develop a civic engagement and service-learning strategy.
 - ❖ Action 3:1: Seek grants and professional development to support civic engagement and service learning.
 - KPI 1: Identify opportunities to support campus-wide civic engagement and service-learning initiatives.
 - KPI 2: Identify funding sources to support civic engagement and service-learning.
 - KPI 3: Create professional development opportunities related to civic engagement and service-learning.
 - KPI 4: Track and report the number of student participants.
 - Timeline:
 - Spring & Fall 2025: Develop strategic goals to support campus-wide engagement and service-learning initiatives.
 - Spring 2026: Implement courses and co-curricular activities related to civic engagement and service-learning.

- Fall 2026: Seek grants to support initiatives.
- Spring 2027: Review impact of initiatives to date.
- Fall 2027: Publish a summary report on impact (e.g., course credit completed), outcomes, and future direction.
- ❖ Action 3:2: Conduct an analysis of curricular high-impact practices to improve campus culture, the learning environment, and to inform the task force.
 - KPI 1: Identify and document all current high-impact practices (HIPs) within the curricula.
 - KPI 2: Conduct faculty and student focus groups to assess effectiveness of existing HIPs.
 - KPI 3: Benchmark ESU's use of HIPs against national practices and standards.
 - KPI 4: Develop a report outlining strengths, gaps, and recommendations for enhancing HIPs in civic engagement.
 - KPI 5: Present findings and recommendations to the task force and university leadership.
 - Timeline:
 - Spring 2025: Conduct research and data collection on HIPs.
 - Fall 2025: Organize faculty and student focus groups.
 - Spring 2026: Benchmark against national practices and standards.
 - Fall 2026: Develop a draft report outlining strengths, gaps, and recommendations.
 - Spring 2027: Present findings to the task force (see Action 3:3) and university leadership.
 - Fall 2027: Implement identified improvements and assess early outcomes.
- ❖ Action 3:3: Establish a task force that serves as ambassadors and community liaisons.
 - KPI 1: Assemble a task force of students, faculty, staff, and community representatives.
 - KPI 2: Support one fall and one spring engagement event to strengthen partnerships.
 - KPI 3: Assess the task force's initiatives, community impact, and future plans.
 - Timeline:
 - Spring 2025: Assemble the Task Force.
 - Fall 2025: Host the first community engagement program.
 - Spring 2026: Host a second community engagement event.
 - Fall 2026: Expand outreach efforts and collect community feedback.
 - Spring 2027: Review community feedback and implement changes.
 - Fall 2027: Assess impact on campus culture.

Goal 2: Support recruitment, retention, progression, and completion efforts.

In summer 2023, ESU began work on the Retention Performance Management program, assembling a diverse group of faculty, staff, and administrators. Two committees (curricular and

co-curricular) engaged in an evidence-based review of ESU's retention and progression data to propose recommendations to equitably improve student success.

- ◆ Objective 1: Develop a holistic approach to onboard new undergraduate (residential, commuter, and transfer) students beginning at the time of deposit.
 - ❖ Action 1:1: Develop strategies to engage students at distinct touchpoints, from the time of deposit through Warrior Induction.
 - KPI 1: Identify at least five key engagement touchpoints from deposit to Warrior Induction.
 - KPI 2: Increase pre-enrollment engagement participation by 20% annually.
 - KPI 3: Develop and incorporate a communication plan from New Student Orientation to Warrior Induction.
 - KPI 4: Track and analyze student engagement levels at each touchpoint.
 - Timeline:
 - Spring/Summer 2025: Identify engagement touchpoints and develop a communication plan.
 - Fall 2025: Implement pre-enrollment engagement strategies and measure participation.
 - Spring 2026: Analyze engagement data and refine strategies.
 - Fall 2026: Expand outreach efforts based on data insights.
 - Spring 2027: Assess long-term impact on student enrollment.
 - Fall 2027: Publish findings and adjust engagement strategies for future cohorts.
 - ❖ Action 1:2: Re-design Warrior Induction to increase participation and a sense of belonging.
 - KPI 1: Review current Warrior Induction structure, identify areas for improvement, and increase Warrior Induction participation by 20% over two years.
 - KPI 2: Introduce at least three new program components focused on belonging and engagement.
 - KPI 3: Collect and analyze baseline data on learning outcomes and sense of belonging.
 - KPI 4: Achieve at least 10% positive feedback on learning outcomes and sense of belonging.
 - Timeline:
 - Spring 2025: Review current Warrior Induction structure and identify areas for improvement.
 - Fall 2025: Implement phase I of program redesign.
 - Spring 2026: Collect and analyze feedback from participants.
 - Fall 2026: Implement phase II of the program redesign.
 - Spring 2027: Measure impact on student retention and engagement.
 - Fall 2027: Implement final phase.

- ❖ Action 1:3: Develop strategies to support and engage students throughout their academic lifecycle (transitioning from 1st to 2nd year, 2nd to 3rd year, 3rd to 4th year, etc.).
 - KPI 1: Implement a structured transition program for each academic year level.
 - KPI 2: Increase student retention rates by 5% at each transition point.
 - KPI 3: Conduct focus groups to assess student needs at different academic stages.
 - KPI 4: Launch at least two new targeted support initiatives that help with transitioning students.
 - Timeline:
 - Spring 2025: Begin to identify transition challenges and gather student feedback via the National Survey of Student Engagement (NSSE).
 - Fall 2025: Implement first-year to second-year transition initiatives.
 - Spring 2026: Expand support strategies for second year to third-year students.
 - Fall 2026: Evaluate success of implemented strategies and adjust.
 - Spring 2027: Develop additional programming for third year to fourth-year transition.
 - Fall 2027: Assess long-term impact on graduation and retention rates.
- ❖ Action 1:4: Develop and provide Financial Literacy and Awareness to all undergraduate students.
 - KPI 1: Launch a financial literacy program accessible to all undergraduate students.
 - KPI 2: Provide a financial literacy presentation at New Student Orientations.
 - KPI 3: Offer at least three financial literacy workshops each semester for the next three years.
 - KPI 4: Offer at least one Financial Reality Fair each semester for the next three years.
 - Timeline:
 - Spring 2025: Develop a financial literacy promotion and outreach plan.
 - Summer 2025: Provide a financial literacy presentation at New Student Orientations. Adjust financial literacy presentations based on student feedback and participation trends.
 - Fall 2025: Offer at least three financial literacy workshops.
 - Spring 2026: Offer at least three financial literacy workshops.
 - Summer 2026: Provide a financial literacy presentation at New Student Orientations. Adjust financial literacy workshops and presentations based on student feedback and participation trends.
 - Fall 2026: Offer at least three financial literacy workshops.
 - Spring 2027: Offer at least three financial literacy workshops.
 - Fall 2027: : Offer at least three financial literacy workshops. Adjust financial literacy workshops and presentations based on student feedback and participation trends.

- ◆ Objective 2: Develop a holistic approach to onboard and support new graduate students.
 - ❖ Action 2:1: Develop strategies to engage and support graduate students from enrollment confirmation through graduation.
 - KPI 1: Administer a survey to determine student support needs and usage.
 - KPI 2: Ensure that all graduate programs have a D2L page that addresses orientation and program resources.
 - KPI 3: Use progressions maps and G.P.A. to monitor student academic progress in support of retention and graduation.
 - Timeline:
 - Spring 2025: Begin developing the survey for administration in fall 2025.
 - Fall 2025: Administer survey; Begin review of D2L pages across all graduate programs. Programs compile comprehensive list of enrolled students and process for adding new students.
 - Spring 2026: Analyze survey results to identify key student needs; Ensure 50% of programs have updated D2L pages with relevant resources. Construct a standard system for tracking student progress during graduate studies to include programming maps, grades, and other pertinent requirements (internships, testing, etc.).
 - Fall 2026: Implement academic monitoring through progression maps and G.P.A. tracking; Ensure 100% of programs have updated D2L pages.
 - Spring 2027: Review impact of academic monitoring and D2L resource effectiveness; Develop recommendations for ongoing improvements.
 - Fall 2027: Implement recommendations and assess long-term effectiveness.
 - ❖ Action 2:2: Develop strategies to support graduate students' academic success, including mentorship opportunities.
 - KPI 1: Increase graduate student utilization of academic support services by 25% over three years.
 - KPI 2: Establish Research Symposium graduate student participation baseline and increase participation by 10% over three years.
 - KPI 3: Offer a series of 3 to 4 workshops on stress management and other mental health related concerns annually in both face-to-face and online delivery.
 - KPI 4: Offer a series of 3 to 4 workshops on conducting research and scholarly writing at the start of each semester in both face-to-face and online delivery.
 - Timeline:
 - Spring 2025: Develop baseline data for academic support service utilization.
 - Fall 2025: Launch mentorship initiative based on student needs survey results; Establish Research Symposium baseline; Conduct first set of workshops on mental health and research writing.

- Spring 2026: Assess impact of mentorship program; Increase academic service outreach; Conduct second set of workshops.
 - Fall 2026: Expand mentorship participation; Measure increase in Research Symposium participation; Continue workshops.
 - Spring 2027: Evaluate three-year progress; Identify gaps and areas for improvement; Make necessary adjustments.
 - Fall 2027: Implement refinements based on findings and reassess long-term effectiveness.
- ❖ Action 2:3: Develop and provide career awareness to graduate students to assist with navigating their career path effectively.
- KPI 1: Establish a baseline of graduate student participation in career and workforce development and increase it by 25% over three years.
 - KPI 2: Partner with at least 10 local employers annually for graduate recruitment opportunities.
 - KPI 3: Offer a series of 3 to 4 workshops on career and workforce development, including career exploration, cover letter and resume writing, and interview strategies.
- Timeline:
- Spring 2025: Develop survey to determine baseline career service engagement; Identify initial employer partners.
 - Fall 2025: Administer survey; Conduct first set of career development workshops; Formalize partnerships with at least 5 employers.
 - Spring 2026: Analyze survey results; Expand employer partnerships to 10; Offer second round of workshops.
 - Fall 2026: Track graduate student participation; Increase career support service engagement; Continue employer collaborations.
 - Spring 2027: Assess three-year progress on participation and employer partnerships; Identify next steps.
 - Fall 2027: Implement refinements based on evaluation; Continue ongoing career development initiatives.

Goal 3: Prepare the institution to meet the needs and demands of an increasingly inclusive student body.

The ESU campus and surrounding community are becoming increasingly diverse, emphasizing the importance of maintaining an inclusive environment that fosters a strong sense of belonging grounded in equity, access, respect, acceptance, and opportunity. At ESU, everyone deserves the chance to succeed academically, intellectually, professionally, and personally. Recognizing that student success is a top priority, ESU remains committed to providing additional support to marginalized groups, veterans, and others within our community who may face unique challenges.

ESU's focus on these specific diverse groups stems from the university's commitment to ensure that all students have the opportunity to succeed and feel valued within the campus community. The University's decision to prioritize these student groups is based on research and data on retention rates, which highlight the unique challenges and barriers these students face in higher

education, from cultural and social hurdles to systemic inequities. ESU acknowledges that the list will continue to expand, and that the intention is to be inclusive and not exclusive to any student groups. By concentrating efforts on these student populations, ESU will address and dismantle the obstacles faced by these students, creating an inclusive and supporting environment where all students can thrive. This approach not only benefits the individual students but enriches the entire university community through diverse perspectives and experiences.

- ◆ Objective 1: Become a Student Affairs Administration in Higher Education (NASPA) FirstGen Forward Network Champion – top tier designation (FirstGen Forward convenes institutions with demonstrated commitment to advancing first-generation student success).
 - ❖ Action 1:1: Develop strategies and implement programs and services to foster First-generation student success.

NOTE: The KPIs listed below are contingent upon the NASPA FirstGen Forward Network Leader designation commitment by the University. The KPIs may also be impacted by the new PASSHE definition that identifies a first-generation student.

 - KPI 1: Establish a First-Generation Student Success Coalition.
 - KPI 2: Enhance current initiatives to support first-generation students.
 - KPI 3: Host at least four first-gen-focused events annually.
 - KPI 4: Secure NASPA FirstGen Forward Network Leader designation.
 - KPI 5: By Spring 2027, submit application for NASPA FirstGen Forward Network Champion designation.
 - KPI 6: Create an annual First-Generation Graduation Celebration.
 - Timeline:
 - Spring 2025: Form First-Generation Student Success Coalition.
 - Spring 2025/Fall 2025: Secure NASPA FirstGen Forward Network Leader designation.
 - Fall 2025: Continue and enhance first-generation student support initiatives.
 - Spring 2026: NASPA data collection and surveying of current first-gen students. Implement the 1st annual First-Generation Graduation Celebration.
 - Fall 2026: NASPA data collection and surveying of current first-gen students.
 - Spring 2027: Analyze data and survey results. Submit NASPA FirstGen Forward Network Champion application. Implement the 2nd annual First-Generation Graduation Celebration.
 - Fall 2027: Expand initiatives based on NASPA's assessment results.
- ◆ Objective 2: Submit annual renewal applications for statuses for Veteran students including Military Friendly from VIQTORY-Victory Media (GI Jobs), Best for Vets from Military Times, and Guard Friendly from Pennsylvania National Guard Association.
 - ❖ Action 2:1: Develop strategies and implement programs and services to foster Veteran student success.

- KPI 1: Host at least three veteran-focused events annually.
 - KPI 2: Provide at least two civic engagement opportunities in the surrounding ESU community.
 - KPI 3: Offer one resume building and one career development workshop annually.
 - KPI 4: Achieve annual renewal of Military Friendly, Best for Vets, and Guard Friendly statuses.
 - Timeline:
 - Spring 2025: Develop community partnerships and host two programs.
 - Summer 2025: Assess and refine programs. Submit renewal applications for veteran-friendly statuses.
 - Fall 2025: Implement targeted resume building and career development for veterans. Spring 2026: Provide one civic engagement community program.
 - Summer 2026: Assess and refine programs. Submit renewal applications for veteran-friendly statuses.
 - Fall 2026: Implement targeted resume building and career development for veterans.
 - Spring 2027: Expand veteran student support initiatives.
 - Summer 2027: Assess and refine programs. Submit renewal applications for veteran-friendly statuses.
 - Fall 2027: Implement targeted resume building and career development for veterans. Assess long-term impact and adjust programming.
- ◆ Objective 3: Create the infrastructure to support Hispanic/Latino students and establish a comprehensive framework that addresses their unique needs, fosters inclusivity, and promotes academic and personal success.
- ❖ Action 3:1: Explore the requirements that would qualify ESU for designation as a Hispanic Serving Institution and seek funding support.
 - KPI: Conduct institutional assessment to determine eligibility for HSI status.
 - KPI: Establish an advisory council of 5 to 7 students, faculty, and staff dedicated to enhancing Hispanic/Latino student success.
 - KPI: Identify three funding sources for Hispanic/Latino student initiatives.
 - Timeline:
 - Spring 2025: Begin identifying students, faculty, and staff to serve on the advisory council.
 - Fall 2025: Establish the advisory council and assess HSI eligibility.
 - Spring 2026: Develop Hispanic/Latino student programming based on findings.
 - Fall 2026: Identify and apply for external funding opportunities.
 - Spring 2027: Strengthen recruitment and retention efforts; Finalize and submit HSI designation application.
 - Fall 2027: Expand Hispanic/Latino student support services.
 - ❖ Action 3:2: Develop strategies and implement programs and services to foster Latino/Hispanic student success.

- KPI: Establish a Hispanic/Latino student mentorship and leadership program.
 - KPI: Host two cultural and academic events per semester.
 - KPI: Increase Hispanic/Latino student graduation rates by 5% over three years.
 - Timeline:
 - Spring 2025: Assess historical and current Hispanic/Latino support programs.
 - Fall 2025: Develop mentorship program and academic resource hub.
 - Spring 2026: Implement and evaluate impact on student engagement and success programs.
 - Fall 2026: Expand initiatives based on data and student feedback.
 - Spring 2027: Strengthen support network for Hispanic/Latino students.
 - Fall 2027: Assess program success and refine strategies.
- ◆ Objective 4: Obtain LGBTQ+ friendly campus status on the Campus Pride Index. Establish a comprehensive framework that addresses their unique needs, fosters inclusivity, and promotes academic and personal success.
- ❖ Action 4:1: Develop strategies and implement programs and services to foster LGBTQ+ student success.
 - KPI: Establish an advisory council of 5 to 7 students, faculty, and staff dedicated to enhancing LGBTQ+ student success.
 - KPI: Increase Campus Pride Index rating by at least one star annually over the next three years.
 - KPI: Develop three new LGBTQ+ support initiatives.
 - KPI: Implement two LGBTQ+ ally trainings annually for faculty and staff.
 - Timeline:
 - Spring 2025: Begin conducting LGBTQ+ needs assessment and begin identifying students, faculty, and staff to serve on the advisory council.
 - Fall 2025: Launch LGBTQ+ support initiatives and ally trainings.
 - Spring 2026: Evaluate progress and increase Campus Pride Index rating.
 - Fall 2026: Expand LGBTQ+ student support services.
 - Spring 2027: Submit updated data for Campus Pride Index rating.
 - Fall 2027: Assess long-term impact and refine programs.
- ◆ Objective 5: Support the transition and transformation of Black and African American students entering and persisting at ESU.
- ❖ Action 5:1: Develop strategies and implement programs and services to foster the academic and personal success of Black and African American students.
 - KPI: Restructure MOCA/WOCI to transition them into Student Government Association (SGA) affiliated organizations led entirely by students to help develop their leadership skills.
 - KPI: Further develop and expand the mentorship program to support the successful transition and holistic development of all ESU students.
 - KPI: Develop and implement additional support services that strengthen students' academic success and professional growth.

- Timeline:
 - Spring 2025: Develop and expand the mentorship program and support services.
 - Fall 2025: Begin the transition process for MOCA/WOCI to become student organizations.
 - Spring 2026: Finalize the transition for MOCA/WOCI and prepare mentorship program for implementation in Fall 2026.
 - Fall 2026: Implement mentorship program and strengthen academic and career support services.
 - Spring 2027: Measure impact of mentorship program.
 - Fall 2027: Expand program offerings based on assessment results.
- ◆ Objective 6: Build upon the ongoing initiatives of the Office of Accessible Services Individualized for Students (OASIS) to aid in the transition and success of students with disabilities as they enter and progress at ESU.
 - ❖ Action 6:1: Develop strategies and implement programs and services to foster the academic and personal success of students with disabilities.
 - KPI: Increase the sense of belonging of students with disabilities over the next three years.
 - KPI: Publish an OASIS newsletter for faculty, staff, and administration every quarter (four annually) over the next three years.
 - KPI: Enhance the New Student Support Program over the next three years.
 - KPI: Offer one workshop on embracing disabilities per semester over the next three years.
 - Timeline:
 - Spring 2025: Develop a sense of belonging survey for students with disabilities.
 - Fall 2025: Conduct the sense of belonging survey to obtain baseline data.
 - Spring 2026: Refine and strengthen services, including the New Student Support Program, based on student feedback.
 - Fall 2026: Conduct a second sense of belonging survey to determine impact.
 - Spring 2027: Continue to refine and strengthen services, including the New Student Support Program, based on student feedback.
 - Fall 2027: Conduct a third sense of belonging survey to determine impact.

AREA OF FOCUS 3: OPTIMIZE INFORMATION TECHNOLOGY

The Information Technology strategic area of focus provides a comprehensive roadmap that aligns the University's information technology infrastructure with the university's overarching mission, vision, and goals. This area of focus outlines a clear and coherent direction for leveraging technology to enhance educational experiences, support administrative functions, and to foster innovation across campus. By strategically addressing technology needs and

opportunities, this area of focus aims to empower students, faculty, and staff while ensuring the University continues to move forward with technological advancement and educational excellence.

Goal 1: Improve operational effectiveness and efficiencies through integrated administrative systems and renewed network infrastructure to meet current and future demand.

The emphasis on e-learning, trends towards hosting cloud applications, increasing demands for the use of video technology throughout the University, emphasis on Bring-Your-Own-Device (BYOD), and the aging switches and cables currently in place, are all areas that will benefit from a business process review, automation, and innovative technologies.

- ◆ Objective 1: Review enterprise Software-as-a-Service (SaaS) applications and deduplicated applications and services.
 - ❖ Action 1:1: Review one-third of the University's Software-as-a-Service (SaaS) annually to optimize administrative systems and automate routine processes to reduce duplication.
 - KPI 1: Percentage of SaaS applications reviewed annually (Target: 33% per year).
 - KPI 2: Number of redundant applications identified and eliminated per year (Target: 2 applications per year).
 - KPI 3: Reduction in duplicate processes identified through SaaS review (Target: 2 per year).
 - Timeline:
 - 2026: Review the first 33% of SaaS applications.
 - 2027: Review the second 33%.
 - 2028: Review final 33%.
 - ❖ Action 1:2: By 2028, reduce hardware, software, and information technology-related maintenance.
 - KPI 1: Percentage reduction in annual IT maintenance costs (Target: 15% reduction by 2028, with incremental targets of 3% per year starting in 2026).
 - KPI 2: Percentage of outdated hardware replaced or decommissioned annually (Target: 10% per year, achieving 50% replacement by 2028).
 - KPI 3: Number of software licenses consolidated or eliminated to reduce maintenance costs (Target: 10 licenses by 2028).
 - KPI 4: Annual savings achieved through automation of IT processes (Target: \$50,000 in savings by 2028).
 - KPI 5: Percentage of IT staff hours reallocated to high-value tasks from routine maintenance due to process improvements (Target: 20% by 2028).
 - Timeline:
 - 2026: Decommission or replace 10% of outdated hardware.
 - 2026: Identify and eliminate an additional three redundant software licenses. Replace or decommission an extra 10% of outdated hardware, bringing the cumulative total to 20%.

- 2027: Replace or decommission 15% of outdated hardware (cumulative 35% replacement rate). Eliminate three more redundant software licenses (cumulative eight licenses)
 - 2028: Replace or decommission the final 15% of outdated hardware, achieving a 50% replacement rate. Eliminate two more redundant software licenses, for a total of 10 licenses. Finalize the automation of 2 additional IT processes (e.g., incident reporting and inventory management).
- ◆ Objective 2: By 2028, upgrade network core capacity to accommodate growing data demands.
 - ❖ Action 2:1: Upgrade all network switches to provide at least 1 Gbps to every desktop.
 - KPI 1: Percentage of network switches upgraded annually (Target: 25% per year).
 - KPI 2: Increase average network bandwidth per user (Target: 20% annually).
 - KPI 3: Percentage of users reporting improved network performance (Target: 85% satisfaction by 2028).
 - Timeline:
 - 2026: Upgrade 25% of network switches.
 - 2027: Upgrade another 25%.
 - 2028: Upgrade the remaining 50% and verify compliance.
- ◆ Objective 3: Identify annually locations that require increased wireless access and infrastructure upgrades.
 - ❖ Action 3:1: Replace 150 access points annually through 2028 to strengthen the University's wireless saturation.
 - KPI 1: Number of wireless access points replaced annually (Target: 150 per year).
 - KPI 2: Percentage increase in wireless network reliability and coverage (Target: 10% annually).
 - KPI 3: Number of campus locations achieving full wireless coverage (Target: 5 new locations annually).
 - Timeline:
 - 2026: Replace the first 150 access points.
 - 2027-2028: Continue replacing 150 access points yearly, achieving campus-wide saturation.

Goal 2: Provide technologies that position IT-related services at the forefront of the student experience that enhance the quality of student life.

Recognizing that technology plays a significant role in students' experiences, new technologies and IT-related services should be embraced to further support the overall quality of student life.

- ◆ Objective 1: Work with existing information technology partners to offer new products and services and seek to form new partnerships that add value to the overall student experience.
 - ❖ Action 1:1: Integrate LMS (i.e., D2L) with other educational tools and systems to streamline content delivery.
 - KPI 1: Number of tools integrated annually (Target: 1 tool per year).
 - KPI 2: Percentage of faculty and students reporting improved LMS usability (Target: 80% satisfaction by 2026).
 - KPI 3: Reduction in the steps required for students to access integrated tools (Target: 20% by 2028).
 - Timeline:
 - 2026: Integrate one tool into the LMS.
 - 2027-2028: Continue integrating one additional tool annually.
 - ❖ Action 1:2: Action 2: By 2028, reduce service request response times and resolution rates based on user feedback from 24 to 12 hrs. based on severity.
 - KPI 1: Average response time for critical service requests (Target: Reduce to 12 hours by 2028).
 - KPI 2: Percentage of requests resolved within target resolution times (Target: 90% by 2028).
 - KPI 3: Percentage of high-severity requests resolved within 6 hours (Target: 95% by 2028).
 - Timeline:
 - 2026: Reduce response times to 20 hours.
 - 2027: Achieve 18-hour response times.
 - 2028: Reach 15-hour response times.
 - ❖ Action 1:3: Establish remote technical support capabilities to assist off-campus users by Fall 2028.
 - KPI 1: Percentage of IT support cases resolved remotely (Target: 50% by 2026, 80% by 2028).
 - KPI 2: Percentage of off-campus students satisfied with remote IT support (Target: 85%).
 - Timeline:
 - 2026: Conduct a needs analysis to identify common technical issues off-campus users face.
 - 2027: Expand remote technical support to all off-campus users, including a broader range of services (e.g., remote desktop assistance and support).
 - 2028: Develop an FAQ and self-service portal for off-campus users to reduce reliance on live support.
- ◆ Objective 2: Deploy software solutions to track, secure, and enforce policies on university-owned devices used by employees that access institutional sensitive information.
 - ❖ Action 2:1: Continue to enforce security measures and access annually.

- KPI 1: Percentage of university-owned devices compliant with security policies (Target: 95% by 2026, 98% by 2028).
- KPI 2: Number of security breaches related to non-compliance with enforced measures (Target: Zero breaches annually by 2027).
- KPI 3: Percentage of devices with updated software and security patches (Target: 100% by the end of Q4 each year).
 - Timeline:
 - 2026: Deploy initial software for tracking and enforce policies for 75% of devices.
 - 2027: Achieve 95% compliance with enforced policies.
 - 2028: Monitor and reduce breaches to zero.
- ❖ Action 2:2: Continue security awareness training for university staff, faculty, and students by 2028 to promote a security-conscious culture.
 - KPI 1: Percentage of staff, faculty, and students completing annual security training (Target: 85% by 2026, 95% by 2028).
 - KPI 2: Reduction in phishing-related incidents and other security breaches (Target: 30% reduction by 2027, 50% reduction by 2028).
 - KPI 3: Number of annual training sessions (Target: 4 sessions per year, with at least one per quarter).
 - Timeline:
 - 2026: Launch a mandatory annual training program with an 85% completion target.
 - 2027: Expand training content to focus on advanced threats and achieve a 90% completion rate.
 - 2028: Introduce role-specific training for sensitive roles (e.g., finance, HR, IT).
- ❖ Action 2:3: Conduct regular audits of data access.
 - KPI 1: Frequency of data access audits performed (Target: Quarterly audits by 2026).
 - KPI 2: Percentage of audit findings resolved within 30 days (Target: 90% resolution by 2027, 100% by 2028).
 - KPI 3: Number of unauthorized access incidents identified and mitigated (Target: Zero incidents by 2028).
 - Timeline:
 - 2026: Implement a quarterly audit schedule and resolve 80% of findings within 30 days.
 - 2027: Achieve a 90% resolution rate for audit findings within 30 days.
 - 2028: Reduce unauthorized access incidents to zero through continuous monitoring.

Goal 3: Teaching and Learning.

Continue to develop and improve technological resources that, when used by faculty effectively and innovatively, directly impact faculty and student scholarly achievement.

- ◆ Objective 1: Create a user-friendly experience across platforms and tools.

- ❖ Action 1:1: Implement applications and programs developed for optimal performance by 2028.
 - KPI 1: Percentage of platforms and tools integrated with user-friendly interfaces (Target: 100% by 2028).
 - KPI 2: Percentage of users (faculty and students) reporting satisfaction with the functionality of applications (Target: 85% by 2028).
 - KPI 3: Number of applications and programs optimized annually (Target: 2-3 per year starting in 2026).
 - Timeline:
 - 2026: Implement two high-priority applications with user-friendly interfaces.
 - 2027-2028: Achieve 100% integration of user-friendly tools and platforms.
- ◆ Objective 2: Equip instructional spaces with technology to support an effective learning environment.
 - ❖ Action 2:1: Identify annually standard classrooms that need upgrades most.
 - KPI 1: Number of classrooms identified and prioritized for upgrades annually (Target: 10 classrooms per year).
 - KPI 2: Percentage of faculty satisfied with classroom identification process (Target: 90% by 2026).
 - KPI 3: Decrease in downtime reported in upgraded classrooms (Target: 50% reduction by 2028).
 - Timeline:
 - 2026-2028: Annually review and identify classrooms for upgrades.
 - ❖ Action 2:2: Create a roadmap identifying priorities and upgrade sequences for all remaining classrooms to ensure all classrooms have smart technology by 2028.
 - KPI 1: Completion rate of the classroom upgrade roadmap (Target: 100% by 2026).
 - KPI 2: Number of classrooms upgraded annually (Target: 20% per year).
 - KPI 3: Percentage of stakeholders providing input into the roadmap (Target: 90% involvement by 2026).
 - Timeline:
 - 2026: Develop the roadmap and begin execution.
 - 2027-2028: Upgrade classrooms by roadmap priorities.
- ◆ Objective 3: Equip classroom teaching and learning environments.
 - ❖ Action 3:1: Plan, design, and contract interior and exterior space to support the University mission.
 - KPI 1: Percentage of classrooms equipped with innovative technology (Target: 100% by 2028).
 - KPI 2: Number of faculty workshops conducted annually on upgraded technology (Target: 3 workshops per year).
 - KPI 3: Increase classroom student engagement metrics with upgraded technology (Target: 20% improvement by 2028).
 - Timeline:

- 2026: Equip 10% of classrooms and conduct two faculty workshops.
- 2027: Equip an additional 15% of classrooms.
- 2028: Equip remaining classrooms and evaluate engagement metrics.

AREA OF FOCUS 4: CREATE AN ENGAGED AND MOTIVATED WORKPLACE

This goal focuses on supporting ESU's workforce through professional development, resource creation, engagement with the University, and fostering a sense of community. Supporting ESU's workforce is essential to enhance job satisfaction, retain talent, improve performance, promote student success, and create a positive organizational culture. ESU's workforce will be prepared to keep up with industry trends, adapt to new professional and environmental changes, and to remain motivated – all of which will lead to better student success and employee retention and satisfaction. Areas of improvement identified include a need for more professional development opportunities ranging from student support and emergency preparedness to wellness and creating a work/life balance. In addition, easy-to-use guides on institutional processes, services, and resources are imperative.

Goal 1: Implement initiatives to foster an organizational culture of excellence and well-being, where employees feel valued, supported, and empowered to thrive, resulting in enhanced performance, retention of talent, promotion of student success, and prioritization of health and safety.

- ◆ Objective 1: Systematically gather employee feedback to assess perceptions, identify areas for improvement, and establish initiatives to enhance job satisfaction, talent retention, performance, student success, health and safety, and organizational culture.
 - ❖ Action 1:1: Create a survey for employees that aims to understand their perceptions and needs regarding work/life balance, mental health or health and wellbeing (stress load), professional development opportunities, available resources, experience at work and satisfaction with job/department/supervisor, and emergency preparedness and safety.
 - KPI 1: Create a clear, concise survey that is both qualitative and quantitative, which covers all areas listed above in Action item 1:1.
 - KPI 2: Review the survey for validity. Approval by the Institutional Review Board (IRB).
 - KPI 3: Launch Survey. Provide alternative survey locations for employees with limited computer access.
 - KPI 4: Assess Results & Report.
 - Timeline:
 - Summer 2025: Survey final review and test for Fall 2025 launch
 - Fall 2025: Launch survey.
 - Spring 2026: Review Results and publish.
 - Fall 2027: Possible focus group development depending upon survey results.

- ◆ Objective 2: Enhance the employee recognition program to create a positive and motivating work environment where recognition is meaningful and where employees feel appreciated and valued.
 - ❖ Action 2:1: Establish a working group for the employee recognition ceremony to work with Human Resources (HR) to enhance the program.
 - KPI 1: Form a committee that includes employees from different departments, bargaining units, and divisions to have a diverse representation of the University.
 - KPI 2: Create a rubric to identify what types of recognition would be appropriate (besides years of service). Approval by Committee.
 - KPI 3: The committee will research and assess various types of recognition programs to be considered. Consider student input.
 - KPI 4: Establish appropriate funding sources for recognition.
 - KPI 5: Implement Recognition Program.
 - KPI 6: Assess Program.
 - Timeline:
 - Fall 2025: Convene committee & Create Rubric.
 - Spring 2026: Implement Program.
 - Summer 2026: Assess Program.
- ◆ Objective 3: Develop and implement an inclusive plan that aligns personal and professional goals with targeted professional development initiatives, with the aim of advancing career opportunities and preparing for future leadership roles that align with the University's vision, mission, goals, and values.
 - ❖ Action 3:1: Conduct a self-assessment of employees to identify strengths, weaknesses, values, and career aspirations that align with both personal values and professional ambitions. Set and prioritize goals based on assessment outcomes.
 - KPI 1: Create an assessment that employees can use to complete an anonymous self-assessment, which can help set goals to advance in their careers.
 - KPI 2: Develop a workshop to review all professional opportunities available and discuss which might align with employee's goals, based on the self-assessment outcomes.
 - KPI 3: Create a procedure that allows employees the opportunity to attend Professional Development events without affecting leave or coverage.
 - KPI 4: Implement procedure.
 - KPI 5: Assess results.
 - Timeline:
 - Fall 2025: Identify assessment tool & Develop Workshop.
 - Spring 2026: Implement workshop & develop plan.
 - Spring 2026: Implement plan.
 - Summer 2026: Assess results.

Goal 2: Ensure an inclusive and comprehensive onboarding and campus orientation program that nurtures a sense of belonging among new hires, facilitates integration into the organizational culture, and enhances employee retention by providing support, resources, and opportunities for growth and development.

- ◆ Objective 1: Continually assess the onboarding software programs and make recommendations for adjustments for improvements.
 - ❖ Action 1:1: Review and assess various onboarding software and programs.
 - KPI 1: Review and assess current and available software programs for HRM that include effective applicant tracking, onboarding, orientation options, and professional development delivery; provide recommendations to leadership.
 - KPI 2: Create/Select appropriate software based on the assessment. Approval of software by IT department/PASSHE Purchasing.
 - KPI 3: Implement software.
 - KPI 4: Assess results.
 - Timeline:
 - Fall 2025: Review/assess software.
 - Spring 2026: Select software.
 - Fall 2026: Implement.
 - Spring 2027: Assess results.
- ◆ Objective 2: Assess and review the creation of an inclusive onboard/orientation team to assist new employees to enhance their experience for a positive and smooth transition.
 - ❖ Action 2:1: Assess and create a new onboarding/orientation team to assist new employees.
 - KPI 1: Create onboarding/orientation team; Create focus group questions to assess current onboarding and orientation experience.
 - KPI 2: HR to make recommendations for an onboarding/orientation program, based on best practices and focus group feedback.
 - KPI 3: HR to develop program based on assessment best practices.
 - KPI 3: Implement program.
 - KPI 4: Assess results.
 - Timeline:
 - Fall 2025: Create Onboarding/orientation team; hold focus group roundtables.
 - Spring 2026: Assess results/make recommendations.
 - Fall 2026: Build and implement program.
 - Spring 2027: Implement.
 - Summer 2027: Assess results.

Goal 3: Develop two comprehensive manuals/guidebooks tailored for employees and Department Chairs. These manuals/guidebooks will provide detailed information regarding responsibilities, processes, deadlines, and available resources, with the aim of enhancing clarity, efficiency, and effectiveness.

- ◆ Objective 1: Develop HR manuals for employees. Develop HR manuals for department chairs.

- ❖ Action 1:1: Develop handbook/guide, complete surveys for impact, and adjust based on feedback.
 - KPI 1: HR is to hold multi-generational focus groups on 3 areas of dress code, children at work, and pets at work to evaluate employee handbook protocols.
 - KPI 2: HR to create a search chair handbook for faculty.
 - KPI 3: HR to create a standardized handbook for department chairs.
 - Timeline:
 - Spring 2025: Complete focus groups and report results to leadership.
 - Late Fall 2025: Incorporate feedback and rerelease handbook; HR to prepare a search chair handbook draft and HR to prepare a department chair handbook draft.
 - Late Fall 2026: HR to present a search chair handbook draft to labor M&Ds; and HR to present a department chair handbook draft to labor M&Ds.
 - Late Fall 2027: HR to complete a search chair handbook draft with labor input and present to leadership; and HR to complete a department chair handbook draft with labor input.
 - Late Fall 2028: HR to roll out a search chair handbook; and HR to roll out a department chair handbook.

Goal 4: Ensure that concerning behavior is promptly reported, addressed, and investigated to prevent escalation, promote safety, and create a safe and inclusive environment.

- ◆ Objective 1: Create training opportunities and provide resources for appropriately handling behavioral concerns on campus to all faculty and staff.
 - ❖ Action 1:1: Work with outside resources and services to offer training and educational workshops addressing common behavioral issues and proper reporting procedures.
 - KPI 1: Review campus wide survey as identified in Goal 1, Objection 1, Action 1:1, to identify what kind of training or workshops the employees would be interested in, regarding health and safety.
 - KPI 2: Research and create a plan to provide appropriate training opportunities, based on assessment of survey data.
 - KPI 3: Research and assess the possibility of having an equivalent of a CARE program for employees, similar to the one available to students. If feasible, assess ability to implement during this strategic plan (*may go in next strategic plan).
 - KPI 4: Implementation of training.
 - KPI 5: Assess results.
 - Timeline:
 - Spring 2026: Review survey results and identify trainings employees would be interested in, regarding health and safety.
 - Summer 2026: Research and create plans to provide training.

- Fall 2026: Implement Trainings.
- Spring 2027: Assess Results.

Goal 5: Create efficiencies in the hiring process to reduce the time to hire for non-faculty and coaching positions while maintaining quality and compliance standards. This will enhance recruitment efficiency while securing positions in a timely manner.

- ◆ Objective 1: Identify specific procedures and standards to expedite the hiring process to employ highly qualified individuals.
 - ❖ Action 1:1: Assess the current process and identify specific procedures and hiring standards that can be eliminated or shortened in the current hiring process.
 - KPI 1: HR to map the current process.
 - KPI 2: Identify key areas of process waste.
 - KPI 3: Make recommendations to leadership on ways to eliminate said waste.
 - KPI 4: Implement recommended Process.
 - KPI 5: Assess Results.
 - Timeline:
 - 2025: Map faculty and staff hiring processes and identify areas of waste by end of 2025.
 - 2026: Make recommendations to leadership on current state and process improvements by June 30, 2026.
 - 2027: Incorporate leadership feedback and rollout new process by end of 2027.
 - 2028: Assess results; compare metrics from previous years to new process TTF (time to fill) metrics to determine an increase/decrease in fill time.

DEFINITIONS:

Belonging - refers to the feeling of being accepted, valued, and connected to a group or community. It encompasses a sense of safety and security in relationships, where individuals feel they are an integral part of something larger than themselves. This can relate to family, friendships, workplaces, cultural or social groups, and more. Belonging is important for emotional well-being and can influence self-esteem, identity, and overall mental health.

Diverse - refers to a variety of different elements, characteristics, or perspectives within a group or context. This can include differences in race, ethnicity, gender, age, sexual orientation, socioeconomic status, abilities, and cultural backgrounds, among others. In a diverse environment, the inclusion of various viewpoints and experiences is valued, fostering creativity, innovation, and a richer understanding of complex issues. Embracing diversity is important for promoting equity, social justice, and collaboration in communities, workplaces, and educational settings.

Faculty Advising - refers to the process in which faculty members provide guidance and support to students regarding their academic and career paths. This relationship often involves helping

students select courses, understand degree requirements, explore majors, and develop skills for academic success. Faculty advisors may also offer mentorship, address academic challenges, and provide insights into career opportunities related to the students' fields of study. Overall, faculty advising aims to enhance educational experience and help students achieve their academic and professional goals.

First Generation - refers to individuals who are the first in their family to attend college or university. In the context of education, first-generation college students often face unique challenges, such as navigating the higher education system without familial guidance, but they may also bring diverse perspectives and experiences to their academic communities.

Graduation Rate – The Student Right-to-Know Act enacted the official federal measure of student degree attainment and required compliance with IPEDS reporting. The Graduation Rate is defined as the percentage of students within a First-time Cohort who receive a bachelor's-level award within 150% of normal time (i.e., six years).

Following the same logic, the “4-, 5-, or 6-year Graduation Rate” corresponds to the percentage of a First-time Cohort who receive a bachelor's-level award within 4, 5, or 6 academic years since their matriculation, respectively. Graduates are counted through the summer of the corresponding year. The 4-year Graduation Rate is also called the “On-time Graduation Rate.”

Holistic - refers to an approach that considers the whole system or individual rather than just focusing on specific parts. In various contexts, it emphasizes the interconnectedness of different components, whether in health, education, or problem-solving. For example, in healthcare, a holistic perspective looks at physical, mental, emotional, and social factors affecting a person's well-being. In education, it might involve nurturing a student's overall development, including cognitive, emotional, and social skills. Overall, holistic approaches aim for a comprehensive understanding and integration of all elements to promote balance and well-being.

Inclusive - refers to practices, policies, and attitudes that promote the active participation and representation of diverse individuals and groups, ensuring that everyone feels welcomed, valued, and respected. Inclusivity aims to eliminate barriers and biases, fostering an environment where different perspectives, backgrounds, and experiences are acknowledged and celebrated. This concept is often applied in contexts like education, workplaces, and communities to ensure that all voices are heard and that everyone has equal opportunities to contribute and thrive.

Onboarding - the process of integrating new employees into an organization, helping them acclimate to their roles, the company culture, and its policies. This process typically includes training, orientation, and mentoring, aiming to ensure that new hires feel welcomed, informed, and prepared to contribute effectively. Effective onboarding can enhance employee engagement, reduce turnover, and foster a sense of belonging within the organization.

Persistence Rate - The percentage of fall first-time, full-time, entering, degree or certificate-seeking undergraduate students enrolled as of the fall Census and returning or graduating before the following fall at the home or non-home institution.

Retention - The federal measure of a student's continued study at a particular academic institution. The retention rate is defined as the percentage of a first-time cohort that has enrolled again the following fall. Unless otherwise noted, the "retention rate" in official reports refers to this federal definition.

Following the same logic, the "1-, 2-, or 3-year Retention Rate" corresponds to the percentage of a first-time Cohort who has enrolled again in a fall term 1, 2, or 3 years after their cohort term, respectively.

Success - refers to the achievement of desired goals, outcomes, or objectives, and it can be defined in various ways depending on individual values and aspirations. For some, success may mean attaining professional milestones, financial stability, or personal fulfillment, while for others, it could involve meaningful relationships, health, or contributing to the community. Ultimately, success is subjective, and what constitutes success for one person may differ significantly from another's perspective.

LINKS:

Aspen/AASCU: <https://highered.aspeninstitute.org/programs/transfer-intensive>

Gardner Institute: <https://jngi.squarespace.com/rpm-what-grey?rq=rpm>

NASAP: <https://firstgen.naspa.org/>