

Western Connecticut State University College Portrait

Western Connecticut State University
181 White Street Danbury, CT 06810
(203) 837-9000 / (877) 837-WCSU (9278)
<http://www.wcsu.edu>



President's Message

Since 1903, Western Connecticut State University's mission has been to help our students imagine and construct exciting new futures. These students represent the diversity that characterizes public higher education today. Some are traditional college-age students who live on campus and enjoy the complete undergraduate experience; others are working adults who balance their studies with family and employment responsibilities. Some are pursuing broad courses of study that will provide a variety of options. Others are pursuing more specific career goals. No matter their age or major, all WestConn students receive the attention of faculty and staff mentors committed to helping them achieve their personal and professional goals. WestConn is a place where the education of students comes first. Our classes are small, our professors committed to students and we provide an impressive array of support services to help you succeed in the classroom. For more than a hundred years, our business has been changing students' lives, and we take this very seriously. We have in recent years expanded the physical structure of our campus and that growth continues. Recent additions include a new residence hall on our Westside campus, our prize-winning \$49 million science building, a new garage on our Midtown campus, and our exciting new Westside Campus Center. On the horizon is a magnificent new Visual and Performing Arts Center that will be built on the Westside campus. In our faculty, in our facilities, and in learning experiences in places as varied as Henan province, China; Mayaguez, Puerto Rico; Madrid, Spain; Edinburgh, Scotland; Geneva, Switzerland; the five boroughs of New York City and the neighborhoods of Danbury, Conn., we pursue a common vision: to be an institution "with the characteristics of New England's best small private university, but at a much more affordable cost." As we begin the ninth year of our second century, our commitment remains firm to continue to serve not only our students, but also the residents of Danbury, Fairfield County, the State of Connecticut and the world beyond. Their futures are our business. We look forward to helping you shape yours.

The WestConn Community

The WCSU Community

Western Connecticut State University is located in Danbury, a major city in Fairfield County in the foothills of the Berkshire Mountains, 65 miles north of Manhattan and 50 miles west of Hartford. WestConn's rural 364-acre Westside campus complements its 34-acre, 15-building Midtown campus in the heart of downtown Danbury. Constant planning, evaluation, and improvement of programs and curriculum sharpen WestConn's "edge of excellence" and keep it responsive to the progressive community it serves. The university works with and is supported by a forward-looking, innovative business community, and it collaborates with several local, state, and regional community agencies and educational institutions.

Carnegie Classification of Institutional Characteristics

Basic Type

Master's Colleges and Universities (larger programs)

Size and Setting

Medium four-year, primarily residential

Enrollment Profile

Very high undergraduate

Undergraduate Profile

Full-time four-year, selective, higher transfer-in

Undergraduate Instructional Program

Professions plus arts & sciences, some graduate coexistence

Graduate Instructional Program

Postbaccalaureate with arts & sciences (education dominant)

NOTE: Institutional classifications based on the Carnegie 2005 edition.

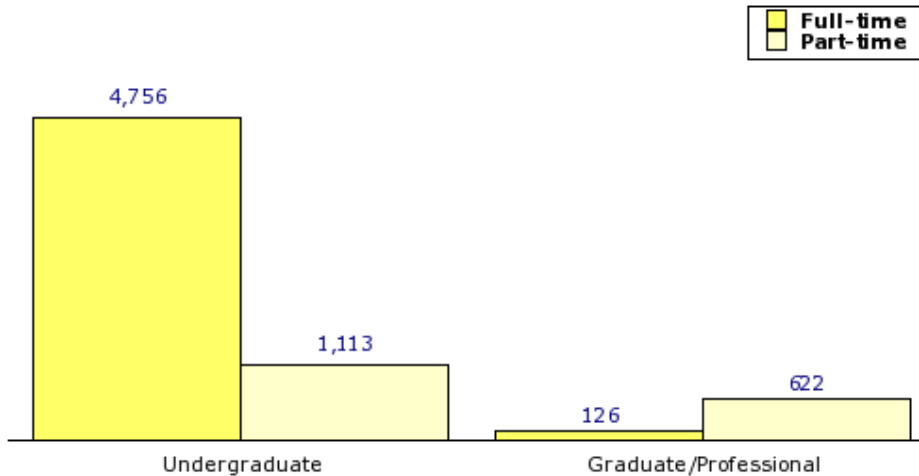
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Student Characteristics (Fall 2009)

Student Level and Enrollment Status



| | |
|----------------|-------|
| Total Students | 6,617 |
|----------------|-------|

Undergraduate Profile

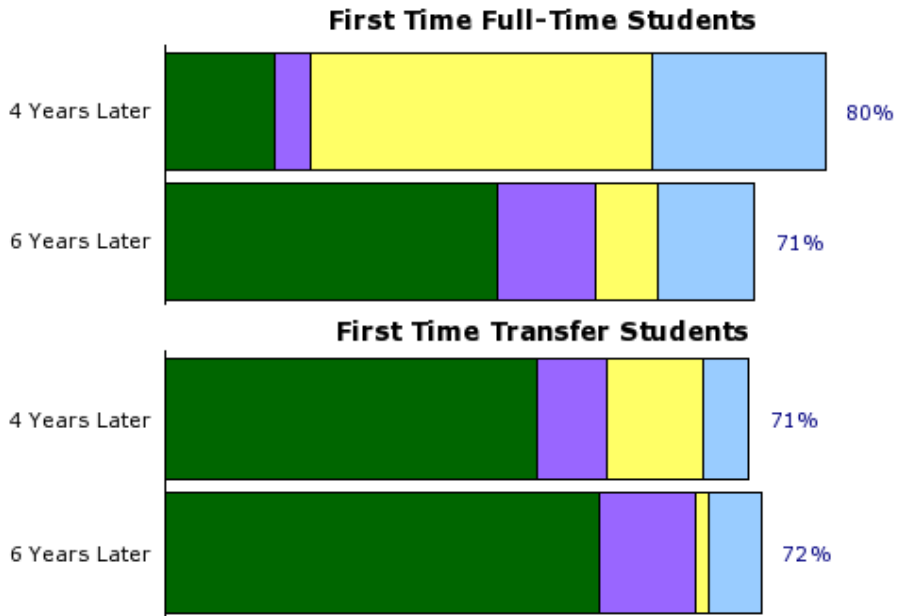
| Total Undergraduate Students | | 5,869 | |
|---|-------|-------|-----|
| Gender | | | |
| Women | 3,177 | 54% | |
| Men | 2,692 | 46% | |
| Race/Ethnicity | | | |
| International | 19 | <1% | |
| Race/Ethnicity Not Reported | 396 | 7% | |
| African American / Black | 392 | 7% | |
| American Indian / Alaskan Native | 20 | <1% | |
| Asian / Pacific Islander | 199 | 3% | |
| Hispanic | 454 | 8% | |
| White | 4,389 | 75% | |
| Geographic Distribution (Degree-Seeking) | | | |
| Connecticut | | | 90% |
| Other US States & Territories | | | 9% |
| Other Countries | | | <1% |
| Age (Degree-Seeking) | | | |
| Average Age | | | 22 |
| Percent of Undergraduates Age 25 or Older | | | 15% |

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Undergraduate Success and Progress Rate



A 80% four-year success and progress rate means that 80% of students starting in Fall 2003 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2003 entering class shown in the graph above.

805 First-Time, Full-Time Students
242 Full-Time Transfer Students

Retention of Fall 2008 First-Time, Full-time Students

First-time students in Fall 2008 that returned for their second year: 70%

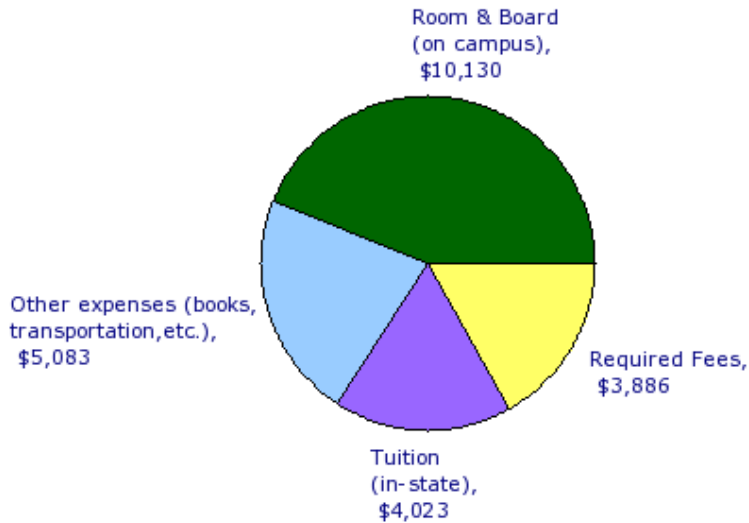
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Costs of Attendance and Financial Aid

Typical Undergraduate Costs per Year without Financial Aid (Full-Time, In-State Students)



Total Typical Cost of Attendance: \$23,122

Costs for the next academic year are usually available by the end of March.

The cost to attend Western Connecticut State University varies based on the individual circumstances of students and may be reduced through grants and scholarships.

Financial Aid Awarded to Undergraduates

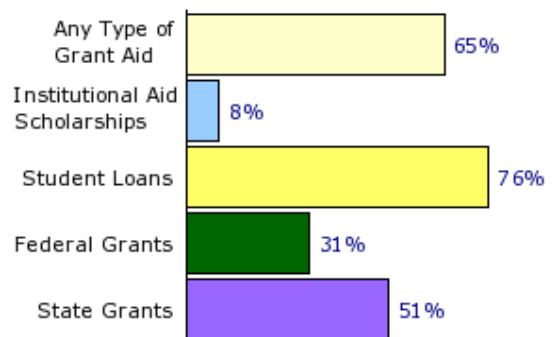
Annual Need-Based Scholarships & Grants

- 12% of 2008-09 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$2,694

Annual Need-Based Loans

- 30% of 2008-09 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$6,542

Percent of 2007-08 First-Time Students Receiving Each Type of Financial Aid



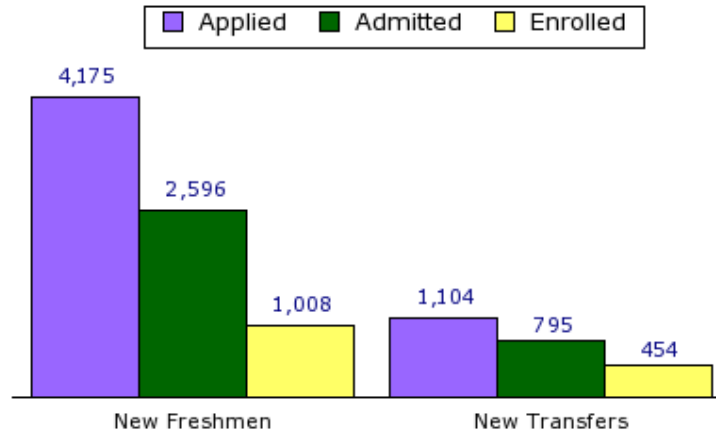
NOTE: Students may receive aid from more than one source.

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Undergraduate Admissions



Academic Preparation of New Freshmen

Test(s) Required for Admission: SAT or ACT recommended

| Middle 50% of Test Score Range | SAT |
|--------------------------------|-----------|
| Math | 440 - 550 |
| Critical Reading | 440 - 540 |

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

| High School Background | |
|---|-----|
| Percent in top 25% of High School Graduating Class | 21% |
| Percent in top 50% of High School Graduating Class | 63% |
| Percent of New Freshmen who submitted HS Class Rank | 67% |
| Average High School GPA Data Not Available | |

Study At WCSU

| Classroom Environment | |
|---|---------|
| Students per Faculty | 16 to 1 |
| Undergraduate classes with fewer than 30 students | 78% |
| Undergraduate classes with fewer than 50 students | 99% |
| Full-Time Instructional Faculty | |
| Total Faculty | 218 |
| % Women | 48% |
| % from Minority Groups | 14% |
| % with Highest Degree in Field | 86% |

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Student Housing

60% of new freshmen live on campus
29% of all undergraduates live on campus

Campus Safety

The WCSU Police Division is established in accordance with Section IOa-142 of the Connecticut General Statutes which provides for a special police force at WestConn whose members have the same duties, responsibilities, and authority as members of a duly organized local, municipal or state police department. The WCSU police department is primarily concerned with the protection of life and property, the prevention and suppression of crime, the apprehension and assistance in the prosecution of offenders, the preservation of peace, and the regulation of vehicular and other traffic. Additionally, university police provide those "called for" and specialized services for the good of the community. All departmental activities and efforts are community oriented and directed toward fulfillment of these obligations in the most efficient and effective manner possible within the legal, ethical, and moral framework of contemporary society.

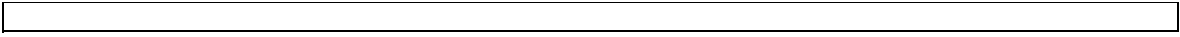
Degrees and Areas of Study

| Degrees awarded at Western Connecticut State University in 2008-09 | |
|--|-----|
| Associate's | 20 |
| Bachelor's | 807 |
| Master's | 151 |
| Doctoral | 2 |
| Total | 980 |

| Areas of study with the largest number of bachelors degrees awarded in 2008-09 | |
|--|-----|
| Business Administration, Management and Operations | 10% |
| Criminal Justice and Corrections | 9% |
| Psychology, General | 8% |
| Communication and Media Studies | 7% |
| Nursing | 7% |

Future Plans of Bachelor's Degree Recipients

Data for graph not yet available



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Student Experiences and Perceptions

Institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

Group Learning Experiences

- 94% percent of seniors worked with classmates on assignments outside of class.
- 62% of seniors tutored or taught other students
- 21% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

- 78% of seniors spent at least 6 hours per week preparing for class
- 23% of seniors worked on a research project with a faculty member
- 56% of seniors participated in an internship, practicum, or field experience
- 64% of seniors participated in community service or volunteer work
- 11% of seniors participated in study abroad
- 95% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

- 96% of seniors believe this institution provides support for student success
- 70% of seniors rated the quality of academic advising at this institution as good or excellent
- 64% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 97% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Interaction with Campus Faculty and Staff

- 51% of seniors believed that the campus staff were helpful, considerate, or flexible
- 82% of seniors believed that faculty are available, helpful, or sympathetic
- 96% of seniors reported that faculty members provided prompt feedback on their academic performance
- 76% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

- 69% of seniors reported that they often tried to understand someone else's point of view
- 86% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds
- 67% of seniors often had serious conversations with students of a different race or ethnicity

Student Satisfaction

- 80% of seniors would attend this institution if they started over again
- 82% of seniors rated their entire educational experience as good or excellent
- 82% of seniors reported that other students were friendly or supportive

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Student Learning Assessment at Western Connecticut State University

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated.

WestConn's Assessment Plan calls for ongoing collection, analysis, and dissemination of information on student learning outcomes in every degree program, together with annual reporting of the status of program assessment. The Assessment Update for each degree program is an integral part of the annual report of each school, department, and division. Administrative implementation of policy on learning outcomes assessment begins with the Academic Dean, is carried out by department Chairs, is reported to the Dean, and finally goes to the Academic Vice President, with a copy to the Assessment Committee for policy review.

Pilot Project to Measure Core Learning Outcomes

Colleges and universities participating in the College Portrait measure the typical improvement in students' abilities to think, reason, and write using one of three tests. This is part of a pilot project to better understand and compare what students learn between their freshman and senior years at different colleges and universities.

Results from the ETS Proficiency Profile (formerly MAPP)

The ETS Proficiency Profile (formerly MAPP) measures critical thinking, analytic reasoning, and written communication and reports separate scores on critical thinking and written communication.

Critical Thinking Results for First-time, Full-time Students

The increase in learning on the performance task is below what would be expected at an institution with students of similar academic abilities.

Freshman Score: 109
Senior Score: 110
ETS score range: 100 to 130

Average SAT scores for tested students

Freshman Score: 491
Senior Score: 504

Written Communication Results for First-time, Full-time Students

The increase in learning on the performance task is below what would be expected at an institution with students of similar academic abilities.

Freshman Score: 113
Senior Score: 115
ETS score range: 100 to 130

Average SAT scores for tested students

Freshman Score: 490
Senior Score: 545