

JANUARY 2024 – JUNE 2025

Reimagining Student Success: BUILDING ON WCU'S MOMENTUM

ENHANCING STUDENT LEARNING

ADVANCING DEI

FOSTERING AND SUSTAINING COMMUNITY

STUDENT SUCCESS



OVERVIEW AND PROCESS

West Chester University began planning for this strategic plan in January 2023 with an examination of *Pathways to Student Success*, which was coming to an end in June 2023. We identified a need to continue to build upon the progress already made in the priority areas of learning, diversity, and community and issued a call for volunteers to serve on three goal workgroups. The university community answered that call with more volunteers than space available on the rosters. President's Cabinet Liaisons identified members and selected three chairs for each workgroup (one faculty, one staff, and one senior administrator). The groups worked through the 2023 calendar year meeting with key stakeholders to develop *Reimagining Student Success: Building on WCU's Momentum*, which was originally intended to be a three-year strategic plan. As that plan was being developed, however, the university learned that it would be welcoming a new president in July 2024, and we opted to shorten the plan by one year so that the new president would have input into the strategic direction of the university. The plan will now guide WCU through the end of the 2024-2025 academic year. Several resources and documents supported the formation of the plan and are noted in the list of references and hyperlinked when applicable. A [supporting website](#) linked on the President's webpage outlines more detailed yearly action items and updates. The Steering Committee, which is made up of President's Cabinet Liaisons, Workgroup Tri-chairs, and the Strategic Plan Coordinator will guide the tracking of the plan's progress.

WCU MISSION STATEMENT

West Chester University is a community of educators that develops graduates to succeed personally and professionally and contribute to the common good.

FOUNDATIONAL ELEMENTS

In line with the WCU mission, common elements have been woven throughout *Reimagining Student Success*. Each workgroup examined outcomes and initiatives through the common lenses of enhancing student learning, equity, and sustainability. Higher education and industry best practice resources were utilized by the workgroups to further support the importance of these elements in the achievement of WCU's mission. The foundational elements are highlighted throughout the plan with the use of the icons found in the key.

KEY

-  Student Learning
-  Equity
-  Sustainability

GOAL: ENHANCING STUDENT LEARNING

Goal Statement: We will enhance student learning with the following definition of learning in mind: Learning is a social, transformative process that enhances career and world readiness. It is promoted through high-impact practices, intellectual curiosity, critical thinking, application of concepts, and co-curricular activities and involves students, faculty, and staff as members of a community of educators. Learning contributes to the common good, improves quality of life, increases intellectual dexterity, and motivates future learning.

 **OUTCOME 1:** Increase student access to high impact practices (HIPs) and experiential learning opportunities (ELOs) across the curriculum and co-curriculum (Boyer Report, provocation II.3).

Initiative 1: Identify and address barriers to participation in HIPs and ELOs, with a particular focus on historically under-represented and marginalized students.

Initiative 2: Embed academic programs with opportunities for career exploration, development, and readiness by creating and championing a holistic career integration strategy that centers on equitable access for all students.

 **OUTCOME 2:** Use the United Nations Sustainable Development Goals to create curricular and co-curricular opportunities that promote the value and importance of creating a sustainable society to foster world readiness.

Initiative 1: Promote learning related to the United Nations Sustainable Development Goals by prioritizing grant funding and scholarships that align with them.

Initiative 2: Pilot a WCU-focused online sustainability literacy and engagement training that educates and promotes the adoption of sustainable practices and behaviors across the campus population.

Initiative 3: Promote learning about sustainability by expanding participation, funding, and access for WCU's Brandywine Project sustainability workshops for students, faculty, and staff, and resources for organizers.

 **OUTCOME 3:** Improve the holistic advising experience for students as a teaching practice that promotes learning, including all relevant structures, processes, and procedures.

Initiative 1: Implement a plan for providing intentional, high-quality co-curricular advising to all students.

Initiative 2: Create a transparent infrastructure and process that assures coordination between student support and academic departments in the development of the Academic Support and Advocacy Center that assists in improving the overall quality of advising interactions with students for faculty and staff members, utilizing the Committee on Advising Excellence as an advisory board.

 **OUTCOME 4:** Create intentionally inclusive and engaging learning experiences using evidence-informed pedagogies.

Initiative 1: Catalog, develop, and implement new formal institutional and disciplinary definitions of and initiatives for teaching excellence that promote equitable outcomes, sustainability, and student engagement.

Workgroup Members: Cristóbal Cardemil-Krause, Ann Hiloski-Fowler, Sara Hinkle (tri-chairs); Theresa Friedman, Marc Gagne, Grace Liu, Lisa Montgomery, Cheryl Neale-McFall, Naomi Nyanungo, Thomas Pantazes, Aliza Richman, Chelsea Sammarone, Kate Shellaway, Amanda Thomas

GOAL: ADVANCING DEI

 **OUTCOME 1: Establish the infrastructure, including resources, incentives, strategies, and accountabilities, to advance equity in student success for historically underrepresented and marginalized student populations.**

Initiative 1: Increase the number of grants and other external funding applications focused on student success by 5% ([MA plan](#); [PASSHE DEI SMART](#) initiative 1, priority 2; [UN](#) 4,5).

Initiative 2: Increase strategies to motivate institutional personnel to actively promote data-driven progress towards achieving equity in student success goals ([MA plan](#); [PASSHE DEI SMART](#) initiative 1, priority 2; [Boyer Report](#) provocation 11; [UN](#) 4, 5).

 **OUTCOME 2: In conjunction with the Moon Shot for Equity goal teams, transform institutional cultures to be equity-minded through the implementation of basic needs infrastructure, well-being programming, intentional and inclusive space for the cultivation of community and leadership, professional development opportunities, and mentoring/advising training.**

Initiative 1: Ensure that there is a coordinated basic needs infrastructure that all faculty, staff, and administrators can use to participate in every student's community of care ([MA plan](#)).

Initiative 2: Improve the well-being, mental health, and physical and psychological safety of students, faculty, and staff by ensuring that university practices and support services (including but not limited to counseling services and campus policing practices) are informed by an understanding of racial trauma and social justice concepts and are responsive to students' current patterns of engagement ([MA plan](#)).

Goal Statement: We will increase equity in student success by identifying and removing barriers to equity in access, engagement, well-being, persistence, timely degree completion, and post-graduate success for historically underrepresented and marginalized students.

 **OUTCOME 3: Increase equity in access to higher education by closing equity gaps in retention rates to WCU for historically underrepresented and marginalized students by 5% by year 2.**

Initiative 1: Identify and eliminate barriers to equity in student success in university policies and practices around the implementation of registration holds.

Initiative 2: Identify and eliminate financial barriers to equity in student success by implementing retention grants to increase student persistence.

Initiative 3: Eliminate all developmental courses at WCU by replacing all existing non-credit bearing developmental courses with co-requisite (credit-bearing, college-level) alternative courses.

 **OUTCOME 4: Equip all students with the tools and resources to thrive beyond their time at West Chester University.**

Initiative 1: In partnership with employers who hire WCU students, champion the creation and implementation of diverse, equitable, and inclusive recruiting strategies that remove barriers for graduates entering the workforce ([MA plan](#); [UN](#) 8, 16).

Initiative 2: Using a data-informed approach, expand the integration of career readiness education in the classroom, providing more equitable access to knowledge, opportunities, and social capital necessary for students to achieve their professional goals ([UN](#) 4, 5, 8, 10).

Workgroup Members: Zeinab Baba, Lisa Marano, Jen Rossi Long (tri-chairs); Ashlie Delshad, Vanessa Kahen, Cherie Fishbaugh, Dana Pratt, Erica Matt, B.K. Taylor, Juanita Wooten, Matheeha Majeeth, Alex Cohen, Matthew Kruger-Ross

GOAL: FOSTERING & SUSTAINING COMMUNITY

Goal Statement: We will foster and advance an equitable and welcoming environment that promotes belonging, well-being, and a shared commitment to the common good creating a sustainable community of educators.

 **OUTCOME 1: Advance a living, learning, and working environment dedicated to fostering a sense of belonging among all members within and beyond the University community by supporting initiatives that align with university values and contribute to the common good ([Boyer Report](#)).**

Initiative 1: Explore the creation of a comprehensive, campus-wide data collection and assessment system that measures community engagement and outcomes for students, faculty, staff, and community partners who participate in community engaged learning.

Initiative 2: Expand community engagement beyond the campus experience to support and promote a culture of community engagement and leadership.

 **OUTCOME 2: Create a comprehensive experience that is designed to enhance well-being, growth, and a sense of belonging for all at the university that aligns with university resources ([Boyer Report](#), [U.S. Surgeon General](#)).**

Initiative 1: Assess, identify, and recommend organizational services and programs that support the mental, physical, and professional well-being and belonging of university employees.

Initiative 2: Assess the well-being and belonging of university students.

Workgroup Members: Adriane Reilly, JT Singh, Kerry Walton (tri-chairs); Meagan Corrado, Julie Dietrich, Brad Flamm, Lindsey Mosvick, Michael Sachs, Scott Sherman, Judy Suska, Jayme Trogus, Devan Zgleszewski

 **OUTCOME 3: Create inclusive and sustainable university environments that meet the needs of current and future members of the community.**

Initiative 1: Promote physical space equity on campus.

Initiative 2: Transform WCU into a dynamic living laboratory and creative space by enhancing the outdoor community experience.

Initiative 3: Explore the feasibility of establishing living-learning communities to enhance the residential student experience.

Initiative 4: Improve and activate public gathering spaces to create welcoming environments.

 **OUTCOME 4: Continue to enhance culture of sustainability on campus by integrating sustainability education and promoting responsible use of environmental, social and economic resources in innovative and effective ways.**

Initiative 1: Improve financial and technological productivity, efficiency, and effectiveness through innovative systems, processes, and behaviors.

Initiative 2: Develop and apply Zero Waste guidelines that encourage the re-design of university operations, practices, and policies to use financial, material, technological, and human resources efficiently and sustainably.

Initiative 3: Promote and enhance the WCU Sustainability Council's Green Office Program by providing educational resources to employees, integrating sustainability training into orientation programs, and assessing outcomes.

REFERENCES:

- [AAC&U High-Impact Practices \(AAC&U\)](#)
- [The Equity Excellence Imperative \(Boyer Report\)](#)
- [CDC Workplace Health Model](#)
- [Mass DHE Strategic Plan for Racial Equity \(MA Plan\)](#)
- [NACADA – Academic Advising Resources \(NACADA\)](#)
- [PASSHE DEI Strategy Framework – Smart Initiatives \(PASSHE DEI\)](#)
- [United Nations Sustainable Development Goals \(UN\)](#)
- [U.S. Surgeon General's Framework for Workplace Mental Health & Well-being \(U.S. Surgeon General\)](#)