



Student Affairs IMPACT REPORT 2017-18





Letter from the **VICE PRESIDENT**

I am very pleased to welcome you to the 2017-18 Student Affairs Impact Report. We believe that this report is reflective of our Division's vision statement, namely, "to work closely and proactively with Academic Affairs to develop high-quality (co-curricular) programs and services which will enhance student understanding of global issues, the value of service to the greater community, student retention and the importance of leadership in transforming lives." Also, this report highlights our efforts toward our mission to "empower students to be responsible, informed, respectful and intellectually curious persons."

Given the integrated role of Student Affairs in a student's education, it is very important that we evaluate and gather actionable data to improve and optimize the co-curricular or "outside of the classroom" student experience. In an era of limited resources, and with stakeholders requiring increasing accountability, this type of division-wide assessment is critical to provide student affairs professionals the opportunity to effectively relay their value proposition, to "tell their story," and to strengthen student services and programs.

I am very proud of how everyone within the Division of Student Affairs has worked together to foster a shared commitment to ongoing assessment and to create this inaugural Impact Report. This Impact Report follows a NASPA (Student Affairs Administrators in Higher Education) recommended approach, which is a decentralized model, to provide our experts within each of our units the flexibility and latitude to best evaluate the impact of their areas. Furthermore, this Impact Report is intended to complement and respond to the assessment-related segments of the university's Strategic Plan.

Lastly, on behalf of the entire Division, I want to say thank you to our Assessment Team (Dr. Walter Cramer, Birte Pfitzner, Sharon Guck and Elisabeth Morel) for their guidance and ongoing support of assessment.

Best regards,

A handwritten signature in black ink that reads "Keith Betts". The signature is written in a cursive, slightly stylized font.

Dr. Keith Betts
Vice President for Student Affairs

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IMPACT NUMBERS

Highlights



RECREATION

28,108 individual student contacts utilizing recreational facilities or participating in events

81% of students indicate that "My recreation services experience has positively impacted my decision to return to this institution next year"

CAMPUS ENGAGEMENT

43% of students participate in structured Student Affairs activities such as Athletics, Intramurals, Greek Life, and clubs /organizations, such as religious and interfaith, minorities/ethnic, political/social, and radio/news. (Core 2017)

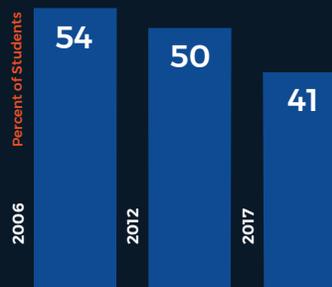
HOUSING & RESIDENCE LIFE

608 programs were conducted by RAs and ARMs

87% of students said that "living on-campus has positively contributed to their academic performance"

3.2 GPA average for RAs and average 3.6 GPA for ARMs compared to a general student body GPA of 3.02

Five or More Drinks at a Single Sitting in Past 2 Weeks



CHOICES

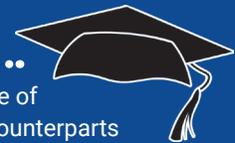
For the first time, WCSU is below the national average for students reporting binge drinking

ACCESSABILITY SERVICES

86% retention rate for all students receiving accommodations through AccessAbility Services

ATHLETICS

Higher retention and graduation rate of student-athletes than non-athlete counterparts



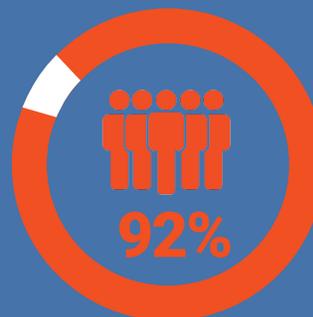
SEXUAL ASSAULT PREVENTION TRAINING

Success of "Not Anymore" Online Training at WCSU led to CSCU adopting the program for use system-wide

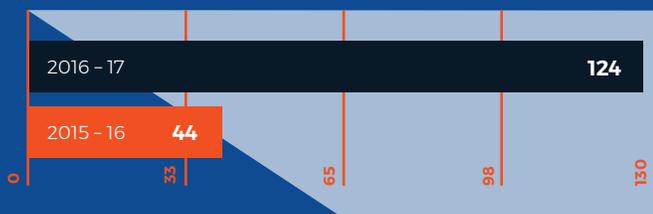
Student completion rate increased from **29% to 56%**

JUDICIAL AFFAIRS

92% of the participants in the Jump Start program were able to improve their GPA significantly (2016-17)



Number of Programs



WOMEN'S CENTER:

181% increase in the numbers of prevention programs, trainings, workshops and outreach events; **54%** increase in total participation at events; **169%** increase in number of contact hours with students

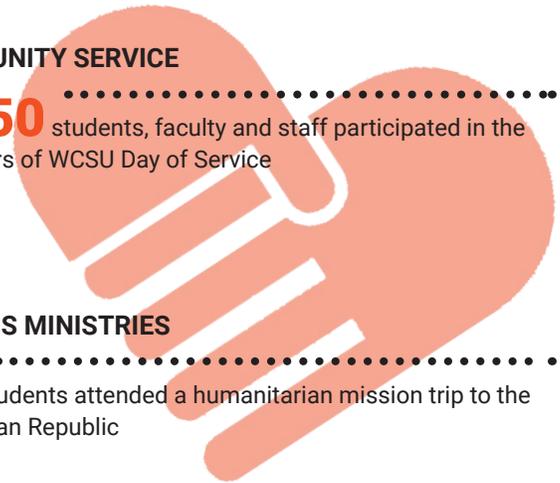


COUNSELING CENTER

141 students participated in Mental Health First Aid

COMMUNITY SERVICE

1,750 students, faculty and staff participated in the four years of WCSU Day of Service



STUDENT EMPLOYMENT

GPA

3.35 average GPA for student employees working in Student Affairs compared to

3.02 average GPA of the general student body

CAMPUS MINISTRIES

27 students attended a humanitarian mission trip to the Dominican Republic

INTERCULTURAL AFFAIRS

More than **1,300** students, faculty and staff took advantage of the new InterCultural Affairs Center that opened in fall 2017

At least **85%** of students felt they were treated fairly at WCSU with regards to gender, political views, race/ethnicity, religion/faith, and sexual orientation.



More than **\$10,000** in assistance for books through a bookstore scholarship

HEALTH SERVICES



6,837 individual student contacts through appointments, screenings, records processing, phone calls and walk-ins



ORIENTATION

92% of students attending one of the summer Orientation sessions say that they have a better understanding of how to be successful in their first year of college



POLICE

91% of students report feeling safe on campus; WCSU is among the safest campuses of all the four-year universities in Connecticut

CAREER SUCCESS

1,050 students attended workshops; more than **630** students attended three Career Fairs; **7,682** current and former students have signed up for WESTCONN Works since its adoption in December 2017

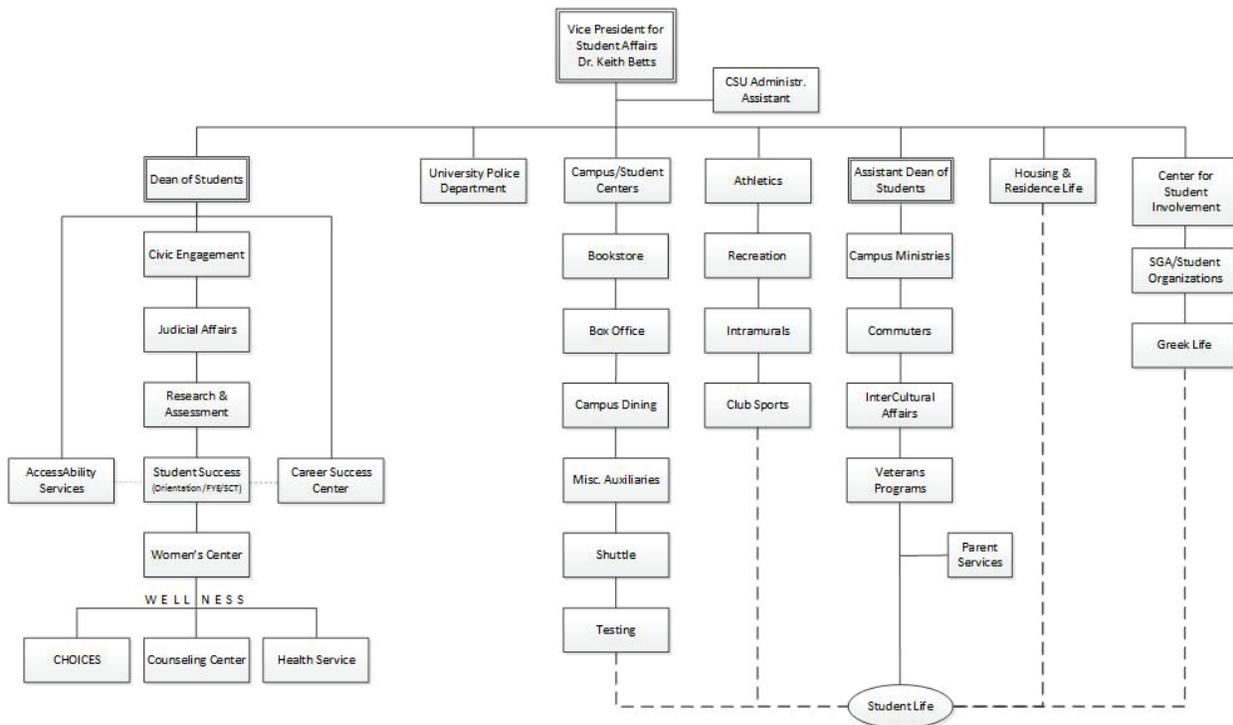


INTRODUCTION

The Division of Student Affairs supports the mission of the university to “sustain a vibrant, inclusive campus that connects individuals through co-curricular programs, cultural events and service to the community.” It is committed to the achievement of excellence in all student endeavors and to preparing students for life-long learning and leadership as ethical and responsible citizens in a diverse and global community (Division of Student Affairs Mission). Western Connecticut State University recognizes that students’ learning takes place inside as well as outside the classroom. Student Development theorists have been speaking to this aspect of student learning for years and include some of the most respected names in higher education, such as Alexander Astin, Arthur Chickering, and Vincent Tinto. A recent study of indicators of college student success by Webber, Krylow, and Zhang (2013) indicates that students with higher levels of engagement in a range of activities such as campus clubs, sports and community service will

get more out of their college experience. In general, Webber et al. found that higher levels of engagement in these kinds of activities contribute not only to a higher cumulative grade point average but also to perceived satisfaction of students. Furthermore, according to the Gallup-Purdue University longitudinal study of college graduates, students who participated in extracurricular activities and organizations while in college were 1.8 times more likely to be engaged in their work and 1.4 times more likely to be thriving in all areas of their lives (“Life in College Matters for Life After College” – May 6, 2014). As shown in the university’s Strategic Plan (adopted by the University Senate in 2017), the Division of Student Affairs leads the effort in addressing this aspect of Student Life at Western Connecticut State University.

This impact report highlights work done across the Division of Student Affairs to evaluate the



effectiveness of each department's activities and measures student learning outcomes (SLO) as well as service outcomes (SO) across a wide range of Student Affairs learning domains which include *Cognitive & Personal Development, Community & Campus Pride, Critical Skills & Analytical Skills, Community Service & Civic Engagement, and Practical Skills*. This report provides an overview and program description for each department and related programs/activities; a review of the primary SLOs and SOs that the departments measured; data collection methods; summary of findings/data; impact statements, next steps, and highlights. This report provides highlights of the year and detailed information of the outstanding work Student Affairs departments have accomplished in support of our students this year.

Outline for 2018 Division of Student Affairs Assessment

The Division of Student Affairs is committed to monitoring and improving the student experience at WCSU. Professionals working in the division understand that student engagement and retention are the responsibility of everyone, and that we play a unique role in contributing to the overall success of our students. An assessment committee was charged with guiding and managing evaluation within the division, aligning assessment practices across the various departments, and creating this assessment report. The directive was to collect and analyze data within the Division of Student Affairs, allowing data-informed decisions to drive strategies to promote student success.

The assessment process for each department consisted of (1) identifying student learning

outcomes (SLOs) in specific areas, (2) developing an assessment plan and methodology, and (3) collecting and analyzing relevant data. The division is committed to sharing the results in this report, which will be used for planning, prioritization and decision-making on resource allocation.

Types of data collected for the division assessment

Each department was responsible for identifying the SLOs adopted from professional standards (CAS, NACE, NASPA) for their respective areas which would be measured for this report. Directors then met with the assessment committee members to determine what data collection tools and methods would best fit each department. Varied methods were used, including satisfaction surveys tracking usage, climate survey, benchmarking, program/department review, random samples, convenience surveys, and online survey tools. Two nationally normed survey instruments, Core and Skyfactor, were administered to assess four departments, including Substance Abuse Prevention, Center for Student Involvement (CSI), Recreation, and Housing & Residence Life.

As you will see reading through this report, the data shows that students' engagement is correlated significantly with several measures of student satisfaction and aligns positively with the mission of Student Affairs and the university. Results in this report support the importance of Student Affairs' programs in students feeling connected and valued by the university and the Division of Student Affairs' contribution to developing leaders and advancing global citizenry in our students.

ACCESSABILITY SERVICES

ASSESSMENT DATA PAGES

Overview Statement:

AccessAbility Services coordinates and provides accommodations and support services to undergraduate and graduate students with documented disabilities. In collaboration with all departments within the university, AccessAbility Services ensures that students with disabilities have equal access to university programs.

Program Description:

The Office of AccessAbility Services provides accommodation support to close to 350 students with documented disabilities each semester. Accommodations are provided to any student who self-identifies and has a documented disability as defined under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. Over the past eight years, the office has seen an overall increase in student population of 17%, and a 121% increase in students accessing AccessAbility Services due to psychiatric disabilities. The

complexity of student diagnoses has required increased academic and disability related support meetings. These increased support services have resulted in an AccessAbility Services student retention of 86%.

Student Learning Outcomes:

1. Students who are registered with AccessAbility Services and participate in weekly 1-1 academic coaching will have, on average, a higher GPA than students not working 1-1.
2. Students who are registered with AccessAbility Services will have comparable retention rates (goal = 75% or above) and GPAs to students without disabilities at WCSU.

Data Collection Methods:

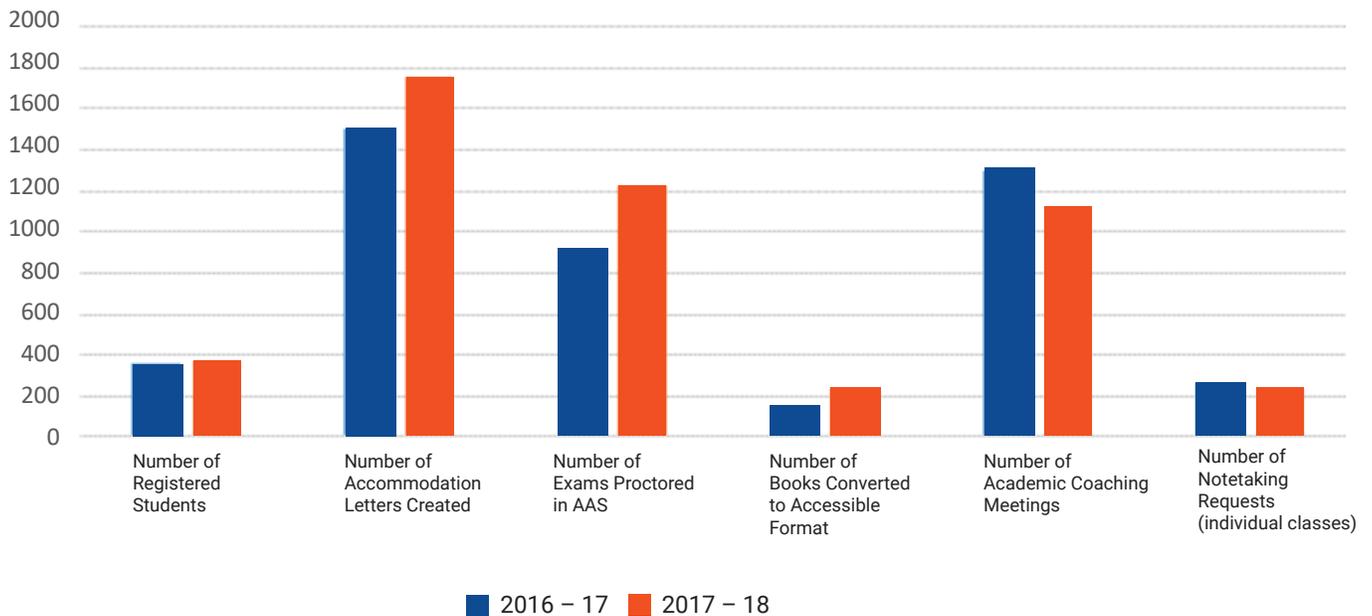
Services are tracked throughout the year.

Summary of Findings/Data:

Coaching	GPA of AAS students coached 1 on 1	GPA of AAS students w/o coaching	Difference in GPA
Fall '17	2.74	2.71	.03
Spring '18	2.80	2.12	.68
Retention	AAS students	Average AAS Retention since 2014	
S '17 to F '17	82%	88.7%	
F '17 to S '18	90%		
Cumulative GPA	Cumulative GPA of AAS Students	Cumulative GPA of Overall Students	Difference in Cumulative GPA
Fall '16	2.87	3.04	-.17
Spring '17	2.97	3.03	-.06
Fall '17	2.77	3.02	-.25
Spring '18	2.90	3.01	-.11

By the Numbers:

AccessAbility Services Increase in Services



Impact of the

Assessment/Evaluation and Next Steps:

The recent change in the Americans with Disabilities Act has caused more individuals with disabilities to qualify for accommodations and support services, causing increased work demands. AccessAbility Services has successfully met these increased work demands by administering over 1,200 exams during the academic year, processing close to 1,750 individual classroom/campus accommodation requests, receiving over 300 new accommodation requests, and holding close to 1,100 individual 1-1 student meetings. With the growing demand for accommodations and services (an increase of 12% in the number of students) and increased utilization of accommodations by students, AccessAbility Services will entertain the idea of a full-time graduate assistant to assist with accommodation coordination.

Highlights:

- 86% retention rate of students with disabilities
- Students participating in academic coaching have a .6 higher semester GPA than students not participating in academic coaching
- International honor society offered for students who have completed a minimum of 24 credits and have a 3.10 or higher cumulative GPA
- Moved to new office suite in summer 2017
- Developed training program for faculty and staff in collaboration with Academic Affairs and the Counseling Center to address redirecting student behavior in the classroom



Overview Statement:

“Colleges and universities in Division III place the highest priority on the overall quality of the educational experience and on the successful completion of all students’ academic programs. They seek to establish and maintain an environment in which a student-athlete’s athletics activities are conducted as an integral part of the student-athlete’s educational experience, and an environment that values cultural diversity and gender equity among their student-athletes and athletics staff.” (NCAA III)

WestConn Athletics contributes to student-athletes’ physical, intellectual and personal growth through: fostering teamwork, character development, sacrifice, accountability and developing a stringent work ethic. Our Athletics enrich the overall college experience for all students through enhancing school pride.

Program Description:

Athletics staff develop and implement academic support services for student-athletes to ensure their academic success from freshman year through graduation. Study hall, grades review, tutoring and ongoing monitoring by coaches and captains serve to ensure our student-athletes’ success both on the field and in the classroom.

Student Learning Outcomes:

1. Student-athletes will demonstrate retention rates higher than non-athletes.
2. Student-athletes will demonstrate graduation rates higher than non-athletes.

Impact of the Assessment/Evaluation and Next Steps:

Student-athletes contribute to the university in many ways and are a solid investment as they can attain significantly higher retention and graduation rates than non-athletes. If the current cohort graduation rates track as the previous cohort from 2006-11, we anticipate student-athletes will continue to attain a higher six-year graduation rate than non-athletes. The data from the past and current cohorts demonstrate that our staff is successful not only in building winning teams but also in supporting the academic success of students. We will continue to track this data and provide additional academic support as needed to ensure this trend continues.

Highlights:

- Women’s Basketball team led the nation in all divisions with a 101.7 scoring average
- Jancy Sherwood - NCAA Statistical Champion for most three-point field goals made per game
- Men’s and Women’s Soccer were LEC champions and participated in NCAA tournament
- Autumn Sorice was named Connecticut Sports Writers Association female athlete of the year
- Nineteen student-athletes named to the Little East Conference Fall Academic Team
- Eleven student-athletes named to the Winter Academic Team
- Former player and current assistant women’s basketball coach Melissa Teel inducted into the Connecticut Women’s Basketball Hall of Fame
- Former player and current assistant softball coach Kim Lynch inducted into the Connecticut Softball Hall of Fame

Data Collection Methods:

- Data for two cohorts (one cohort from 2006-11 and one cohort for 2011-16) was generated comparing student-athletes to non-athletes on two measures: (1) one-year retention rates and (2) six-year graduation rates.

Summary of Findings/Data

Group	WCSU Entry	Size Cohort	First GPA	Latest GPA	One Year Retention	Six Year Graduation
Athletes	2011-16	707	2.73	2.74	79.9	n/a
Other	2011-16	7,144	2.92	2.90	72.3	n/a
Difference	(Ath.-Other)		-0.19	-0.16	7.6	n/a
Athletes	2006-11	679	2.67	2.70	84.7	56.7
Other	2006-11	7,883	2.81	2.78	71.1	46.1
Difference	(Ath.-Other)		-0.14	-0.08	13.6	10.6

CAMPUS & STUDENT CENTERS

ASSESSMENT DATA PAGE

Overview Statement:

The Campus & Student Centers are an integral part of the educational mission of the university, by enhancing the educational program; providing opportunities for student development through volunteer services, employment and self-directed activities; and serving as a community and conference center and as a unifying force in the life of the university.

Program Description:

Auxiliary services include dining services, shuttle bus, bookstore, laundry services and vending services. It also includes operation and management of the Campus and Student Centers, the Testing Center, and the WCSU Box Office.

Student Learning Outcomes:

Students employed in the Campus & Student Centers will have improved knowledge about communication, fiscal management, leadership management, facility/equipment management, personal growth and work environment.

Data Collection Methods:

An assessment instrument was developed and administered via Survey Monkey to all student employees at the beginning of staff training in August 2017 and additional instruments were emailed to students in late November.

Summary of Findings/Data:

The majority of areas measured showed modest improvement from pre- to post testing and a decline in a few. Data will be analyzed to improve training and achieve better results next year.

Impact of the

Assessment/Evaluation and Next Steps:

Campus & Student Centers and Auxiliary Services are at the front line of student services. Every student will utilize one or more of these services and interface with the staff. It is a huge operation that provides support to students, faculty and staff as well as university and community programming. Regarding student learning outcomes which are reported in the student employment section, Campus & Student Centers emphasizes the concept of “transferable skills” and how the skills students are developing on this job will assist them in the future. Campus & Student Centers and Auxiliary Services have been actively engaged in student learning outcomes for over a decade with very positive results. Moving forward, their work will inform the division’s efforts in student learning outcomes.

Highlights:

- Successful marketing and outreach led to an increase of over 6% in testing services for a total of 355 tests given
- A \$10,000 bookstore scholarship program allowed 47 students to rent books to keep them in school and move toward completing their degrees
- Students who received a scholarship from the bookstore said: “I received the book scholarship this semester and for the first time in my life finished the semester with a 3.0 GPA.” “The scholarship helped me to get the materials I needed to do my best in my classes.” “I would have failed easily without my books.”

By the Numbers:

Campus & Student Centers events booked	8,460
Building hours reserved	84,186
Tickets sold	12,902
Attendance at programs	210,000 (est.)
Sales through Auxiliary Services (Dining, Laundry, Bookstore, Vending, Testing, Box Office)	over \$8 million
Shuttle Bus annual usage	150,000 riders

Overview Statement:

The Newman Center is a place for those who are open and willing to explore the possibilities of spirituality and offers a Christ-like hospitality to all members of the WCSU community.

Program Description:

The Newman Center, located in a building across from Newbury Hall, offers many support services to WCSU students: daily and weekly mass, a food pantry, community service opportunities, mission trips, support groups, and bi-weekly dinners in a compassionate environment.

Data Collection Methods:

Services are tracked throughout the year.

Impact of the

Assessment/Evaluation and Next Steps:

The Newman Center will work on developing student learning outcomes for the 2018-19 academic year.

Highlights:

- Bishop Caggiano of the Bridgeport Diocese celebrated mass at St. Anthony's Maronite Rite Church on August 27, 2017, to celebrate the Newman Center's new relationship with St. Anthony's to foster a closer working relationship between WCSU and the local faith community.
- Spring break mission trip to the Dominican Republic with 27 students, two advisers, two missionaries and one priest to help the poor and needy of Juan Dolio, particularly in outreach with youth in the community.

By the Numbers:

Newman Dinners	15 dinners per year, 2,250 students
Food Pantry	1,150 bags of food handed out
2018 Student Leadership Summit (SLS) in Chicago	9 students attended, 4 missionaries & Fr. Roby Partially funded by SGA
Dorothy Day Hospitality House Volunteer Services	2 missionaries and a couple of students every 4th Friday of the month from 1 – 5 p.m.
Men's & Women's Night twice per year	Approximately 10-15 students each

CAREER SUCCESS CENTER

ASSESSMENT DATA PAGES

Overview Statement:

The Career Success Center delivers and supports quality programs, products and services that propel the career readiness of students and alumni, using the four guiding principles of DISCOVER, EXPERIENCE, CREATE, AND ACTIVATE. The Career Success Center Vision for WCSU is that all students and alumni are empowered to confidently launch meaningful careers and advance professional pursuits

- supports **applied learning opportunities** through internships, cooperative education, entrepreneurship, student teaching, clinical placement, practicum, field study, service learning, etc.;
- assists with **career navigation** through professional components such as workshops, networking, resumes, etc.;
- helps students with **career plan activation** through career fairs and expositions and networking events.

Program Description:

The Career Success Center:

- assists students and alums with **career discovery** through coaching, mentoring and personal research;

By the Numbers:

Workshops offered in 2017-18	80 (fall: 24; spring: 56)
Students attending workshops 2017-18	1,050 (fall: 482; spring: 568)
Companies at Career Fairs and Festivals	141
Students attending Career Fairs and Festivals	630+
Number of CED 297 Internships in 2017-18	71
Students employed full or part time upon graduation	72%*
Average Salary	\$43,010.21*

*From the First Destination Survey performed by the CSC May 2018; Knowledge Rate 67%

WestConnWorks – program implemented in Dec. 2017

Academic School	Total Users	Student Users	Alumni Users
Ancell School of Business	2,138	1,856	282
School of Arts & Sciences	3,131	3,052	79
School of Professional Studies	1,732	1,646	86
School of Visual & Performing Arts	681	668	13
Total	7,682	7,222	460

Data Collection Methods:

Services are tracked throughout the year.

Impact of the

Assessment/Evaluation and Next Steps:

This was the first full year that the Career Success Center (CSC) has had confidence in the operational data obtained. Acquired via newer software and process improvements, the data reflect the increased WCSU support for career-support functions and renewed energy and creativity flowing into the CSC. Overall, the aggregated data will be very helpful toward a baseline measurement for future improvements. There are already new processes in the works for 2018-19 that will likely have a positive impact on some of the operational data collected.

Highlights:

- The improved knowledge rate for the First Destination Survey is notable; this is the first successful implementation of a First Destination Survey (FDS) at WCSU with a knowledge rate of 67%, more than doubling last year's knowledge rate of 30%.
- In the past year, the CSC has migrated from a "services" office to a Career Success Center, focused on proactively influencing students' engagement with their careers at a much earlier stage in their college career.
- Student recognition of CSC services was enhanced by many factors (branding, improved website, additional workshops and walk-in hours, access to more employers, and implementation of new software, such as WESTCONN Works), resulting in increased use of the center.



CENTER FOR STUDENT INVOLVEMENT

ASSESSMENT DATA PAGES

Overview Statement:

The Center for Student Involvement creates an environment in which all students and student organizations are encouraged and aided in the development of positive social, cultural, intellectual, recreational and leadership programs and activities.

Program Description:

Western Connecticut State University currently has more than 80 student organizations and seven active fraternities and sororities, and all students are encouraged to participate in at least one of these groups. Participating students experience personal growth and increase their knowledge of financial budgeting; fundraising; planning and implementation of programming; goal setting; leadership development; and interpersonal and group communication.

Student Learning Outcomes:

Students who participate in student organizations or student activities:

1. Will demonstrate exposure to different ideas
2. Will report they have been provided opportunities for both leadership training and to hold leadership positions
3. Will report increased pride in attending WCSU

Data Collection Methods:

Skyfactor Survey administered to a random sample of students in spring 2018 as well as services tracked throughout the year and annual report data submitted by organizations to the Center for Student Involvement.

Summary of Findings/Data:

Survey results indicate that CSI met each of its three Student Learning Outcomes mentioned above. An overwhelming number of students indicated that participating in student activities or student organizations resulted in:

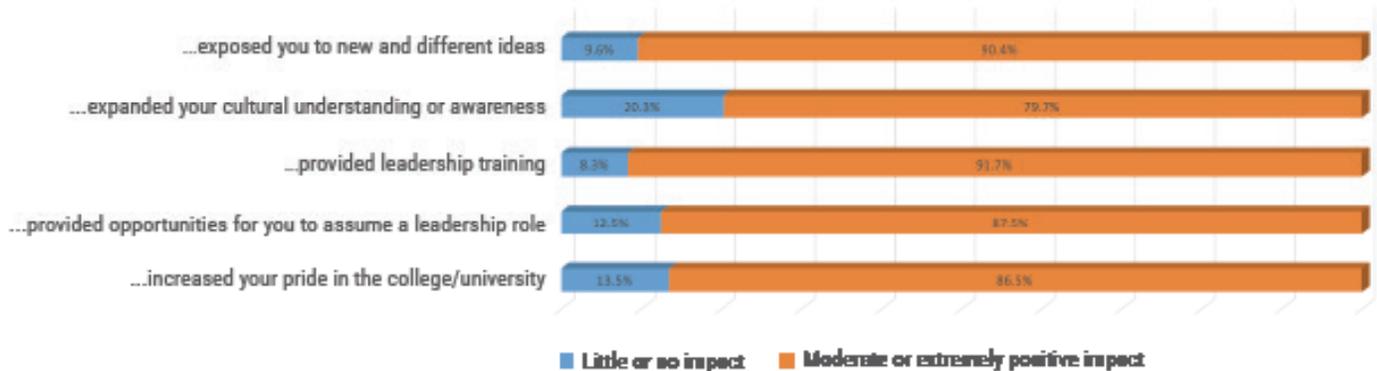
SLO #1 - Exposure to different ideas: 90.4% said they were exposed to new and different ideas and 79.7% said that they expanded their cultural understanding or awareness.

SLO #2 – Leadership training and opportunities for leadership positions: 91.6% said that they were provided leadership training and 87.5% said that they were provided opportunities to assume leadership roles.

SLO #3 – Increased pride in attending WCSU: 86.5% reported increased pride in WCSU.

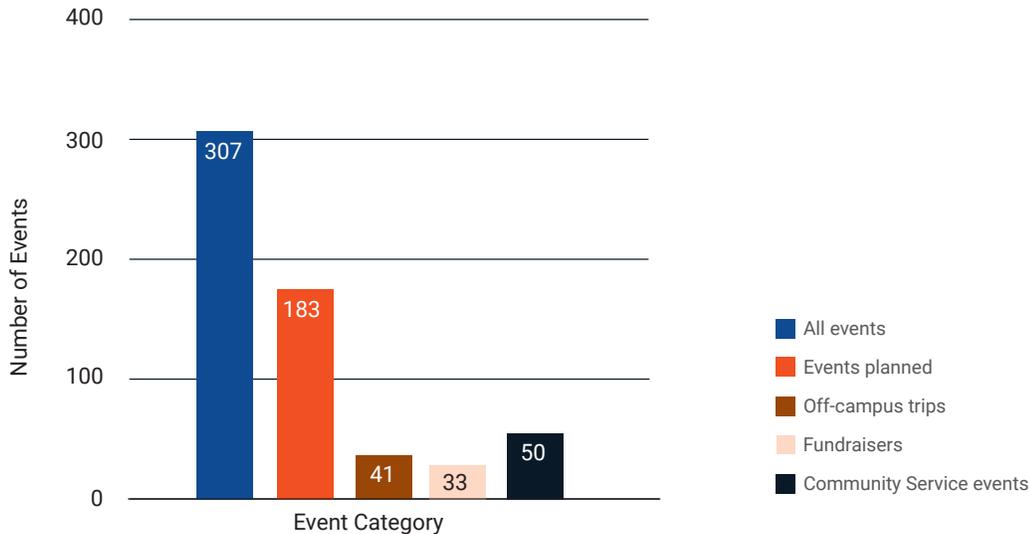
CSI Skyfactor Survey Results

To what extent has attending student activities...



By the Numbers:

Student Organization Events as reported by Annual Report Data



Impact of the Assessment/Evaluation and Next Steps:

Of the random sample of students who responded to the Skyfactor survey, 68.5% indicated that they participate in activities on campus, and 93% found the activities entertaining and enjoyable. Some students indicated they are not aware of activities or that timing, location and a full schedule prevent them from attending. Efforts are already underway to increase the number of events at a greater variety of locations and to maximize visibility of those events through various media platforms. Based on the responses and data collected, the department has decided to revisit their learning outcomes, and to develop assessments during the fall semester of club leadership training, as well as build assessments into the student organization annual reports submitted during the spring semester of each year. Additionally, the implementation of the *Presence* platform will allow for better data collection in regards to the amount of events planned on campus and the demographics of students who are attending events, which will help support intentional planning efforts for the future.

Highlights:

- Western Marketing Association was named the “Top Small Collegiate American Marketing Association Chapter of the Year.”
- Implemented a “Get to Know Greek Row” event before each Formal Rush night in order to increase students’ knowledge about the various Greek Life options on campus and their specific philanthropic efforts.
- Developed required seminars each semester with the fraternities and sororities to discuss Title IX, bystander intervention, alcohol and substance abuse.
- Supported SGA in moving the “Inaugural Ball” off campus in order to introduce and connect students to the Greater Danbury community; supported SGA initiative of “Fall Bash” to create a major event in the fall to mirror WestFest in the spring; put together the first Fall Bash Committee to collaborate on this initiative.
- Created the Weekend Activities Council (WAC) to increase awareness, collaboration, intentional planning and participation in weekend programming.

COMMUNITY SERVICE

ASSESSMENT DATA PAGE

Overview Statement:

The Community Service Program at Western Connecticut State University seeks to provide opportunities for students to connect with the local community as well as to support those students and student organizations that have already made a commitment to volunteer in the local community. The overall goal is to build stronger relationships with the local community and provide support to a wide range of entities – not-for-profit, governmental and community-based organizations – in support of their mission.

Program Description:

The Community Service Program at Western Connecticut State University provides a number of programs, activities and support services to the campus, such as

- support, advice, and referrals to individual students and student organizations;
- an online tool to record community volunteer hours;
- an annual Community Service Fair in collaboration with local organizations; and
- an annual WCSU Day of Service (WDS) during which students, faculty and staff volunteer at local not-for-profit organizations.

Student Learning Outcomes:

Students who participate in community service have an increased appreciation of the value of volunteerism.

Data Collection Methods:

Skyfactor, 2018 and Core Survey, 2017

Summary of Findings/Data:

As shown in the chart below, 86.1% of the students say that participation in community service increases their appreciation for volunteer activities. Perhaps more importantly, 89.3% say that it is important that the university offer these types of community service activities for them.

Thirty-one percent (31%) of students report that they volunteer their time on or off campus to help others (of that 31%, 15% report volunteering 10 or more hours per month). Students who are engaged in campus activities volunteered their time significantly more than students who were not engaged in campus activities. (Core 2017 Survey Results)

Impact of the Assessment/Evaluation and Next Steps:

Community volunteering provides students with opportunities to develop skills in teamwork, decision-making, organization and leadership as well as verbal and non-verbal skills. This is consistent with the mission of the Division of Student Affairs in its commitment to “creating a seamless learning environment that integrates classroom and out-of-classroom learning experiences.” Assessment results (Core and Skyfactor) also support our mission in that engaged students give back to campus life or their communities more than those who are not engaged. If we are aiming to prepare students to be leaders, ethical and responsible citizens, then these results suggest student engagement is a significant influence on this.

Highlights:

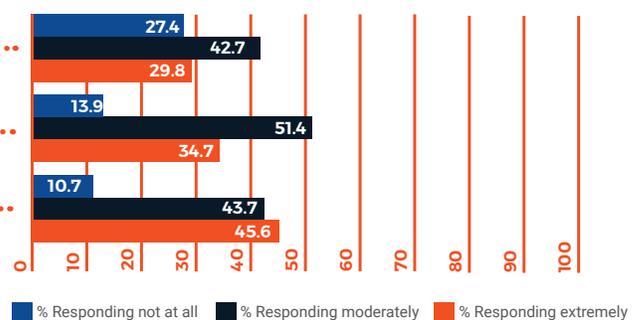
- Approximately 600 students, faculty and staff attended the 4th Annual WCSU Day of Service on April 20, 2018, for 1,800 hours of community service at more than 40 different not-for-profit organizations in the area.

Intellectual Growth - To what degree has attending this university enhanced your: Participation in service/volunteer activities?

To what extent has attending student activities: Enhanced your appreciation of the value of volunteerism?

To what degree is it important that your university offers the following types of student activities: Community service projects?

Skyfactor
RESULTS ON STUDENT ACTIVITIES: COMMUNITY SERVICE



Overview Statement:

The mission of the Counseling Center is to assist students' personal and educational development through therapy, consultation and educational outreach. The Counseling Center helps students develop effective problem-solving and decision-making skills in order to make meaningful life-choices and maximize their capacity for continued growth.

Program Description:

The Counseling Center provides a wide range of services including free confidential individual and group counseling, psycho-educational workshops, training and consultation to students, administration, faculty, staff and parents.

Student Learning Outcomes:

Students who receive counseling will have significantly improved understanding of self, increased self-care, improved thinking, and enhanced knowledge about coping strategies and managing stress.

Data Collection Methods:

Satisfaction Surveys were used to collect data pertaining to student learning outcomes. A total of 71 surveys were collected during the 2017-18 academic year.

Impact of the

Assessment/Evaluation and Next Steps:

The data reflect that seeking services at the Counseling Center supports personal identity, positive sense of self and personal growth among students which enables them to live productive and healthy lives. The services being provided are critical especially for the students who needed urgent appointments (i.e., suicidal, homicidal, psychotic, self-harming, and/or experience interpersonal violence). Eleven percent of the appointments were urgent in nature. The goal will be to obtain 45% completion rate for Satisfaction Surveys next year.

Highlights:

- In collaboration with Health360, 141 individuals were trained and certified in Mental Health First Aid.
- In collaboration with CHOICES, the Counseling Center succeeded in bringing NAMI to campus.

Summary of Findings/Data:

Counseling Center Client Survey (percentages based on students who completed the survey)	87.3%	reported that their understanding and feeling of self improved
	84.5%	reported that their self-care increased
	70.4%	reported that their thinking has improved
	60.1%	reported gaining knowledge and/or skills related to coping strategies
	83.1%	reported gaining knowledge and/or skills related to managing stress

HEALTH SERVICE

ASSESSMENT DATA PAGES

Overview Statement:

The mission of Health Service is to provide comprehensive and compassionate healthcare for a culturally diverse student population in a safe, nurturing environment. We empower students to take charge of their own health and wellbeing and to become responsible healthcare consumers through our care and educational programming. We encourage and teach healthy behaviors to better facilitate the academic success of WCSU students.

Program Description:

Health Service provides care in a professional and welcoming environment. We want our students to let us know how we can improve our services by asking how satisfied they were with the care received at their Health Service visit.

Data Collection Method:

Students were given a brief satisfaction survey at the conclusion of their medical visit between January – April 2018. A total of 72 surveys were collected. The students were asked to rate several services on a scale of 1-5, where 1 is *strongly disagree* and 5 is *strongly agree*.

Student Learning Outcomes:

Health Service initiated measuring student learning outcomes through its HPV Awareness programs in the residence halls and its information table at the Health and Wellness Fair.

Summary of Findings/Data:

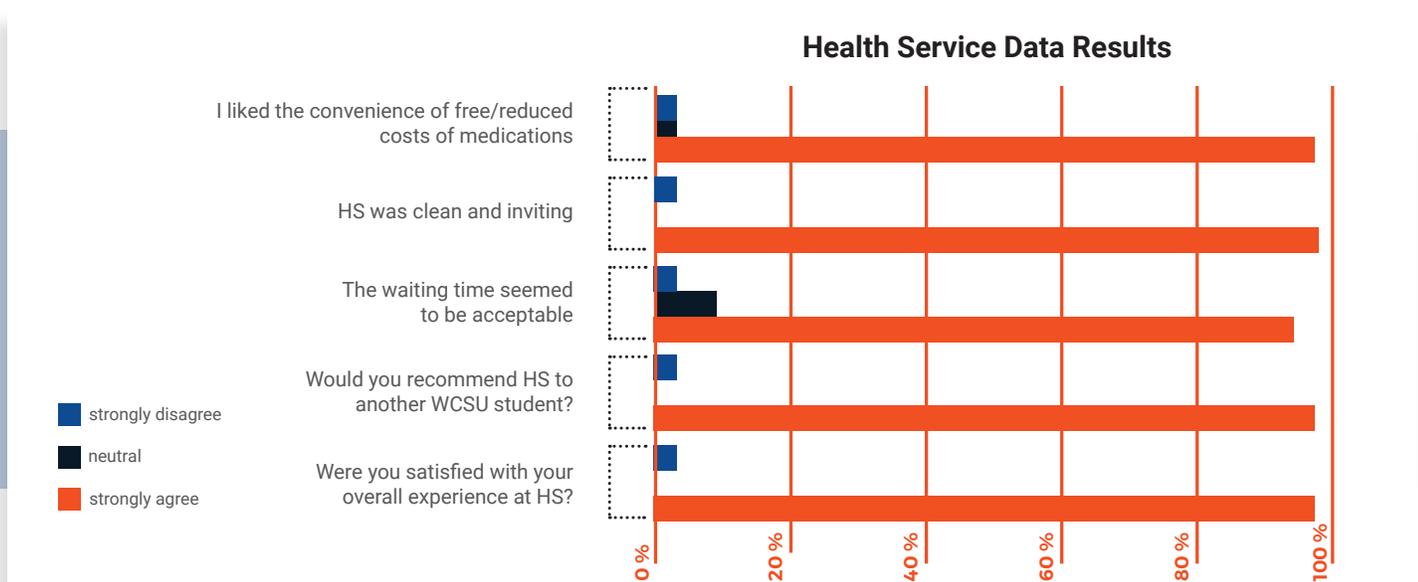
1. 83% of students who attended the residence hall presentation correctly identified two health benefits of the three-dose HPV immunization series.
2. 93% of students who visited the information table at the Health and Wellness Fair correctly identified two strategies for limiting the spread of infectious disease.

Impact of the

Assessment/Evaluation and Next Steps:

A great number of our students take advantage of the convenient and courteous care they receive at the Health Service office on campus. Their feedback shows that they are very happy with the staff, services and facility and would recommend it to other students. Students coming for appointments or attending workshops, clinics and the health fair receive invaluable information educating them about infectious diseases, illness prevention, and best practices to stay healthy. Health Service will continue to explore expanding its use of student learning outcomes.

Summary of Findings:



By the Numbers:

Number of appointments	1,339 (11% were extended appointments requiring extra time or two providers)
Number of STD screenings	98
CSU health records processed	over 2,500
Number of phone calls	over 1,700
Number of walk-in inquiries	over 1,200

Highlights:

- When the CDC warned that the influenza virus was especially virulent this year, Health Service was able to provide a second flu clinic for students. Forty-one students came to be vaccinated.
- After Health Service changed the time of its biweekly STD clinic and boosted student awareness through lawn signs on both campuses, an increased number of students came for testing.
- Health Service began a collaboration with the HPX Department this year to offer “Exercise is Medicine,” a program of the American College of Sports Medicine encouraging regular exercise as a step toward wellness. WCSU was recognized by the national organization as a Gold Level Campus for our accomplishments.
- Health Service promoted awareness about immunizations to prevent HPV in programs for residence halls on both campuses.



HOUSING & RESIDENCE LIFE

ASSESSMENT DATA PAGES

Overview Statement:

Housing & Residence Life at Western Connecticut State University aims to create a positive community experience for students living within the residence halls. Students are encouraged to become well-rounded regarding their involvement in academics as well as their overall university experience.

Program Description:

Programming remains a cornerstone to the Housing & Residence Life operations. This year programming was updated to create intentional conversations between the Resident Assistant (RA) staff and residents and to strengthen the programming across social, cultural and current events. Similarly, Academic Resource Mentors (ARMs) programming included a range of academically related skills,

including Time Management, Study Skills and Campus Resources, among others. Housing used the ACUHO-I Benchmarking survey to measure students' learning and satisfaction in these areas.

Summary of Findings/Data:

ARMs scheduled and presented **101** programs throughout the year.

RAs scheduled and presented **507** programs throughout the year.

The data below illustrate the many areas in which resident students report moderate to extreme satisfaction and level of growth in various aspects of residence life.

Positive satisfaction with ...

programs/activities inside the residence halls	92.7%
safety in room and residence halls	96.0%
safety walking on campus at night	85.7%

Degree in which ...

students respect each other	98.0%
students feel accepted by other students	93.8%
students are better able to solve their own problems	96.4%
students are better able to balance their social, work and academic commitments	92.8%
living in on-campus housing has positively contributed to their learning	90.0%
living on-campus has positively contributed to their academic performance	87.0%
students are satisfied with their on-campus housing experience this year	87.0%
students will recommend living in on-campus housing to new students	91.8%

By the Numbers:

Graduation rate of Resident Students vs. Commuter Students

- The five-year graduation rate of resident students is 5.6% higher than that of commuter students.

Retention rate of Resident Students vs. Commuter Students by class

- The retention rate of sophomore resident students is 6.3% higher than that of commuter students.
- The retention rate of junior resident students is 2.6% higher than that of commuter students.

GPA of Resident Assistants (RA) and Academic Resource Mentors (ARM) compared to general Student Body

- RAs had a 3.2 GPA and ARMs had a 3.6 GPA compared to a 3.02 GPA of the general student body.

Impact of the Assessment/Evaluation and Next Steps:

The outcome of the Skyfactor survey was positive but also shows room for improvement in some areas. Two of the areas we are planning to address this fall is staff interaction with residents and programming. The programming model will be adjusted by reducing the number of programs each RA is responsible for and by increasing the number of hours each RA will have with residents. The Office of Housing and Residence Life will expand its use of student learning outcomes by measuring students' awareness of campus resources, as well as development of time management skills. Data will be collected using attendance at programs, surveys and RA/resident conversations.

Highlights:

- **Residence Hall Renovation:** In the fall of 2017, Litchfield Hall, one of the oldest residence halls on campus, reopened after a "like new" renovation to overwhelmingly positive response by students.
- **Technology:** In the fall of 2017, the department addressed Strategic Plan 2.1.1 to convert forms to fully online formats to support ease of access for students (including the Housing application, cancellation and overnight guest forms).
- **New Amenity:** To support students' interest in music, new electronic keyboards were purchased to replace old pianos resulting in very favorable responses from residents.



INTERCULTURAL AFFAIRS

ASSESSMENT DATA PAGES

Overview Statement:

The InterCultural Center provides learning opportunities that cultivate an inclusive educational environment where all students are successful and prepared for lifelong engagement in a global and multicultural society.

Program Description:

The InterCultural Center:

- provides a learning space for students to explore, discuss and reflect on issues of social identity, diversity and social justice
- develops student-centered communities that support the success of WCSU’s diverse learners
- facilitates campus community programs that raise awareness about social justice
- cultivates campus allies and advocates who support the development of an inclusive community

Student Learning Outcomes:

The newly developed office sought to measure baseline feelings and opinions about a number of issues on campus related to inclusion and diversity. Below are some of the data points explored during this initial year:

1. Students will agree that they feel they are treated fairly at WCSU. (Table A)
2. Students will report that they value diversity and inclusion on campus. (Table B)
3. Data will illustrate that Student Affairs has been successful in reaching and engaging students of color and commuter students.

Data Collection Methods:

Data was collected using 2017 Core survey results, and through a convenience sample of students (April – May 2018).

Table A

I feel I have been treated fairly at WCSU regardless of my...

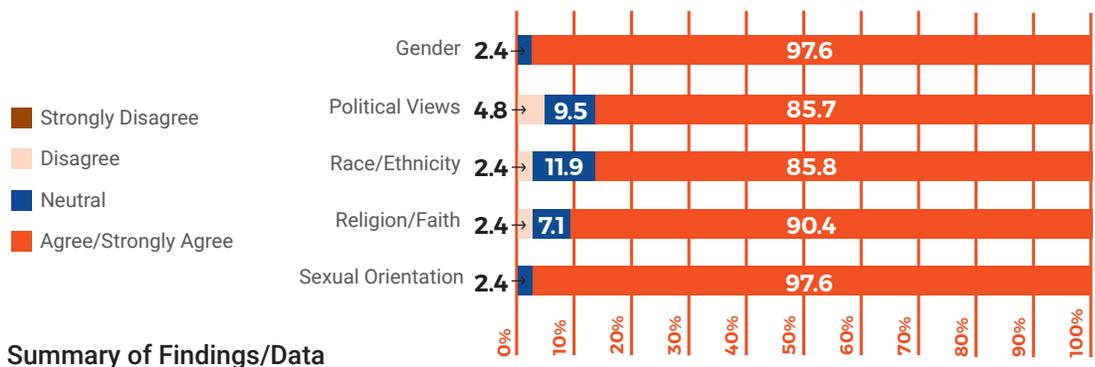


Table B



In addition to the above two tables, data from the Core 2017 survey supported learning outcome #3 as illustrated below:

- Level of student engagement is not significantly different between white students and students of color. This demonstrates that Student Affairs is engaging all students in co-curricular activities.
- Similarly, level of student engagement was not significantly different between resident and commuter students (when controlled for student-athletes). This illustrates that Student Affairs has been successful in engaging commuter students, who comprise the majority of our student population, in co-curricular activities.

Impact of the Assessment/Evaluation and Next Steps:

We know that students who feel welcomed and valued are more engaged on campus, and students who are more engaged on campus are retained at a higher rate than those who are not engaged. Given the current numbers of students of color enrolled,

the state and national demographics which will drive enrollment in the near future and WCSU's efforts to capture new students from neighboring states, a healthy campus climate where diversity is present, perceived and valued will be important for this university's enrollment and retention efforts.

Highlights:

- The Office of InterCultural Affairs was successfully established and opened in July 2017 to provide educational, cultural and social support to our multicultural students.
- The office provided service to approximately 1,300 students, staff, and community visitors in its first year in operation.
- For the first time in recent university history, the office sponsored a series of culture-specific programs such as Hispanic Awareness Month, Day of Silence, Black History Month, Women's History Month and Transgender Day of Visibility.

JUDICIAL AFFAIRS

ASSESSMENT DATA PAGE

Overview Statement:

The Office of Judicial Affairs encourages all students to be responsible members of the university community and the community outside of WCSU and helps students become well-rounded individuals who embrace diversity, uphold community expectations, and promote academic integrity.

Program Description:

Now in its third year, the Jump Start program seeks to reach out to fulltime first-year students who have a 2.0 GPA or less and have gone through the disciplinary process by providing education, early intervention and support to increase the individual's success and retention at WCSU. The Follow-up Assessment program assesses students who have encountered the discipline process and have been placed on probation for at least six months. Both of these programs provide follow-up each semester until the student graduates.

Student Learning Outcomes:

1. Students will increase their self-understanding of their academic skills and increase their GPA.
2. Students will critique and subsequently learn from past experiences.
3. Students will be knowledgeable about academic resources on campus.
4. Students will gain understanding of the judicial process.
5. Students will be knowledgeable of the Student Code of Conduct.

Data Collection Methods: The director and graduate intern met with students who are or were at risk at some point at WCSU through the Jump Start or the Follow-up Assessment program.

Summary of Findings/Data:

1. 92% of the participants in the Jump Start program were able to improve their GPA significantly (2016-17).
2. 100% of students stated they learned from past experiences.
3. 100% of students attending the Jump Start program stated they were more knowledgeable about academic resources.
4. 100% of students believed the judicial process to be fair, straightforward and transparent.
5. 100% of students stated they are more knowledgeable about the Student Code of Conduct.

Impact of the

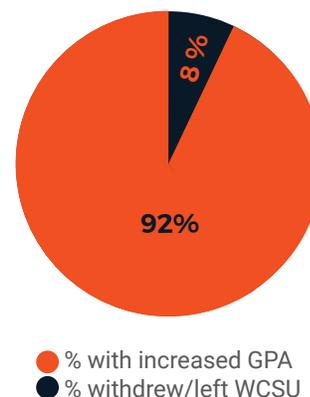
Assessment/Evaluation and Next Steps:

The Department of Judicial Affairs was able to demonstrate that the Jump Start program and follow-up assessment meetings with students were able to meet the stated learning outcomes of improving GPA, learning from past experiences, and being more knowledgeable about resources and the Student Code of Conduct. Students unanimously agreed that the judicial process was fair, straightforward and transparent.

Highlights:

- The Office of Judicial Affairs moved to the Midtown campus for the fall of 2017, increasing its visibility.
- The two assessment programs in Judicial Affairs have been a true positive with retention efforts.
- The Student Care Team (chaired by the director of judicial affairs) has done an exceptional job raising awareness of WCSU's at-risk student support system and contributing to retention of these students.
- The University Judicial Board is very student-development oriented with an emphasis on student success. It is believed that this focus contributes to WCSU having a minimal number of students suspended/ expelled compared to the rest of the CSCU System.

Jump Start Students - Progress after 1 year



ORIENTATION PROGRAM (SUMMER)

ASSESSMENT DATA PAGE

Overview Statement:

The Summer Orientation Program at Western Connecticut State University provides incoming students and their families a common shared experience, important information for student academic success, personal growth, and meaningful connections. The program facilitates students' transition to university life.

Program Description:

Students attended one of four two-day sessions that included an optional overnight stay. Activities included opportunities to explain academic expectations and begin the acculturation process to the university environment, develop a sense of belonging within the university community and identify support services dedicated to student achievement.

Student Learning Outcomes:

1. Student attendees will have a better understanding about how to be successful in their first year of college.
2. Student attendees will feel more confident in their decision to attend WCSU.

Data Collection Methods:

Students attending orientation were asked to complete a survey following orientation.

Summary of Findings/Data:

1. The results of the survey indicated that 92% of the students felt they had a better understanding about how to be successful after attending the summer orientation sessions.
2. The results of the survey indicated that 94% of the students felt more confident in their decision to attend WCSU.

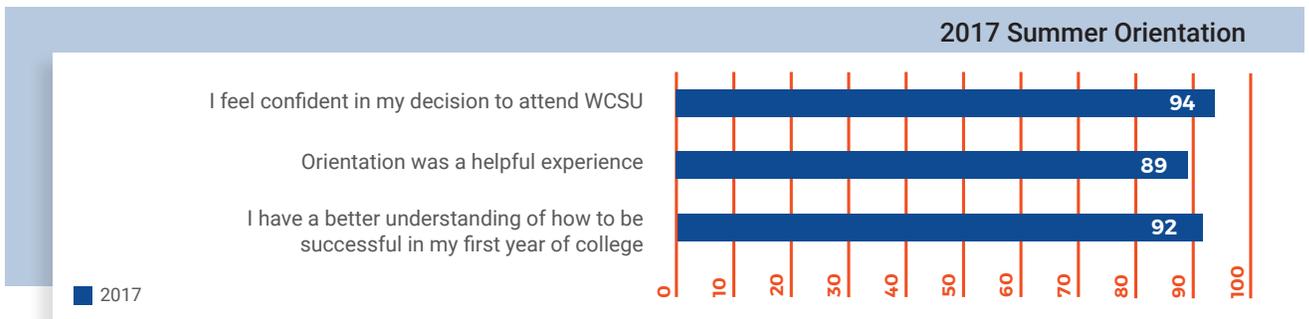
Impact of the

Assessment/Evaluation and Next Steps:

The overwhelming majority of students attending the orientation program affirmed that attending orientation benefitted them and the experience was helpful overall. Student Affairs will continue to review the data and explore ways to increase attendance and sustain program successes.

Highlights:

- Introduced a new academic orientation session to the program to introduce students to an overview of the students' academic schedule, the vocabulary associated with college and academic advisement
- Introduced a new session for parents of student-athletes to help them understand the overall program
- Survey of parents indicates that 92% are confident in their student's decision to attend WCSU after attending the Parent Orientation program



POLICE DEPARTMENT

ASSESSMENT DATA PAGE

Overview Statement:

The Police Department is committed to providing professional protection services to our university community. These services are characterized by fairness, compassion, respect, and inclusiveness, and a commitment to protect the dignity of every person with whom we come in contact.

Program Description:

The department is community service oriented and strives to prevent crime through community involvement and aggressive problem solving while fostering a safe living, learning and working environment. The department strives for professionalism and integrity by maintaining high ethical and performance standards and encourages technological advances, training and professional skill development to enhance its effectiveness, generate respect, and provide the maximum safety for staff.

Data Collection Methods:

Data for this report was collected from a variety of sources, including Clery, Core and Skyfactor. Incidents are categorized and the crimes reportable under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act are selected for this report. In addition, information received and contained in Anonymous Reports made to the police department are included in the statistical information for sex crimes, domestic violence and stalking, as per the provisions of the VaWA (Violence against Women Act).

Summary of Findings/Data:

- The Clery report illustrates that WCSU remains a safe campus with minimal crime.

- VaWA data illustrates a sharp decline in dating violence from 2015 to 2016 (from 36 to 6) reports.
- Since 2014, the Division increased prevention and education programming in interpersonal violence and sexual assault, resulting in increased reporting of any sex crime or incident starting in 2015; this is an indicator that those outreach efforts were successful in encouraging the reporting of such incidents to authorities.

Impact of the

Assessment/Evaluation and Next Steps:

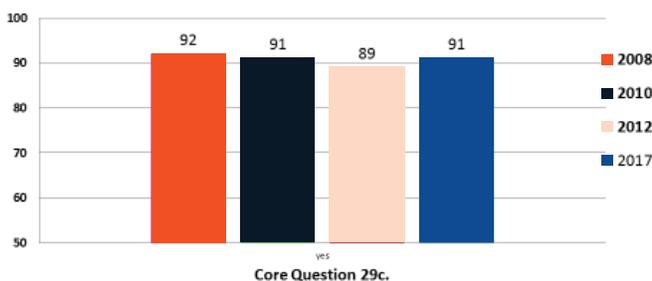
The data collected demonstrates that emphasis on preventing crime through community involvement and aggressive problem solving is appropriate and successful at WCSU. The department will continue to collaborate with the Women's Center and Campus Response and Resource Team (CaRRT) to ensure WCSU remains safe. Additionally, the department will continue to work with the Danbury Police Department and other law enforcement partners to minimize off-campus incidents and crime. Continued professional development and training of officers are paramount to responding to emergencies and averting them when possible.

Highlights:

- In winter 2018 the police department moved into its new location.
- Based on the Skyfactor: ACUHO-I/Benchworks Resident Assessment in spring 2018 and the Core Survey over many years, we know that more than 90% of WCSU students consistently feel very safe on campus.

Campus Climate Questions

Percentage of Students Who Report Feeling Safe on Campus



University Police has maintained a safe campus, and the overwhelming majority of students report feeling safe on campus.

Core: Campus Climate Questions 2008-17



RECREATION

ASSESSMENT DATA PAGES

Overview Statement:

The Recreation Department, part of WestConn Athletics, is dedicated to providing the campus community with a wide variety of recreational activities to encourage physical fitness and promote a positive well-being.

Program Description:

The Recreation Department provides co-curricular activities that promote physical health and fitness, wellness-related activities, and competitive sports opportunities for students. The broad range of activities serves to foster overall wellness, enhances campus pride in the student population, contributes to students' academic success, and creates a vibrant campus community.

Student Learning Outcome 1:

Students who use the recreation facilities will feel welcomed and supported by the staff. The Recreation facilities will help foster connections among different student groups.

Student Learning Outcome 2:

Participation in wellness and fitness-related activities will have a positive impact on students' overall health and ability to function productively in a college environment.

Data Collection Methods:

The Skyfactor "Benchworks Recreation Services Assessment" was launched in spring 2018. Below are the outcome measures for 2018. Students were asked to rate on a scale of 1-7 with 7 being the highest.

Summary of Finding/Data:

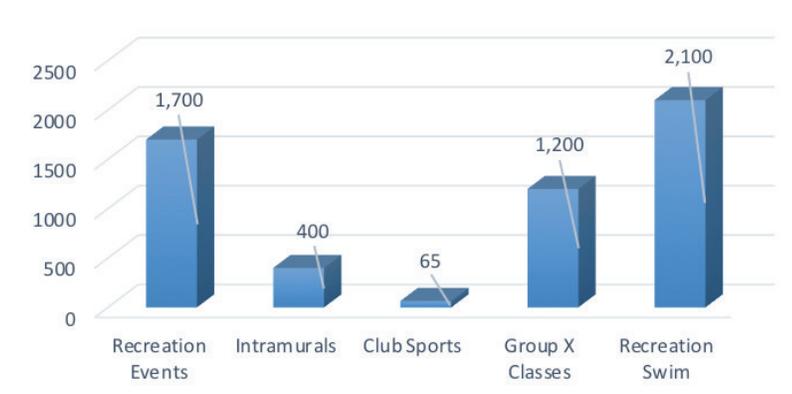
Because of my participation in a fitness program(s) at this institution:

	CAS goal	WCSU mean
I know that health/fitness activities improve health	5.5	6.48
I can identify my health/fitness strengths and weaknesses	5.5	6.18
I can plan a health/fitness program to meet my health/fitness goals	5.5	5.79
I respect people different from myself (i.e. race, gender, beliefs)	5.5	6.03
I can work cooperatively in a team	5.5	5.84
I have learned to respect the roles of other people in the game (e.g., referees, coaches, other teams)	5.5	5.85
My sense of stewardship to the natural environment is stronger	5.5	5.88

* Council for the Advancement of Standards Program Criteria sets goal for all areas at 5.5

Strong scores were also evident in students' perceptions of staff as friendly and knowledgeable (5.83), able to help and assist (5.55), and of centers as student-oriented facilities (5.63). Recreation scored well above the 5.5 goal on questions within four of the seven CAS criteria including: cognitive complexity, intrapersonal development, humanitarian and civic engagement, and interpersonal competence.

2016-17 Recreation Attendance



By the Numbers:

2017-18 Attendance	Total	Fall	Spring
Facilities (MT & WS Fitness Zone, Batting Cages, Group X, Pool)	25,358	11,867	13,491
Large Events (Run or Dye, Muddy Chuck, Wellness Fair)	643		
Rec After Dark/Council Events (Oozeball, etc.)	1,684		
Intramurals	319	218	101
Club Sports (Cheer, Dance, Ice Hockey, Rugby)	104		
	28,108		

Impact of the

Assessment/Evaluation and Next Steps:

The Recreation Department will continue to review the Skyfactor analysis throughout 2018 using data to drive decisions on improvements and programs. Immediate efforts will concentrate on two areas, increased activities and additional/better equipment. These are the top predictors of "overall satisfaction" and the data reveal are also high-impact areas. Our mean score was slightly lower than our comparison groups (4.68 vs. 5.50), **not** because students are dissatisfied with what we do, but rather, they want more! We will maintain areas of strength identified in the data which include: staffing, culture of respect and inclusiveness, student-oriented focus, variety of programs and inviting atmosphere.

Highlights:

- We opened the Westside Colonial Fitness Zone in fall 2017, servicing an average of 550 participants per week.
- Also in fall 2017 we expanded the Midtown Recreation facility offerings by opening Studio A and the batting cages.

STUDENT EMPLOYMENT IN STUDENT AFFAIRS

ASSESSMENT DATA PAGES

Overview Statement:

"On-campus employment can be an effective way to engage students in campus life and increase their sense of identity with the institution" (Noel Levitz). Nationally, students employed by the university perform better academically, are better connected, and are retained at a higher rate than their peers. Student employees within the Division of Student Affairs have consistently provided strong support to departments and are often the front line of connections with other students, faculty and staff.

Program Description:

The Division of Student Affairs provides structured and rigorous training for its student workers and recognizes its obligation to help students learn practical work skills and leadership experience to carry into the workforce following graduation. "On-campus employment can provide students with a greater sense of financial security, while also

improving learning, career readiness and persistence outcomes" (NASPA). Student Affairs employees include: resident assistants, academic resource mentors, orientation leaders, campus and student center managers, athletic support staff, recreation staff and other support positions.

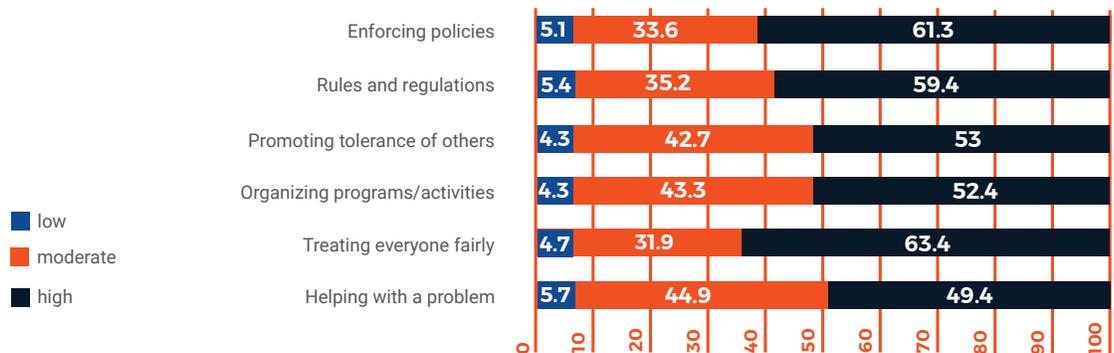
Student Learning Outcomes:

1. Housing and Residence Life student employees will create vibrant, caring and safe living space for its resident students as demonstrated by Skyfactor results.
2. The Campus and Student Center employees will increase skills in a wide range of content areas as demonstrated by pre- and post-test scores.
3. Recreation employees will add to campus life and campus culture as demonstrated by Skyfactor survey results.

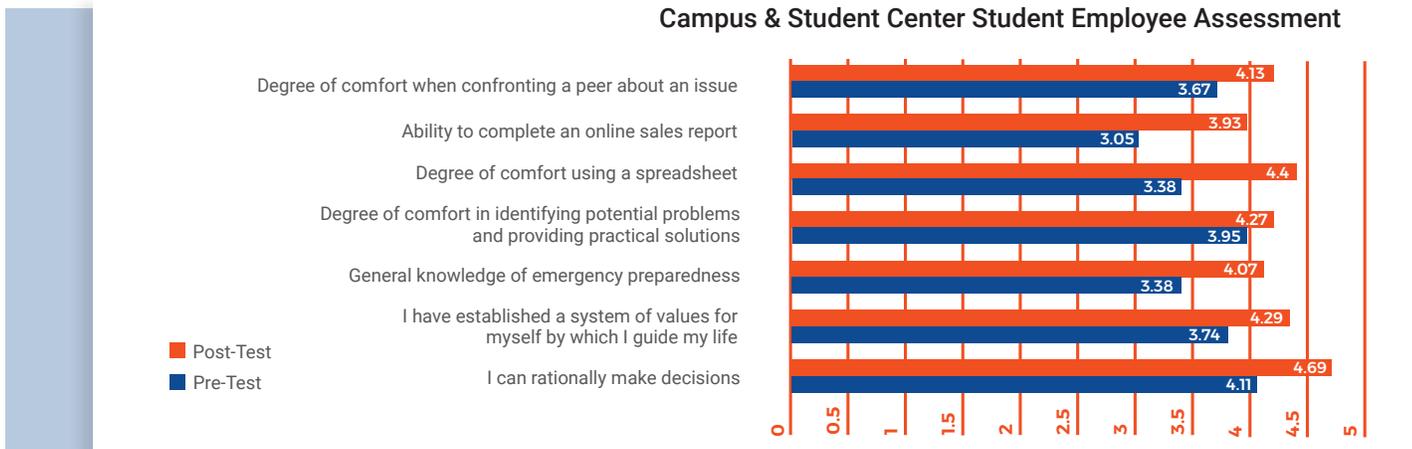
Summary of Findings/Data:

1. Student residents' perceptions of Housing and Residence Life staff (Skyfactor) show no less than a 94% level of satisfaction with regards to Student Learning Outcome #1 listed above.

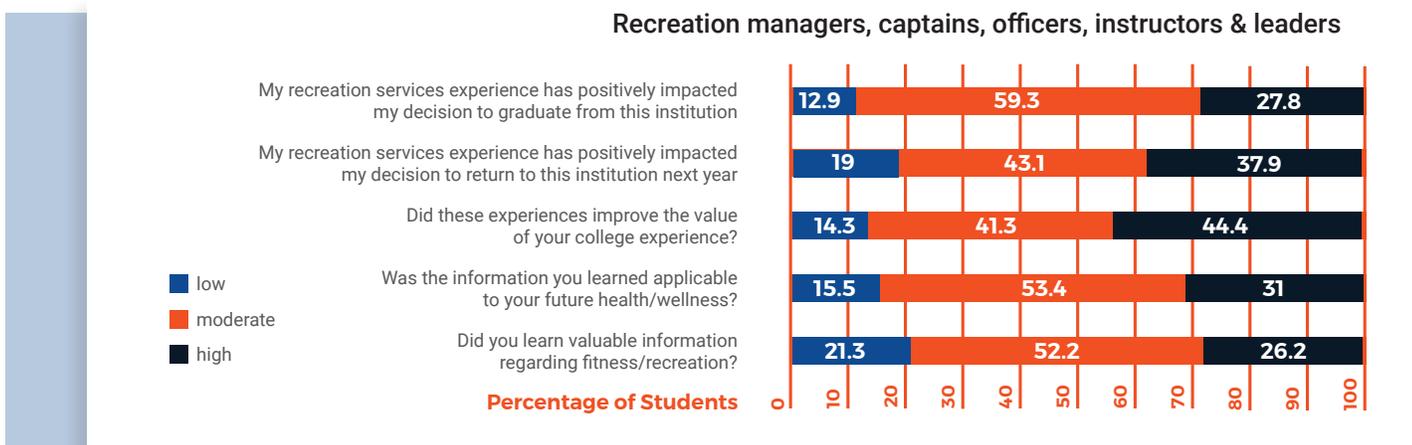
"How satisfied are you with your student staff member on your floor regarding..."



- Campus and Student Center employees showed increased skill in the areas listed below with regards to Student Learning Outcome #2 above.



- More than 75% of student recreation employee leaders responded that their experience has positively impacted their engagement in campus life and campus culture as demonstrated by Skyfactor survey results



Impact of the

Assessment/Evaluation and Next Steps:

Housing and Residence Life had a 43% response rate on the Skyfactor survey, and overwhelmingly resident students responded positively to their living environments. Student employees demonstrated transferable skills such as understanding and following policy, exhibiting tolerance and inclusion and mediating problematic behaviors. Campus and Student Center employees increased skill levels in all content areas. Recreation student leaders report feelings of sense of belonging, dedication and increased self-care as a result of working in the department. Departments will continue to focus on training student employees in transferable skills and in areas that increase campus engagement and pride.

Highlights:

- We completed assessment of the three departments that employ the largest number of student workers in our division. The assessments illustrate that the training student workers receive contributes to their skill base and to the campus environment and culture.
- The Division is committed to providing training, leadership opportunities and practical skills that will transfer to the workplace after graduation. We will continue to monitor these objectives.

SUBSTANCE ABUSE PREVENTION PROGRAM - CHOICES

ASSESSMENT DATA PAGES

Overview statement:

Substance use impedes students' ability to attain academic goals, remain continuously enrolled and perform at their highest levels possible. Comprehensive and effective substance abuse prevention programs mitigate the negative impact to individual students and the campus community as a whole. Prevention and early intervention is a viable way to promote student retention and success. (Arria, Caldeira, Bugbee, Vincent & O'Grady, 2013)

Program Description:

CHOICES operates from a public health model of disease prevention and provides services to the universal, selected and indicated student populations at WCSU. We implement and evaluate evidence-based environmental strategies, provide evidence, assessments and early intervention to high-risk students, and conduct outreach and educational programs that raise awareness and promote healthy decision-making.

Student Learning Outcomes:

In 2017 we conducted our 6th Core Survey to track national outcome measures, monitor progress and evaluate the effectiveness of our services. The Core Alcohol and Drug Survey is a nationally normed instrument designed to assess the nature, scope and consequences of alcohol and other drug use on

college campuses. Results continually inform our strategic planning for future services, and identify gaps in services and emerging trends in substance use. As a result of CHOICES programs and services:

1. Binge drinking will continue to decline among the student population.
2. Average drinks consumed per week will continue to decrease.
3. 30-day prevalence will decrease.

Data Collection Methods:

A stratified random sample was generated and the survey was administered between March and May 2017. Collectively the survey responses yielded a representative sample of our student population.

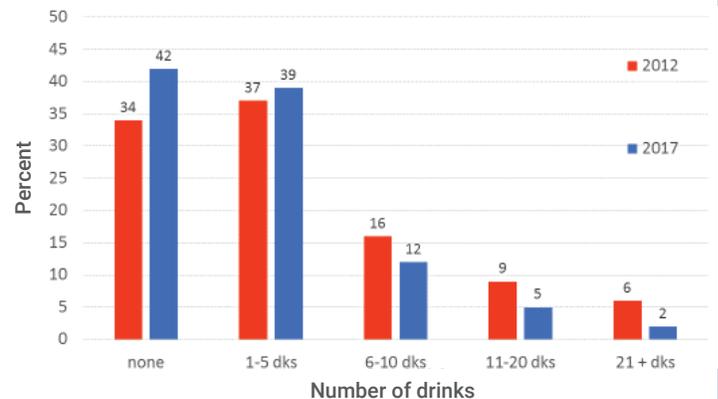
- A total of 1,250 surveys were distributed and 499 surveys were collected for a response rate of 42%.
- Analysis was conducted from July through October using SPSS-X.

Summary of Findings/Results:

Survey results indicate that the prevention strategies have had a positive impact on decreasing three national outcome measures including binge drinking, number of drinks consumed per week, and 30-day prevalence.

1. **Binge drinking:** This behavior leads to an array of problems including missed classes/ assignments, poor performance on tests, unintentional injuries, sexual assault and other violent crimes. From 2006–17 WCSU has seen a decrease in the percentage of respondents who report binge drinking in the past two weeks from 54% to 41%. (chart on page 4)
2. **Number of drinks consumed per week:** Among the general student population, more students report no use at all or moderate use in the past week. The percentage of students reporting more frequent or heavier levels of consumption has decreased slightly.

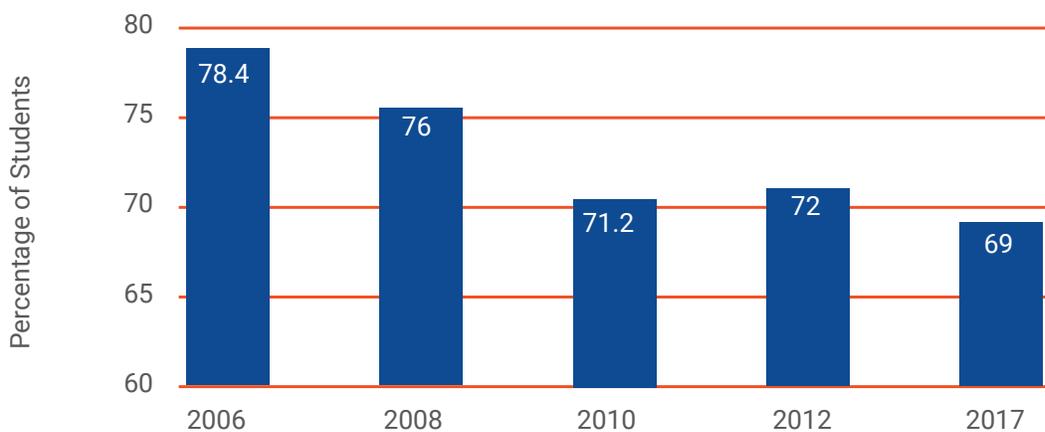
Average # of drinks you consume per week (q.15)



WCSU avg. = 3.5 drinks
Nat'l avg. = 4.3 (based on 123,430 reference group)

3. **30-Day Prevalence:** Results also illustrate a positive and sustained trend with fewer students reporting drinking during the past month.

30-Day Prevalence



Impact of the

Assessment/Evaluation and Next Steps:

Multiple components of a comprehensive program which includes adequate screening and assessment, early interventions, prevention and education programming, comprehensive policies, and consistent enforcement can reduce alcohol abuse and mitigate related problems on campus. Our assessments indicate marijuana smoking is an emerging trend impacting students' ability to succeed academically and will be the focus of future prevention efforts.

Highlights:

- \$10,000 grant for opioid prevention services including three Narcan training sessions
- \$10,000 grant for recovery support services for students
- \$34,000 (2016-18) grant for tobacco use reduction and prevention on campus
- Facilitated a regional opioid abuse prevention conference

WOMEN'S CENTER

ASSESSMENT DATA PAGES

Overview Statement:

The Women's Center aims to end violence against all individuals at Western Connecticut State University through crisis intervention, advocacy, individual and group counseling, and prevention education. All services are free and confidential and offered from a victim-centered and trauma-informed point of view, creating an environment of empowerment and safety, which allows students to take the steps to healing.

Program Description:

The Women's Center on campus has a robust education program and direct services unit. Over the past two years, our goal was to increase both the numbers of prevention, training and outreach programs on campus and to increase our visibility and students' utilization of our resources.

Student Learning Outcomes:

1. Students who participate in bystander intervention workshops will be able to describe key elements of the trainings as demonstrated by evaluations conducted with the electronic interactive assessment tool Kahoot.

2. As a result of increased prevention and advocacy efforts on campus, students will feel more comfortable coming to the Women's Center for services as demonstrated by an increase in the number of counseling sessions held by Campus Advocates in the 2016-17 academic year compared with the 2015-16 academic year.

Data Collection Methods:

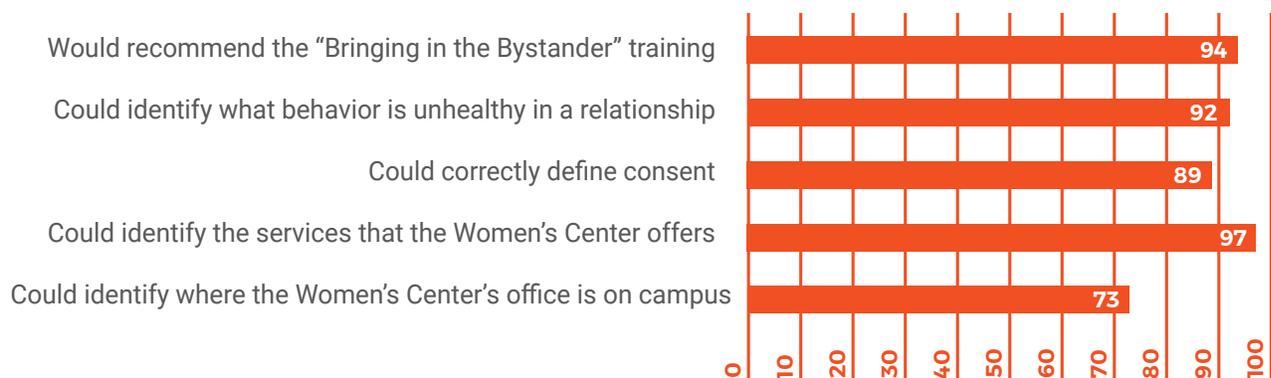
1. In March and April 2018, data was collected from over 300 students who attended bystander intervention training. Facilitators used the electronic and interactive formative assessment tool Kahoot to measure increases in knowledge and five elements of the training.
2. Data on number of client sessions was collected through the Women's Center's electronic reporting system from July 2017 to June 2018 or from July 2015 to June 2018

Summary of Findings/Data:

1. Overwhelmingly, students demonstrated increased knowledge in key areas of bystander intervention training.

Student Learning Outcomes from Bringing in the Bystander Trainings

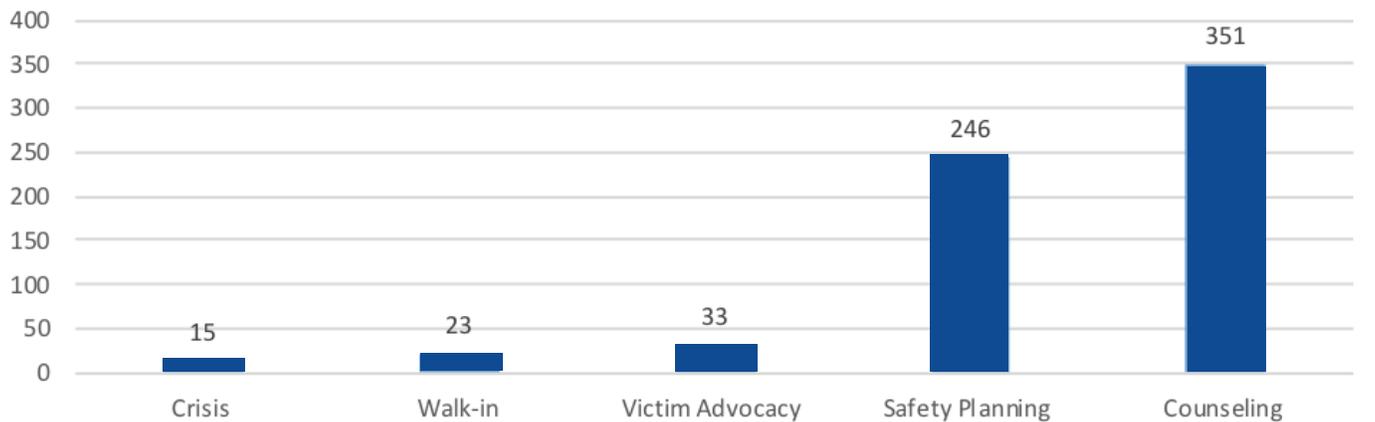
Kahoot Objective



Percentage of Students

- Increased outreach and prevention efforts helped students seek out services as demonstrated by a 169% increase in the number of in-person client contacts that Campus Advocates had with students in the 2016-17 academic year compared with the 2015-16 academic year. A breakdown of in-person client contacts in varied services is presented in the table below.

Contacts by Service Type 7/1/17 to 5/2/18



Impact of the

Assessment/Evaluation and Next Steps:

The Women’s Center has significantly increased its visibility and programming on campus. The increases in numbers of activities and participation is accompanied by documented increases in knowledge in areas measured (SLO). A positive outcome of “effective prevention” is usually followed by an immediate increase in those seeking the service. Such is the case with the Women’s Center. The increased visibility and programming on campus have increased caseloads at the Women’s Center. The numbers of students seeking counseling related to IPV issues has increased this year. Reviewing these evaluation data points demonstrates that the Women’s Center is impacting the community in a positive way and making our campus, ultimately, a safer place.

Highlights:

- The total number of prevention programs, trainings, workshops and outreach events approximately tripled from 44 in 2015-16 to 124 in 2016-17.
- The total number of students seeking services at the Women’s Center increased from 2,655 to 3,568.
- Total participation at events increased by 54% this year.

CONCLUSION

Many departments in the Division of Student Affairs have been actively engaged with assessment over the years, but this is the first time the entire division formally assessed all areas to create a Division of Student Affairs Impact Report. Within this Impact Report are sections on student learning outcomes, service outcomes, and effectiveness of department activities, all of which are reflective of the division's contributions to student engagement and retention. The Impact Report also reflects how the division's delivery of programs and services aligns with the university's Strategic Plan. The Strategic Plan has five major goals: 1. Create, strengthen and enhance programs and curricula that are responsive to the needs of a diverse community of learners; 2. Develop and implement processes, facilities and support services to meet the needs of a diverse campus community; 3. Create a sense of campus community and pride; 4. Create a distinct identity; and 5. Create a sustainable financial model. As this Impact Report clearly shows, the Division of Student Affairs is already actively engaged in 98% of the strategic goals assigned to the division. Details of this can be seen in the chart listed in the Appendix.

Developing formal student learning outcomes became a primary focus of the Division of Student Affairs this past year (2017-18) as we engaged in the division-wide assessment process. We know from the literature and our own experiences that students learn a great deal of life skills outside the classroom and in many cases make connections between what goes on inside the classroom and outside.

As mentioned in the introduction, according to the Gallup-Purdue University study of college graduates, students who participated in extracurricular activities and organizations while in college were 1.8 times more likely to be engaged in their work and 1.4 times more likely to be thriving in all areas of their lives once they leave college. ("Life in College Matters for Life After College" – May 6, 2014). Adam Weinberg, president of Denison University in Ohio, adds that the research shows that "the impact of higher education increases dramatically when students are enrolled in a college that engages them in a robust campus life program..."

The student learning outcomes measured across many departments within Student Affairs support this observation. Responses clearly demonstrate that students who have participated in Student Affairs activities, programs or services report an increased sense of belonging and personal growth, campus pride, increased leadership skills and opportunities, cultural awareness, and a better understanding of the value of volunteerism, the role of the citizen, and healthy wellness choices. Students who are engaged and feel a sense of belonging to the campus community are retained at a higher rate, recommend the university to others, and indicate that they have a strong commitment to graduate. Although we saw these kinds of positive responses across the division, this connection to retention can be seen particularly in assessments made in Athletics, AccessAbility, Recreation, Housing and Residence Life, and CSI.

We also know from the recent assessment that WCSU students value the programs and services provided and any recommendations focused on the students' desire for increased numbers of programs and services. At the same time, service outcomes illustrate significant increases in use of services such as the Counseling Center, AccessAbility Services and the Women's Center. This is also true in the use of Recreation as well as Campus and Student Center facilities. Program participation increased across many departments in the division, most notably in the Career Success Center, the Women's Center and CHOICES.

As mentioned earlier in this Impact Report, student engagement is correlated with student satisfaction and retention. This was seen directly in several departments such as Judicial Affairs, Housing & Residence Life, and Athletics. Students who are athletes, who are living on campus, who are employed in the division, and who are actively involved in student organizations, recreation or leadership positions report high levels of satisfaction, connection to the campus community, academic success and a desire to remain at WCSU. For example, in the 2011-16 cohort, athletes' one-year retention rate was 8% higher than non-athletes (80% vs. 72%). Housing and Residence Life reports that the five-year graduation rate of resident students is 5.6% higher than that of commuter students; and 87% of students report living on campus contributed positively to their academic performance. Eighty-one percent of students report "recreation services

positively impacted my decision to return to WCSU next year" (Skyfactor). An average of 91% of respondents felt that "they had been treated fairly" at WCSU regardless of their gender, political views, race/ethnicity, religion/faith or sexual orientation. Level of student engagement was not significantly different between students of color and white students, or between resident and commuter students (Core 2017). This demonstrates that Student Affairs is successful in its efforts to engage all students. Feeling valued and being engaged are predictors of student success and retention and will remain a priority for the division.

A strength of the division's assessment comes from the variety of tools used to measure outcomes across all departments, including nationally normed surveys, professional standards and benchmarking reports. Departments will continue to examine the wealth of data to improve services and programs and focus on high-impact factors (Skyfactor). The division will continue to assess areas highlighted in the Strategic Plan and measure the impact of the division's services and programs on the sub-goals and the contributions to student engagement, retention and success. Finally, the Division of Student Affairs will use this initial Impact Report to create a continuous improvement model to improve programs, services and processes to support student success at Western Connecticut State University.

APPENDIX

WCSU Strategic Plan	Student Affairs Progress toward Goals
1 - Programs and Curricula	
1.1.1. Create First Year Program (FYPlus) to support Educational Achievement & Access Programs (EAP) and other at-risk first year students.	<ul style="list-style-type: none"> • Career Success Center working with Provost on CED 298 to directly support peer mentoring, introduce career learning to every year, and add curriculum
1.1.2. Establish a university-wide peer mentoring program to support all students, including first-generation/under-prepared.	<ul style="list-style-type: none"> • Dennis Leszko (CSI) and Maribeth Griffin (H&RL) will participate in online mentoring training • CED 298 (see above) • Alumni Mentoring collaboration
1.2.1. Establish a University College (programs for graduate and continuing studies), with a separate admissions process for both graduate and bachelor's degree-seeking adults that recognizes acculturation barriers, work/family constraints, and expectations, and values prior learning where appropriate.	
1.2.2. Offer degrees that meet the current demands, interests, and opportunities for returning adults and graduate education	
1.2.3. Design specialized schedules for continuing education and graduate students that include evenings, weekends, online, hybrid, and accelerated formats including fifth-year and full-time graduate programs.	
1.3.1. Publish and follow course rotations for all undergraduate and graduate degrees in the catalog, on department websites, and in a print format available to students. Be sure that there is a two-year schedule of planned course rotations available at all times. As part of this effort a new centralized electronic platform should be adopted so that edits occur in one place and are deployed to all relevant electronic locations.	
1.3.2. Determine the feasibility of offering key major requirements both fall and spring. Implement wherever financially possible	
1.3.3. Adopt a data driven scheduling model to maximize degree completion opportunities and eliminate scheduling conflicts for essential major requirements. Include a plan for degrees to be completed during the day and at night, where possible.	
1.3.4. Develop 3-, 4-, and 5-year plans with summer courses and intersession courses included to support different paces for different types of students. Discount tuition in summer and reconfigure financial aid packages where possible *	
1.4.1. Identify and promote best abroad locations for each major and create a list of approved major courses at those locations, wherever possible	<ul style="list-style-type: none"> • Co-curricular opportunities for travel abroad (Campus & Student Centers London/Dublin Trip) - students receive academic credit
1.4.2. Include best semesters for travel on program sheets	
1.4.3. Double the number of faculty-led study-abroad experiences over the next three years, with a published rotation to insure a wide variety of opportunities	
1.4.4. Require all students who study abroad to present information about their experiences at a welcome-back event each fall and spring	<ul style="list-style-type: none"> • Career Success Center working with Donna Warner to create a "coming-back" experience and talk to new students about Career Success

1.4.5. Determine the current level of scholarship funding available for students with high financial need who wish to study abroad, promote the availability of those funds, and work to grow the dollars available annually	
1.5.1. Dedicate funds to support student participation in professional conferences and performances and simplify the process for acquiring those funds*	<ul style="list-style-type: none"> • SGA has set aside funds for students who have been accepted to present at conferences (up to 75% of cost)
1.5.2. Establish a WCSU organization/infrastructure that allows students and faculty to collaborate with local organizations to invent, innovate, problem-solve, and accept fees for services where appropriate	<ul style="list-style-type: none"> • Career Success Center plans to meet with Newtown Savings Bank and work with JC Barone to create an internship
1.5.3. Expand community partnerships to support service learning and applied research and innovation projects	same as 1.5.2
1.5.4. Acknowledge students, faculty, and staff who support these opportunities through awards, ceremonies, and an up-to-date list maintained on the WCSU website, and on the academic transcript	<ul style="list-style-type: none"> • The LCCC could on this list
2. Development & implementation of processes, facilities, and support services	
2.1.1. Continue efforts to convert all admissions, financial aid, bursar, and registrar processes to fully online formats, to support ease of access for students. This will include review of academic policies that impact signature approval paths, and a cost/benefit analysis of not accepting VISA. This will not include the elimination of face-to-face services when they are most appropriate	<ul style="list-style-type: none"> • All forms need to be accessible • Forms within the division have been moved online (AccessAbility, Housing, etc.)
2.1.2. Review schedules of tutoring, library hours, media services, IT&I help desk, and other academic support functions to meet the needs of day and evening students. Expand where possible. Revisions will include new scheduling models and the potential for online/interactive support systems	<ul style="list-style-type: none"> • All student support services such as the shuttle, dining services, early learning center, etc. are all being reviewed through the Student Life Area Committee and hours are adjusted
2.1.3. Develop and implement a plan to ensure classroom and faculty technology replacement and expansion support a 21st century institution	
2.1.4. Ensure all faculty and staff serving student support functions have adequate training to provide accurate and helpful information	<ul style="list-style-type: none"> • Student Affairs departments provide a lot of training for faculty and staff
2.1.5. Develop a means of gathering real-time and annual feedback on processes and operations and integrate feedback into operational plans	<ul style="list-style-type: none"> • Used Skyfactor for three departments • Satisfaction Survey in Counseling Center • Survey Monkey • First Destination Survey
2.2.1. Provide training for faculty and staff in the different needs and expectations of traditional undergraduates, under-prepared students, first-generation students, adult degree-completers, veterans, and graduate students	<ul style="list-style-type: none"> • Mental Health Training for Faculty • First Generation program (EAP & InterCultural Affairs)
2.2.2. Develop online advising strategies/protocols that meet the needs of the busy schedules of all student types	<ul style="list-style-type: none"> • After hours coaching (Career Success), could do more
2.2.3. Adopt a co-advising strategy that partners faculty advisors and the academic advisement center to ensure accuracy of information and maximum availability of support	
2.2.4. Include advising tutorials about process, accessing information, and deadlines in the First Year courses	
2.2.5. Monitor the tools available to advisors to ensure they are effective, accurate, and up to date	

2.3.1. Develop and require an employment practicum course (career explorations, resume writing, cover letters) as part of a second year program	<ul style="list-style-type: none"> • New courses, internships in Career Success Center
2.3.2. Add internships to four-year plans to highlight their importance and drive students to advisors and/or career services	<ul style="list-style-type: none"> • Career Success working with the provost to make this happen
2.3.3. Work with each major to identify and promote internal (WCSU) and external internship placements for their students	see 2.3.2
2.3.4. Host career panels featuring alumni in every department at least once a year	<ul style="list-style-type: none"> • Not happening for every department yet but is being developed
2.3.5. Expand and incentivize participation in leadership opportunities (HSLP, LCCC) and student organizations	<ul style="list-style-type: none"> • LCCC, Orientation Leaders, RAs/ARMs, Clubs & Organizations, natl. Honor Society for students with disabilities, SA student employees, internships, Judicial Board members, Career Peer Leaders, Recreation staff
2.4.1. Create informal spaces in all buildings that support student collaboration, and meet the needs of a commuter environment	<ul style="list-style-type: none"> • Colonial Corner • InterCultural Affairs Office • Pinney Recreation Facility
2.4.2. Develop formal learning spaces that support diverse pedagogies	
2.4.3. Ensure easy to follow signage everywhere (doors, digital, apps) to assist with campus navigation*	<ul style="list-style-type: none"> • AccessAbility (need more Braille signage) • Police working with EFS & Planning office • Parking Signs, Street Signs, etc.
2.4.4. Develop a plan for recreational spaces, including clubs, athletics, and other co-curricular activities based on student input and expectations	<ul style="list-style-type: none"> • Pinney Hall Colonial Fitness Zone • Berkshire Colonial Fitness Zone • We have a plan on how to move forward
2.4.5. Align food services with student time constraints and dietary preferences	<ul style="list-style-type: none"> • Modified menu selections • Dietary stations to meet all dietary needs • Plant-based menu for vegans and vegetarians
2.5. Support faculty scholarly activity by strengthening and streamlining access to university-based resources and providing administrative assistance to apply for and manage external grants	
3. Create a sense of campus community & pride	
3.1.1. Measure current student engagement in campus and community activities and with faculty/staff to establish a baseline and assess annually thereafter	<ul style="list-style-type: none"> • Skyfactor • WestConn Works • Have established baseline and plan in Impact Report
3.1.2. Utilizing the above data, develop and implement plan for community-building that begins with enrollment and endures past graduation to alumni status.	<ul style="list-style-type: none"> • We have started the process; details are in Impact Report or with Committee members • We will make connection with alumni
3.1.3. Continue to assess summer orientation to ensure we use best practices so that it helps students feel connected and builds meaningful connections among students/faculty within major and school	<ul style="list-style-type: none"> • Continue to assess summer orientation • Surveys of students/parents/faculty & staff • Have looked at best practices at other universities
3.1.4. Evaluate freshmen welcome week and establish strategies for integrating academics and social activities for students with or without declared majors	<ul style="list-style-type: none"> • Similar strategies for LEAP (see 3.1.3) • Working closely with Academic Affairs and Enrollment Services on LEAP
3.1.5. Initiate welcome back week for entire community	<ul style="list-style-type: none"> • We are taking steps to bring everyone together • BBQ, Scavenger Hunt, Western Day of Service
3.1.6. Develop plan for increasing attendance at university and community events (including expanding opportunities for using WestConnect cards in the community).	<ul style="list-style-type: none"> • We are developing a plan • Bonfire, Homecoming, WOW

3.2.1. Develop a master calendar that is easily accessed by the WCSU community (including Ives Concert Park) and an event planning process so that events are spread out in time and location	<ul style="list-style-type: none"> • We are part of the conversation regarding the Master Plan
3.2.2. Increase the number of co-curricular events on weekends for residential students and commuters	<ul style="list-style-type: none"> • Weekend Programming (PAC, H&RL, Clubs & Organizations, Recreation are all putting on events each weekend) • Victor Namer is connection between CityCenter and campus
3.2.3. Create events that acknowledge the presence of and/or are specifically geared toward adult learners and graduate students at WCSU	
3.2.4. Improve communication with internal and external audiences in support of programming of events and activities	
3.2.5. Cultivate relationships with area providers of daycare for children and animals to be able to provide existing options for students, faculty, and staff	
3.3.1. Measure and improve current faculty/staff engagement and sense of community by assessing annually	
3.3.2. Schedule more frequent all-faculty and faculty/staff meetings (e.g., once per semester) to facilitate communication and engagement	
3.3.3. Establish all-faculty development days once per semester	
3.3.4. Establish faculty/staff social gatherings (at least once per semester)	
3.3.5. Physical space for faculty interaction (e.g., a lounge or coffee bar for faculty)*	
3.3.6. Institute community/common experience like "One Book, One Community	<ul style="list-style-type: none"> • VP and Dean attend community meetings (UWWC, City Center Danbury, Rotary, etc.)
3.4.1. Obtain/improve WCSU's app/platforms for communication to students/faculty/staff that will: allow for message targeting to specific groups; allow recipients to select what messages to receive; be easy to use; constantly updatable	<ul style="list-style-type: none"> • Presence is portal for student clubs & organizations • WestConn Works • AccessAbility Services database • Collaborating with IT&I
3.4.2. Create or purchase scheduling software for faculty for scheduling student appointments and offer training*	
3.4.3. Create overall online strategy (such as replacing traditional department web pages with Facebook pages, integrating Twitter/Instagram, etc.)	
3.4.4. Evaluate purpose and effectiveness of WestConduit and revamp/replace	
3.5.1. Establish a "What is a Colonial? A Colonial is someone who..." campaign. Define Colonial in a way that exemplifies what is unique about WCSU. Connect with new first year initiative #ichosewcsu. Include participation in campus traditions as a way to be defined as a Colonial. Supplement with posters, banners, etc. around campus.	<ul style="list-style-type: none"> • Promote Colonial through WestConn Athletics all the time • Use Chuck at events for selfies, etc.
3.5.2. Add a feed to the WCSU home page that regularly rotates stories that highlight the accomplishments and activities of our students, faculty, staff, and alumni	<ul style="list-style-type: none"> • Provide information for Homepage all the time

3.5.3. Establish one or more unifying themes/shared purpose and instantiate in a new motto	• We are promoting
3.5.4. Promote the school colors and mascot with highly-visible flags and signage on campus	• Created a different brand for Athletics
4. Create a distinct identity	
4.1. Strategy 1: Celebrate and promote the importance of faculty scholarly activities as part of the WCSU brand	
4.2.1. In conjunction with the University Senate, create an ad hoc committee to review the concept of "Signature Status" and report recommendations to the University regarding whether this designation should be retained	
4.2.2. If WCSU decides to retain the "Signature Program" designation, define criteria for gaining signature status, clarify what it means to be a signature program, and post to the website	
4.2.3. If WCSU decides to retain the "Signature Program" designation, for each existing Signature Program identify what sets it apart from competitor programs in Connecticut and regionally, and post to the website	
4.2.4. If WCSU decides to retain the "Signature Program" designation, incorporate signature status into department brochures, marketing, and admissions materials	
4.3.1. Decide on "WestConn vs. Western" as branded name and reflect this in all WCSU materials, web pages, departments, athletic teams, etc.	• Student Affairs was part of the branding committee • Athletics, Bookstore, etc.
4.3.2. Promote updated Colonial image & include in new "WestConn/Western" brand name	same as 4.3.1
4.3.3. Create a new slogan for the university as a whole and tie new logo into "WestConn/Western" name adoption	• VP and Dean attend community meetings (UWWC, City Center Danbury, Rotary, etc.)
4.3.4. Leverage WCSU as the "best of both worlds" (rural/urban; New England/NYC, etc.)	
4.3.5. Incorporate "success for a diverse community of learners" into our identity and marketing	• Created the InterCultural Affairs Office
4.3.6. Evaluate whether WCSU has "kept the promises" marketed to incoming students	• Continuing Assessment • Student Affairs Impact Report
5. Create a self-sustaining financial model	
5.1.1. Establish an Evaluation of Programs Committee constituted by the University Senate and the Office of Academic Affairs to develop a systematic process, informed by Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance by Robert C. Dickeson, published by Jossey-Bass, 2010	
5.2.1. Increase the percentage of valid email addresses for alumni and other constituents to promote student success stories and build affinity	
5.2.2. Increase total number of donors	• UA hired in Athletics to increase number of external donors

5.2.3. Develop a strategy to increase participation of community members and partners in the life of the campus	<ul style="list-style-type: none"> • Mental Health first Aid Conference • Mission Health Day • Working with CityCenter Danbury • Career Success Center working with Paul Steinmetz and Lynne LeBarron
5.2.4. Systematize community member contact and critical background information in the fund raising database	
5.3.1. Partner with Career Services	<ul style="list-style-type: none"> • Daily partnering with Career Services
5.3.2. Focus contributions to be on the success of the university rather than on being a member of an alumni association	
5.4.1. New programs, after a designated amount of time, will be required to present at UPBC their achievements in terms of hitting projected enrollment numbers	



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