Student Affairs
IMPACT REPORT 2018–20

Covering academic years 2018-19 and 2019-20

WESTERN
CONNECTICUT
STATE
UNIVERSITY

Letter from the
VICE PRESIDENT

I am very pleased to welcome you to the **2018-20 Student Affairs Impact Report**. Building upon our inaugural 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, once again, 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 becoming increasingly 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 continuous 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 continue to be very proud, and impressed, with how everyone within the Division of Student Affairs has worked together to foster a shared commitment to ongoing assessment and to create this 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 continues to complement and respond to the assessment-related segments of the university's Strategic Plan.

To conclude, on behalf of the entire Division, I want to say thank you once more to our Assessment Team (Walter Cramer, Birte Pfitzner, Sharon Lawler, Elisabeth Morel, and Laine Blankenburg) for their guidance, drive, and ongoing support of assessment.

Best regards,

Dr. Keith Betts
Vice President for Student Affairs

2018-2020

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89%

retention of students with disabilities

92%

satisfaction with the services offered

CAREER SUCCESS

6,801

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Career Success Center's *Handshake*

COMMUNITY SERVICE

5,598

hours of community service provided

2,898

hours logged by student-athletes,
Winner of the NCAA Team Works Challenge

ATHLETICS

72

student-athletes earned academic
all-conference in 2018-19

9

WestConn athletic teams earned at
least a 3.0 GPA in 2019-20

The student-athlete population
increased by 30% since 2018

CENTER FOR STUDENT INVOLVEMENT

9,085

total attendees at events during
the 2019-20 academic year

HEALTH SERVICES

100%

of student satisfaction in 2019-20

HOUSING

8,483

Gab & GROW Podcasts have been streamed

RAs (3.3 GPA) and ARMs (3.6 GPA) had a higher GPA compared to the general student body (3.06 GPA)

POLICE

19,942

service calls

495

cases investigated

73

safety escorts

53

medical assists, crisis intervention

WOMEN'S CENTER

95%

of students surveyed would feel comfortable going to the Women's Center for support or help

61% increase in classroom programs from 2018-19 to 2019-20

144% increase in participants at awareness events from 2018-19 to 2019-20

ORIENTATION

After attending orientation...

92%

of students felt they had a better understanding about how to be successful (2019)

94%

of students felt more confident in their decision to attend WCSU (2019)

92%

of parents are confident in their student's decision to attend WCSU (2019)

RECREATION

11,605

views of Instagram videos in April 2020 as we pivoted from in-person to virtual, representing the success of the social media campaign

Introduction

This is the Division of Student Affairs' second Impact Report focusing on the years 2018-19 and 2019-20. Like the first Impact Report (which focused on 2016-17 and 2017-18), this one highlights the work done across the division to evaluate the effectiveness of our individual departments' activities and programs by reporting numbers, types of programs and services offered as well as to measure student learning outcomes (SLO). In addition, this report also focuses on inter-departmental activities related to partnerships, commuter students, leadership, and student employment. The impact report also reflects how the Division of Student Affairs has continued to be guided by the university's Strategic Plan. Progress is shown in individual department pages and in greater detail in the Strategic Plan Progress Report in the appendix. In recent years, student affairs in higher education made a strong commitment to assessment. As noted by a recent American Personnel and Counseling Association (ACPA) report, this is to address the accountability movement in higher education, to meet the requirements of accreditation bodies, assess program support levels to manage limited resources in "tough times," get out in front of calls for "proof or perish," and address the importance of refocusing on student learning and measuring the outcomes to more adequately prepare students for life after college/university (Assessment in Student Affairs, Kimberly Yousey-Elsener, 2010).

Assessment continues to be informed by the mission of Western Connecticut State University and is best seen in its own mission statement: *The Division of Student Affairs at Western Connecticut State University 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*. Having found strong support across the Division of Student Affairs for the development of the first Impact Report, the Assessment Committee asked the leadership of the various departments to think about how they might modify their assessment tools and which areas to focus on in light of lessons learned.
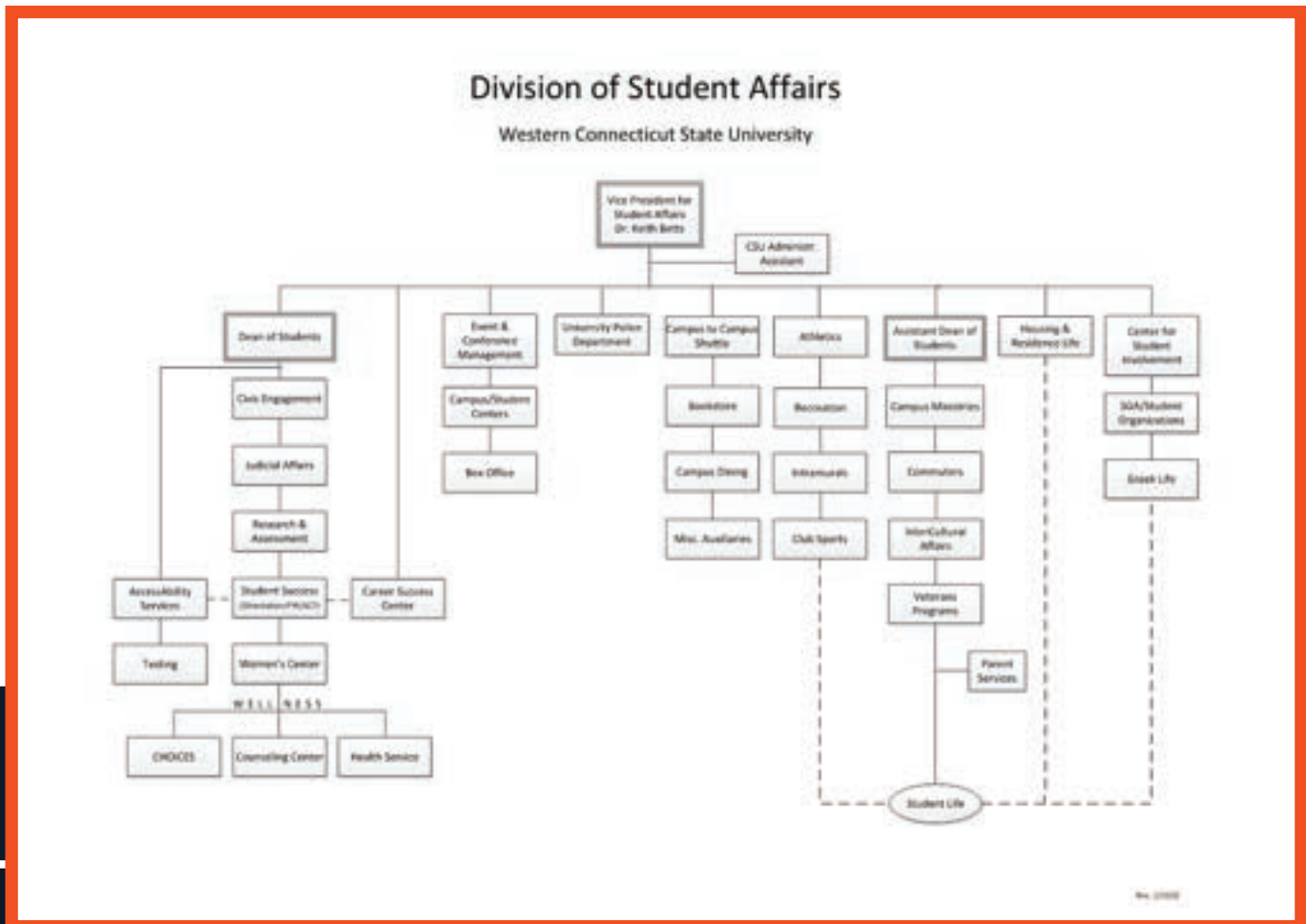
While everyone was enthusiastic about these "next steps" and engaged actively, the sudden onset of the Covid-19 pandemic impacted some departments' plans for data collection. Still, we forged ahead and sought out as much feedback from students as possible.

Outline for 2020 Division of Student Affairs Assessment

As mentioned in our first Impact Report, the Division of Student Affairs is committed to monitoring the student co-curricular experience at WCSU to guide us in developing and improving services and programs to meet the needs of the students. The Assessment Committee continued to guide and manage evaluation within the division and worked with department directors to align assessment practices across the various departments with the intent to create data-informed decision-making to drive strategies to promote student success. As with the first Impact Report, the assessment process for each department consisted of (1) identifying student learning outcomes (SLOs) where possible and practical, (2) developing an assessment plan and methodology, and (3) collecting and analyzing relevant data. The results published in this report will be used for planning, prioritization and decision-making on resource allocation.

Types of Data Collected for the Division's 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. Following on the success of the practice from the last Impact Report, the Assessment Committee met with individual department directors to determine what data collection tools and methods would best fit each department. Varied methods were used, including satisfaction surveys, usage tracking, online survey tools (Kahoot, SurveyMonkey) and benchmarking (SkillSurvey, Core), program/department review, random samples, and convenience surveys. In addition to the above, the Assessment Committee encouraged the directors to continue to use data from past reports (SkyFactor) to inform current and future practices.

This Impact Report

As you will find reading through this report, we found that students' engagement is correlated significantly with several measures of student satisfaction and aligns positively with the mission of Student Affairs and the university. Several individual departments were able to explore more deeply the impact their departments had on student quality of life. The Assessment Committee felt it important to focus its attention on several areas that had emerged since the last Impact Report, including commuter students, leadership, partnerships, and student employment. Results showed that these areas have significant potential for impact on the quality of life at WCSU. During the last three months of the evaluation period, which was co-opted by COVID-19, we learned that a pandemic, while at first disruptive and very disconcerting, can lead in many ways to new discoveries, new talents, and new approaches that are positive in many ways. A switch to online events and social media campaigns let us reach students in new and innovative ways. We found that virtual events can also be positive, encouraging, educational, and even life-changing. Finally, this report shows that the Division of Student Affairs plays a significant role in connecting students to all the possibilities available to them at the university, and guides students to obtain the knowledge, tools, and skills needed to become successful in a global society.

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 400 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 45%, 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 89%.

Summary of Findings:

Coaching	GPA of AAS Students coached 1 on 1	GPA of AAS Students w/o Coaching	Difference in GPA
Fall '19	2.81	2.53	.28
Spring '20	3.30	2.35	.95
Retention	**AAS Students**	**Average AAS Retention Since 2014**	
S'19 – F'19	87.7%	89.1%	
F'19 – S'20	92.4		
Cumulative GPA	**Cumulative GPA of AAS Students**	**Cumulative GPA of Overall Students**	**Difference**
Fall '17	2.90	3.01	-.11
Spring '18	2.77	3.02	-.25
Fall '19	2.99	3.06	-.07
Spring '20	3.08	3.14	-.06

AccessAbility Services Increase in Services
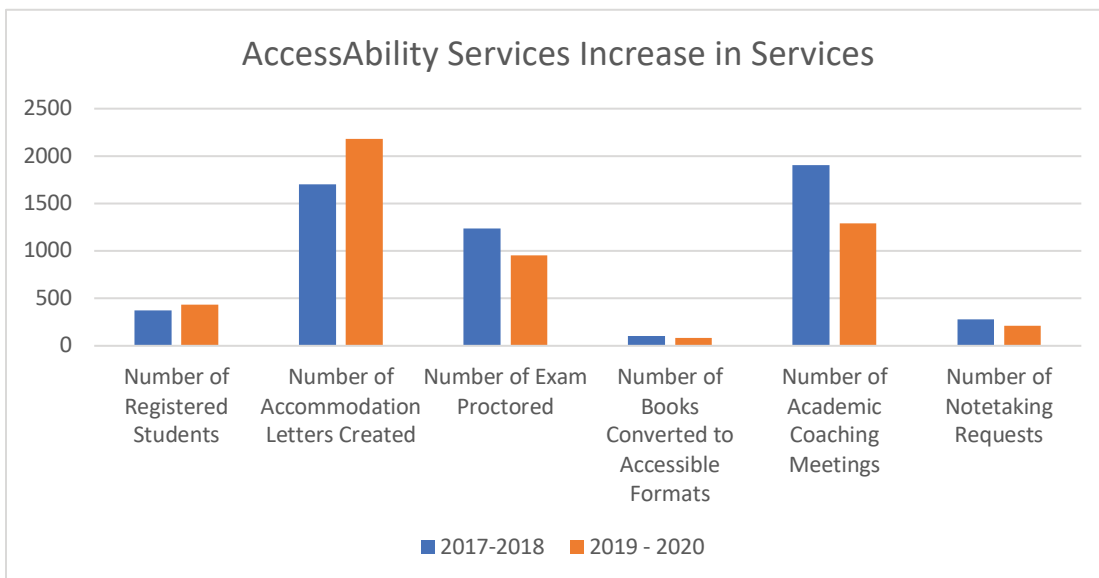
Spring 2020 Remote Experience:

After the university went virtual in March 2020, Accessibility Services surveyed its students and asked them a series of questions to ascertain how successful we were in meeting their needs.

"I feel more prepared for my classes to go remote in fall 2020 after my experience during the spring 2020 semester":

Value		Percent
Strongly Agree		33.7%
Agree		30.8%
Neutral		21.2%
Disagree		11.5%
Strongly Disagree		3.8%

Impact of the Assessment/Evaluation and Next Steps:

AccessAbility Services continues to grow yearly and has seen about a 45% increase in the number of students it is serving over the last eight years. The number of intakes completed each year has increased 177% since 2012. In addition, the need of the students served by AccessAbility Services has continued to increase, as well as requests from academic departments for individualized assistance for struggling students with disabilities. This requires weekly and/or bi-weekly individual appointments with students to address academic skills for success, such as time management, organization, study preparation, and self-advocacy strategies. The office has also seen an increase in the administering of accommodated exams. Exam proctoring has increased 187% since 2012. Even with the increase in students accessing AccessAbility Services, the support provided continues to prove to be effective with students having a .62 higher GPA than students not accessing the support offered through AccessAbility Services.

Given evaluation of utilization of remote support services, AccessAbility Services will be offering monthly remote workshops to address skills such as time management, organization, reviewing a college syllabus, how not to feel isolated, communication tips, increasing productivity, developing routines, and study skills. In addition, learning specialists will be encouraging students to access remote support services.

Highlights:

- 89% retention of students with disabilities.
- Continue to meet the growing demand for student assistance by providing 1,601 individual academic coaching meetings.
- Students participating in academic coaching have an average of .62 higher GPA.
- Developed faculty training in consultation with the Library and Instructional Design to address the legal landscape of online classes.
- Trained students to use Smartpens to reduce the number of classes requiring notetaking assistance from 244 to 212.
- 92% satisfaction of the services offered through AccessAbility Services.

ATHLETICS
ASSESSMENT DATA PAGES

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 lll) 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 continue to demonstrate retention rates higher than non-athletes.
2. Student-athletes will continue to demonstrate graduation rates higher than non-athletes.

Data Collection Methods:

Data for two cohorts (2008-13 and 2013-18) was generated comparing student athletes to non- student athletes on several measures including: (1) first and latest GPA (2) percentage retained after one- year and (3) percentage who graduate within six years.

Group	WCSU Entry	Cohort Size	First GPA (mean)	Latest GPA (mean)	One Year Retention (percent)	Six Year Graduation (percent)
Athletes	**2013-18**	520	2.86	2.90	86.0	
Other	**2013-18**	6454	2.75	2.77	74.0	
Difference	(Athletes-Other)		0.11	0.13	12.0	
Athletes	**2008-13**	480	2.78	2.90	86.3	64.2
Other	**2008-13**	7370	2.60	2.69	71.4	48.0
Difference	(Athletes-Other)		0.18	0.21	14.9	16.2

Varsity athletes do better than non-athletes on all measures

Impact of the Assessment/Evaluation and Next Steps:

WestConn student-athletes contribute to the university in many ways and are a solid investment as they continue to attain higher retention and graduation rates than non-athletes. Institutional data illustrates that the current cohort graduation rates track as previous cohorts examined (see Impact Report 2017-18), and that our athletes continue to attain higher rates of both retention and six-year graduation than their non-athlete counterparts. The data from past and current cohorts demonstrate that athletic 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.

Highlights:

- Winner of the NCAA Team Works Community Service Competition award. The school had 430 student-athletes participate, logging 2,898 hours, with 1,697 of the hours coming from the campus-wide initiative "WCSU Day of Service." WestConn is a Top Five school in the nation, among all divisions, with regard to community service.
- A total of 37 fall student-athletes earned LEC Academic All-Conference honors.
- Nine WestConn athletic teams earned at least a 3.0 GPA in the academic year 2019-20. Women's Lacrosse led the way with a 3.36 GPA.
- New branding has unified all teams under one logo.
- The student-athlete population increased by 30% since 2018. Four new varsity sports were added (Men's and Women's Cross Country, Men's Golf, Men's Swimming and Diving) and several junior varsity teams.
- All fall 2019 teams qualified for post-season competition (see the Athletics Annual Report for details). Men's Basketball earned both the regular season and the Little East Championship titles in spring 2020.
- Launched the "GamePlan" app designed to help guide students from their first year through graduation.
- Formation of the Colonial Legacy Fund to support student-athletes and assistant coaches in their professional development.
- The Athletics Department created a virtual Sports Award Banquet in spring 2020 to celebrate all accomplishments.

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.

Program Description:

The Career Success Center (CSC) provides the following services through live and virtual means:

- Guide students and alumni   through career discovery by coaching, mentoring and personal research
- Provide wide array of career navigation services through virtual connections, online tools, workshops, career fairs, expositions, networking events, resume/interview/branding, etc.
- Manage internship and cooperative education applied learning opportunities; support entrepreneurship, student teaching, clinical placement, practicum, field study, service learning, etc.
- Grow and manage employer base to enable student employment/internship opportunities.

Student Learning Outcomes/Service Outcomes:

- Students who engage with the Career Success Center services, including *Life Design* programs, will be able to demonstrate knowledge required to pursue future employment.
- Students who participate in an internship/CED 297 will reflect on their experience and be evaluated by employers via *SkillSurvey* on their effectiveness as an employee.
- Students who register in *Handshake* and participate in a Career Fair, live or virtual, will receive access to employers who are looking to hire WCSU students.

Data Collection Methods:

Services are tracked throughout the year via online tabulation; student and employer survey assessments, and/or student papers, as required. The Career Success Center uses *Handshake* to offer and track services used and administer the *First Destination* and workshop surveys, and separately administers the *SkillSurvey* to student employees and those in internships.

Summary of Findings/Results:

By the Numbers: Academic Year 2019-20

Total of workshops offered/students attending	104 / 1091
Student engagement points (including Peer Leader interactions, resume reviews, workshops, level-up bar)	1568
Number of companies at career fairs and festivals	159
Number of students attending career fairs and festivals	360 (does not include nursing fair)
Total of CED 297 internships 2019/20	104 (53 in spring '20)

First Destination Survey:

Of the students who took *the First Destination Survey* in 2018–19, 73% had a positive outcome, either were employed full- or part-time. Of those students, 25% indicated they received career assistance* and 46% indicated that they had internship** experience during their time at WCSU. Due to COVID-19, the *First Destination Survey* was only partially administered in 2019–20.

*Career Assistance was not just from the CSC; it could have come from anyone while at WCSU

**The "Internship" label is broader than CED 297; it could possibly indicate other applied learning including a practicum, clinical placement, student teaching, etc. and/or other activities performed outside of university oversight.

SkillSurvey:

WCSU's project with *SkillSurvey* is putting the university on a path of more fully preparing students for the world of work. While 80% of schools don't require student employees being evaluated, our efforts in Student Affairs are showing results (see the section on Student Employment in this report for more details).

   a.   96% of academic offices say that students are ready for the job market
   b.   In spring 2020, 53 interns completed the *SkillSurvey* with 51% of our interns landing in the top two categories compared nationally (the categories were "Advanced" and "Accomplished"). If we included the third highest category, "proficient", 70% of our interns would be included.
   c.   Per the *SkillSurvey* online employer evaluations, 86% of students participating in a CED297 internship scored a rating of "Effective" or above by their employers. Nationally, only 11% of businesses feel that students entering the work world are ready.

Handshake/Career Fair:

By moving to *Handshake*, the Career Success Center has significantly increased the number of jobs available to students (6,801) as well as the number of remote jobs (319 and growing). Since June 2019, over 3,000 employers have registered with *Handshake*. A total of 34% of undergraduate students have registered most of which are seniors (50%) and juniors (33%). We hope to increase the participation of freshmen (19%), sophomores (26%), and graduate students (9%) who activate their account in *Handshake* and attend in-person or virtual Career Fairs.

Life Design Workshops:

Between September 2019 and September 2020, the CSC taught 150 students through 14 workshops on *Life Design* principles. From March to May, the CSC taught a successful 1.5 credit class on *Life Design* to 20 students (CED 298).

Impact of the Assessment/Evaluation and Next Steps:

The success and positive feedback received after the spring virtual career fair indicated the clear viability of a virtual platform for career fairs. Several in-person services, to include personal services from the Career Peer Leaders, also went fully virtual without sacrificing quality, indicating clear processes for future operations and allowing access to broader employment opportunities, particularly for the high number of non-traditional students and commuter students who can take advantage of virtual services.

The use of *Skill Survey* gave clear comparisons to national data, providing insight and confidence to current measures and processes for skill building.

This was the second full year that the Career Success Center has had confidence in the operational data obtained. Acquired through *Handshake* software and process improvements, the data is a reflection of the increased WCSU support for career-support functions and renewed energy and creativity flowing into the CSC.

Highlights:

- Student engagement increased significantly with positive response to peer-to-peer support from Career Peer Leader coaching.
- Virtual career fairs during COVID-19 proved very successful and will be used routinely in the future.
- New branding recognition, increased social media support, improved facilities, increased workshops, revamped website, access to more employers via career fairs and new software, including *Handshake*, have all led to increased use of the CSC by students.
- The Career Success Center was very successful in creating new partnerships with:
    - Academic Affairs to deliver another successful credit-bearing class (CED 298);
    - Eastern CT State University to institute a first virtual career fair;
    - Yale University to train 40 CT Public/Private university Career Service Leaders on *Life Design*;
    - NACE and *SkillSurvey* for an online evaluation of interns and student workers at WCSU;
    - National working groups (Ivy league heavy) on continuous *Life Design* improvements.
- Strengthened partnerships with Alumni, SGA and Honors to further engage students and alumni.

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 approximately 90 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.

Service Outcomes:

1. *Presence* software tracks attendance and demographics allowing us to assess who attends events and who we need to reach out to more. This year a special emphasis was placed on collecting data on commuter students versus resident students.
2. Expanded membership of the Weekend Activities Council (WAC) to support increased programming and include major events such as Fall Bash, Homecoming, Winter Wonderland, and WestFest. The purpose of the WAC is to increase awareness, collaboration, intentional planning and participation in weekend programming.
3. Six students graduated from the LCCC program. We expect a larger number for the upcoming year.
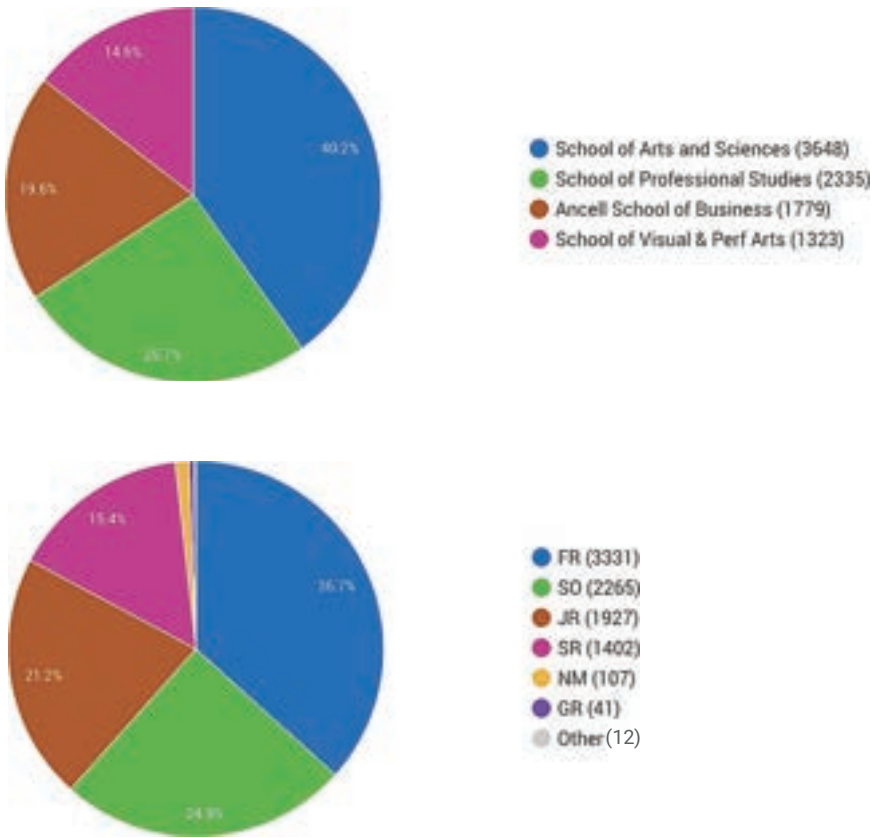
Data Collection Methods:

CSI worked with clubs and organizations to implement the use of *Presence* (club portal) to manage and track services throughout the year. *Presence* can provide rosters, attendance, information, numbers of students involved, number of unique attendees, commuters/residents, by school, major, etc. The Center for Student Involvement also uses a visitor registration form and annual report data submitted by organizations to get data and collect information.

Summary of Findings/Data:

Presence software data for 2019-20

Number of student organizations	90
Number of organization members	723
Total attendees at events	9085 (37% commuters, 63% residents)
Unique attendees	2175 (48% commuters, 52% residents)
Average number of attendees per event	91.89
Percentage of all students who attended events	47%

1. CSI engages commuter students in all services and programs. Fifty eight percent (58%) of students visiting the CSI office are commuter students.
2. Of the 9,085 attendees at events, 37% were commuters and 63% were resident students. Of the 2,175 unique attendees at events, 48% were commuters and 52% were residents.
3. The data also illustrates that CSI continues to engage students across all academic disciplines and all class levels (see pie charts below). This demonstrates that the office engages incoming freshmen through orientation and LEAP events and keeps them engaged throughout their college career.

School of Arts and Sciences (3648)
School of Professional Studies (2335)
Ancell School of Business (1779)
School of Visual & Perf Arts (1323)

FR (3331)
SO (2265)
JR (1927)
SR (1402)
NM (107)
GR (41)
Other (12)

Impact of the Assessment/Evaluation and Next Steps:

Overall, this data illustrates that CSI engages a diverse student body throughout their college career. The goal is to continue to improve communications, increase the number of events at a greater variety of locations, and to maximize visibility of those events through various media platforms. The CSI office, together with SGA, is in the process of conducting a survey about communications to follow up a past survey. During the upcoming academic year, we will assess orientation leader training, improvements to LEAP events, and create a follow up survey for first year students.

Highlights:

- The Leadership, Compassion and Creativity Certificate program had six students complete the program in the spring of 2020.
- To aid recruitment and governance, CSI adopted the models for National Panhellenic Council and the Council of Fraternal Organizations.
- Streamlined required trainings with fraternities and sororities on mandated topics including: Title IX, bystander intervention, alcohol and substance abuse.
- During the COVID-19 closure, CSI supported clubs and organizations to produce virtual programs to engage students that were quarantining at their homes.
- Together with the Student Leadership Recognition Banquet Committee and Media Services, the CSI office was instrumental in creating a virtual award ceremony video that received over 800 views.

COMMUNITY SERVICE
ASSESSMENT DATA PAGES

Overview Statement:

The Community Service Program (CSP) 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 CSP provides programs, activities and support services to the campus, such as

- support, advisement and referral of individual students and student organizations to community opportunities
- an online tool for community agencies to recruit students and/or clubs and to record community volunteer hours
- an annual WCSU Day of Service (WDS) during which students, faculty and staff volunteer at local not-for-profit organizations
- recognition of individuals' as well as clubs and organizations' contribution to community service through campus awards; state, regional and national recognition; collaborate with and support organizational efforts in such areas as intercollegiate athletics, fraternity and sorority life, clubs and organizations, and academic departments.

Student Learning Outcomes:

By participating in CSP, students will:

- have an increased appreciation of the value of volunteerism.
- understand the impact they can have on their community.
- make a stronger connection with the Danbury area.
- develop connections with other individuals and enhance their professional communication skills.

Data Collection Methods:

Students signed up electronically for the WCSU Day of Service through SignUp.com so participation numbers were recorded. A follow-up survey was sent to all participants and participating organizations. Anecdotal feedback was also received through conversations and emails after the event.

Summary of Findings/Data:

Close to 900 students, faculty and staff and 44 organizations at 72 locations participated in the 6th annual WCSU Day of Service on September 20, 2019. Feedback from students and agencies, as the examples below show, indicate very strong positive feelings among both. Feedback from agencies include:

"All of those young people were incredibly conscientious, hardworking and really pleasant. We enjoyed their company and work effort. The gardens look terrific." *- Garden Club at Danbury Museum & Historical Society*

"We just said goodbye to our WCSU volunteers. THEY WERE WONDERFUL!!!! We had six students who worked very diligently on our front garden, and on six raised planters at the back of the school. Our campus is much improved because of their efforts! […] They were great representatives of the university community and are always welcome back to Hayestown Avenue School!" *- Hayestown Avenue School*

"Just wanted you to know that the team of students who came today to The United Methodist Church of Danbury were absolutely terrific and a delight to be with. They all worked so hard to make our property look beautiful for our Oct. 5th fall festival." **- The United Methodist Church**

"We were thrilled to have Kellyanne, Leslie, Jenny, Anwar, Gabriel, and Kevin here today. They gave this place a really great, really needed cleaning and they worked so well as a team. I hope that when I need a nurse sometime in the years to come that I will see one of their faces." - **Town of New Fairfield**

"Thank you much for sending such wonderful workers to our RebelsCare project. They were hard-working, respectful and just fantastic!!!! Our senior couple loved them. They loved talking to them about their studies." **- RebelsCare Project**

"I just wanted to reach out and tell you what a great group of volunteers we had join us at the Catherine Violet Hubbard Animal Sanctuary for WCSU's Day of Service. They all arrived with great enthusiasm and eager to help. They were instrumental in helping with moving mulch and assisting us in setting up for our free community event, Sunday at the Sanctuary. We are extremely grateful for all the volunteers and for allowing us to be a recipient of your day of service. Thank you!" **- Catherine Violet Hubbard Animal Sanctuary**

"What an amazing group of volunteers we had at Pegasus Farm last Friday. […] Our farm certainly looked a lot better than when they arrived. From painting, to planting to mulching, everyone worked in their teams and did just a fabulous job. […] Many thanks for all the hard work, the fun conversations, and joy they brought to the farm." **- Pegasus Farm**

"Kudos to you and the whole university community on your dedication to making Danbury a better community for all." **- Families Network of Western Connecticut, Inc.**

Impact of the Assessment/Evaluation and Next Steps:

Community volunteering provides students with opportunities to develop a wide range of skills including teamwork, decision-making, organizational, leadership and verbal and non-verbal communication and 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 (*SkyFactor* 2018) 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:

- Close to 900 students, faculty and staff attended the 6th Annual WCSU Day of Service on September 20, 2019, for 2,700 hours of community service at 44 different not-for-profit organizations in the area.
- Student-athletes earned the NCAA Team Works Community Service Competition award powered by *Helper Helper* for their community outreach efforts. During the challenge, the school had 430 student-athletes participate in outreach, logging 2,898 hours, with 1,697 of the hours coming from the campus-wide initiative "WCSU Day of Service," where student-athletes participated in events throughout the Danbury community.
- https://news.hamlethub.com/danbury/charities/46812-wcsu-students-volunteer-throughout-the-region

COMMUTER STUDENTS
ASSESSMENT DATA PAGES

Overview Statement:

WCSU's student population is made up of approximately one third resident students to two thirds commuter students. It is our goal to engage both resident and commuter students equally with on-campus activities and ensure all students are aware of the programs, services, and opportunities offered to them.

Program Description:

Over the past years the Division of Student Affairs has created programs and events for all students, but has made a special effort to engage commuter students through newsletters, special outreach, events specific for commuters, and the creation of commuter lounges in collaboration with the facilities area. The Assistant Dean of Students is overseeing outreach and advises the Commuter Student Organization.

Summary of Findings/Data:

Various Student Affairs offices and departments tracked usage of their services or attendance at events of resident students versus commuters. Some tracked the data annually and others provided a snapshot for a certain time-period. While resident students seem to take advantage of services more often than commuter students, the assessment showed that a lot more commuter students than generally assumed are attending events and making use of services.

By the Numbers:

Department/Service	Time Frame	Total #	Commuters	Residents
AccessAbility Services	Jan. – Mar. 2020	417	52%	48%
Athletics	AY 2018-19	410	38%	62%
Athletics	AY 2019-20	445	31%	69%
Counseling Services	AY 2019-20	171	35%	64%
Health Services	Fall 2019	481	16%	84%
InterCultural Affairs–office visits	Feb. 2020	93	73%	37%
RecFest attendees	Jan. 31, 2020	180	27%	73%
Midtown Fitness Zone	Jan.-Mar. 2020	2491	46%	54%
Westside Fitness Zone	Jan.-Mar. 2020	4851	13%	87%
CSI Office Visits	Spring 2020	554	58%	42%
CSI unique attendees at events	AY 2019-20	2175	48%	52%
CSI all attendees at events	AY 2019-20	9085	37%	63%

Impact of the Assessment/Evaluation and Next Steps:

Data gathered illustrates that commuter students are actively engaged on campus particularly with AccessAbility Services, InterCultural Affairs, Recreation, and the Center for Student Involvement. While the ratio of attendance at events could still be increased, we know that many of our commuter students are busy outside of classes with work, family, and other obligations, especially as we observe a shift from the traditional 18-22-year-old student to non-traditional students. Many also commute from long distances and remaining on campus for events is difficult. We will continue to reach out to commuters to provide activities on days and times that work for them. The transition to virtual events due to the pandemic made it possible for commuters to attend many events from home.

Highlights:

- Both the past and present Student Government Association presidents were/are commuters
- In the summer of 2018, the orientation committee initiated an effort to more fully engage commuter students in activities and programs
- Student Affairs and Facilities collaborated to develop the old Snack Bar space in the basement of the Midtown Student Center into a multi-purpose space called Colonial Corner. This large multi-purpose room serves as a commuter "living room" during the day and a program space in the evening and weekends.

COUNSELING SERVICES
ASSESSMENT DATA PAGES

Overview Statement:

The mission of Counseling Services is to assist students' personal and educational development through therapy, consultation and educational outreach. Counseling Services 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:

Counseling Services 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 Service Outcomes:

- 171 students were counseled
- 627 routine counseling sessions were held
- 76 urgent counseling sessions were held
- 129 phone consultations were provided after school closing due to the pandemic

Data Collection Methods:

Statistics were taken from Counseling Services' electronic health record database.

Summary of Findings/Data:

The data reflects that students sought counseling services as they pursued their academic endeavors. Although the university physically closed due to the COVID-19 pandemic, some students continued receiving services. More students would have been served if the university had not closed in March 2020.

Impact of the Assessment/Evaluation and Next Steps:

The next step is to collect data regarding learning outcomes as it relates to students seeking counseling services. The goal will be to obtain 45% completion rate for outcome surveys next year.

Highlights:

- Participated in the national program "Let's Talk," which is an informal drop-in consultation service on a weekly basis
- Developed coping resources related to COVID-19 for students
- Created a new social media presence and reached 314 students via Instagram
- Participated in Fresh Check Day, an annual Health and Wellness Fair and programs sponsored by residence halls
- Working with Health Services, CHOICES to create a new Student Wellness Center, which will open in 2021

EVENT & CONFERENCE MANAGEMENT
ASSESSMENT DATA PAGES

Overview Statement:

Event & Conference Management (ECM) provides access to diverse entertainment, educational programming, and customer service. ECM seeks to create both internal and external relationships to enhance student education and campus life. Our mission is to provide to Western Connecticut State University both financial and non-financial benefits, through purchasing, programming, and events management, while providing excellence in customer service for all events throughout campus. We strive to promote student success by providing an experienced, reliable, and professional staff of event planners to assist faculty, staff, students, and community clients with the planning and implementation of their events.

Program Description:

Event & Conference Management (including the Campus & Student Centers) strives to assist with the interaction and learning process among students, faculty and staff outside of the classroom. We strongly believe in the educational opportunities available through employment in the area of Event & Conference Management. By attending to the educational and social needs of the campus through work, students develop the ability to make mature and responsible decisions concerning a healthy and intellectually rewarding lifestyle. We provide opportunities for students to make the connection between their work in the ECM Department and their personal and professional development. We also provide leadership positions within our department for student employees looking to take on additional challenges and responsibilities at work.

Student Learning Outcomes:

As a result of ECM training and experience gained while working,

1. Students will develop a better understanding of teamwork and collaboration.
2. Students will score high in the NACE competencies as measured by *SkillSurvey*.

Data Collection Methods:

Of the students working in ECM, 31 students completed the *SkillSurvey*. The *SkillSurvey* measures the following NACE Competencies: Professionalism/Work Ethic; Oral/Written Communications; Digital Technology; Teamwork/Collaboration; Critical Thinking/Problem Solving; Career Management; Leadership; Global/Intercultural Fluency. In addition, an ECM self-assessment survey was used to gather each student team member's progress from the beginning of the semester to the end of the semester. Each student team member then reviewed the self-assessment with professional staff where additional feedback was provided.

Summary of Findings/Data:

This is the first academic year after the merger between Event & Conference Management and the Campus & Student Centers. Considering there were changes, most student team members maintained their level of training and knowledge. Approximately 70 student employees worked in ECM, of which 20 worked in a student manager capacity utilizing supervisory and leadership skill sets. Below are the results from both the *SkillSurvey* and the ECM internal self-assessment:

1. Over 74% of the student workers were rated either "Advanced" (highest) or "Accomplished" (second highest) in the NACE competency of Teamwork/Collaboration which was the highest skill competency scored. The lowest skill competency scored was Critical Thinking/Problem Solving.
2. 91% of ECM students were rated in the "Advanced" and "Effective" category for their overall results of the *SkillSurvey*.
3. The outcome with the ECM internal survey was positive, yielding a general 90% accomplishment rate of the ECM Student Core Competencies. Our internal survey was consistent with results from *SkillSurvey*.

Impact of the Assessment/Evaluation and Next Steps:

We have identified several areas to focus on to close the merger into one cohesive unit. As it relates to process improvements, we now have a baseline to work from as we move forward to further develop training modules for future training and development of the student team. This year was a challenge to gather complete and accurate responses as the students quickly had to adjust to a new norm.

Highlights:

- ECM is a critical partner in the success of events which enhance quality of life for students: Fall Bash, Homecoming Bonfire, Winter Wonderland
- ECM also partners with community groups such as IRS Tax Prep, Latino Scholarships, Hord Foundation, Ridgefield Lyme Disease Task Force, Toastmasters International, MADD, CT-MOM, CT National Guard. These partnerships are vital to enhancing the university's ties to community, state and regional stakeholders.

HEALTH SERVICES
ASSESSMENT DATA PAGES

Overview Statement:

The mission of Health Services 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 Services provides care in a professional and welcoming environment. We want our students to let us know how we can improve our services by asking for their feedback at each visit.

Service Outcomes:

1. Students will continue to rate their experiences at Health Services as a positive one and feel comfortable referring their fellow students for care and services.
2. Student satisfaction surveys will provide insight into students' perceptions/experiences with the Health Services office on campus.
3. Health Services will collect baseline data on patient's physical activity in order to broaden the impact of "Exercise is Medicine" (EIM) on campus.

Data Collection Method:

- Students were given a satisfaction survey at the conclusion of their medical visit between January and March 2020. A total of 73 surveys were collected.
- Students were asked to list three words which describe their experience at Health Services. Their responses are presented in the word cloud shown below.
- Health Services participated in Exercise is Medicine (EIM), in collaboration with the HPX department. During fall 2019, a physical activity "vital sign" was taken at every patient appointment to assess students' current levels of physical activity per week. In spring 2020, Health Services began giving a written "exercise prescription" to students needing more physical activity along with recommendations for adding exercise, guidance about health benefits of exercise and campus resources to increase physical activities. Through follow-up calls and office visits, the students' progress was monitored.*
 *It should be noted that the COVID-19 pandemic and subsequent closure of WCSU in mid-March affected the number of responses and follow-up data being collected.*

Summary of Findings/Data:

- Feedback shows that students had overwhelmingly positive feelings about their interactions with this office - continuing the positive trend documented in our Impact Report 2017-18. **Quotes from the survey:** "Make things easy to understand ... the efficiency and kindness were refreshing and brightened my day ... they showed a lot of compassion ... they really took care of me ... quick, friendly, and professional ... they made the experience very comfortable ... welcoming and honest ... informative and caring ... I got the answers I needed ... you feel very seen and heard here ... helpful, kind, efficient, comforting, thorough, fast service ... staff are dope"

- **100**% of students (73) surveyed were satisfied with their experience at Health Services. Similarly, 99% of those surveyed would recommend Health Services to other WCSU students. (The one student who would not recommend HS said "It took a while to get an appointment").
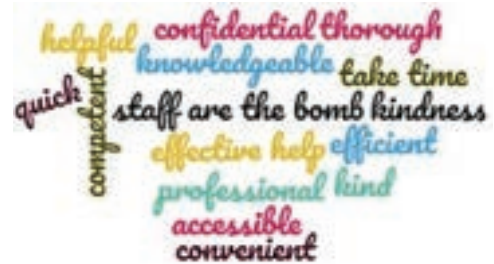
- 37% of students who came to Health Services in fall 2019 were not getting the recommended 150 minutes of moderate to intense physical activity per week. In the limited time we had before closure, students' level of physical activity was assessed. An exercise prescription was given based on the students' current amount of physical activity and their readiness to make changes. A total of 106 students were assessed, with 27% reporting the recommended amount of physical activity. These students were given encouragement to keep up the good work! Only 1% reported no current physical activity, nor a desire to make changes. They were given verbal and printed information outlining the many health benefits of regular physical activity. The remaining students were given information and encouragement to gradually increase their level of daily physical activity.
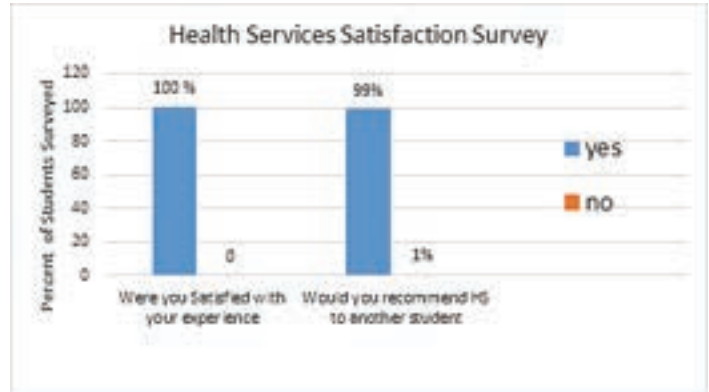
By the Numbers: Fall 2019

Number of appointments	487
Number of STD screenings	114
Number of follow up calls	208
Exercise prescriptions	31

Impact of the Assessment/Evaluation and Next Steps:

Many students take advantage of the convenient and courteous care they receive at Health Services. Feedback shows that they are very happy with the care received and would recommend us to other students. Students coming for appointments, attending clinics, workshops and Health and Wellness activities receive invaluable information about infectious disease and illness prevention. We plan to continue to expand the EIM presence on campus and evaluate the effectiveness of our strategies to increase physical activity among our student population in 2021.

Highlights:

- The COVID-19 pandemic required an immediate and sustained response from Health Services staff. Testing, monitoring sick students, complying with state, federal and BOR guidance and mandates will remain a top priority through the COVID-19 pandemic.
- In collaboration with Counseling Services, we have begun using a standardized suicide risk assessment at each office visit, referring patients as indicated - working toward a more integrative model of behavioral health medicine.

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 of the Housing & Residence Life operations. Our programming requires our Resident Assistant (RA) staff to have intentional conversations with residents to help strengthen the bond between the staff, our residents, and the university. Similarly, Academic Resource Mentors (ARMs) programming includes a range of academically related skills, including Time Management, Study Skills, and Campus Resources, among others. Housing uses the ACUHO-I Benchmarking survey to measure students' learning and satisfaction in these areas.

Student Learning Outcomes/Service Outcomes:

1. As a result of more intentional programming, resident students will report high level of satisfaction with campus living, their resident assistant and academic resource mentor.
2. Students living in the residence halls will have a higher GPA and faster graduation rate than commuter students.

Data Collection Methods:

1. Reviewed the number of programs facilitated.
2. Conducted the 2019-20 *Campus Living Satisfaction Survey* with its 1,259 residential students, of whom 639 participated, which was 51% of our resident student population. This response rate was an increase from 39% the previous year.
3. Compared resident student GPA versus commuter student GPA.

Summary of Findings/Data:

1. Despite the spring semester ending early, we were still able to maintain the same level of programs when compared to the 2018-19 academic year.
   - ARMs scheduled and presented 99* programs throughout the year
   - RAs scheduled and presented 490* programs throughout the year
   *Some programs were held after the university moved to an online format

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

2019-20 Campus Living Satisfaction Survey

Positive satisfaction with...	
Programs/activities inside the residence hall	96%
Safety in room and residence halls	97%
Safety walking on campus at night	91%

Degree in which...	
Students respect each other	96%
Students feel accepted by other students	98%
Students are better able to solve their own problems	99%
Students are better able to balance their social, work, and academic commitments	97%
Living in on-campus housing has positively contributed to their learning	98%
Living on-campus has positively contributed to their academic performance	98%
Students are satisfied with their on-campus housing experience this year	96%
Students will recommend living on-campus to new students	96%

Satisfaction with Housing & Residence Life Staff	
Resident Assistants	98%
Academic Resource Mentors	92%
Resident Directors/Senior Community Advisor	98%

3. 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
   - RAs had a 3.3 GPA, and ARMs had a 3.6 GPA compared to a 3.06 GPA of the general student body

Impact of the Assessment/Evaluation and Next Steps:

The outcome of our annual *Housing & Residence Life* survey continued to be positive, with improvement in several areas. Based on the data from last years' assessment, what we wanted to focus on for this academic year was programming and staff interaction with residents. To improve in both areas, we made some significant changes to our programming model and required our resident assistants to hold intentional conversations with their residents. The changes we implemented were validated when 96% of our residents reported that they were satisfied with our programming efforts, and 98% of the residents reported satisfaction with their resident assistant. Our Academic Resource mentors also received a 92% satisfaction rating.

Highlights:

- Pinney Hall lounge renovation added place for relaxation, entertainment or gathering
- Upgrade of Residence Halls WIFI network
- Creation of a Housing & Residence *Life Design* Lab
- Fall 2018, the Housing & Residence Life department created the Gab & GROW podcast
  - 67 Podcasts have been created
  - As of June 11, 2020, Gab & GROW Podcasts have been streamed 8,483 times
  - Average weekly streams this year were 33 for episodes from the 2018-19 season, and 48 for those from the 2019-20 season.

INTERCULTURAL AFFAIRS
ASSESSMENT DATA PAGES

Overview Statement:

The population of historically underrepresented students has steadily increased over the past several years and is expected to continue to increase. In the fall of 2019, the combined number of black, LatinX, and other underrepresented students at WCSU was 40%. The InterCultural Affairs Office was established in 2017 to promote and implement multicultural programming and to provide learning and leadership opportunities that cultivate an inclusive educational environment for our students. InterCultural Affairs also serves as a resource for the university community in promoting awareness and appreciation of cultural diversity.

Program Description:

The office currently oversees twenty-one (21) diverse student organizations. Cultural organizations include the African Caribbean Student Organization, Black Social Workers Association, Black Student Union, Latin American Student Organization, Muslim Student Association, Gender & Sexuality Alliance, etc. The office:

- provides a learning space for students to explore, discuss and reflect on issues of race, social identity, gender identity, diversity and social justice
- promotes student-driven programs and activities to help foster cultural understanding
- develops student-centered communities that support the success of WCSU's diverse learners
- facilitates campus community programs and outreach that raise awareness about race and social justice
- cultivates campus allies and advocates who support the development of an inclusive campus community

Service Outcomes:

- In collaboration with the office of Diversity and Equity, the office worked to increase outreach and programming related to key issues around race and ethnicity
- The office worked with many other departments and student organizations to provide support and address issues specific to student organizations
- In recognition of the Black Lives Matter movement, support groups and services have been created

Fall Semester Student Characteristics Based on the Third Week Census	Western Connecticut State University			
	2016	2017	2018	2019
Total Head Count, Enrolled for Credit	5,721	5,664	5,642	5,631
Undergraduate Head Count	5,181	5,082	5,028	4,982
Graduate Head Count	540	582	614	649
Race/Ethnicity (self-identified)				
Latinx/ Hispanic	965	978	1,041	1,130
Percentage Latinx/ Hispanic	*16.9*	*17.3*	*18.5*	*20.1*
Black/ African American	626	572	532	498
Percentage Black/ African American	*10.9*	*10.1*	*9.4*	*8.8*
Asian/ Pacific Islander	235	225	240	251
Two or More Races	169	164	146	167
White/ Caucasian	3,530	3,564	3,484	3,394
Other or None Mentioned	196	161	199	191

Impact of the Assessment/Evaluation and Next Steps:

The office continues to nurture student-centered communities that support the success of WCSU's growing number of diverse learners by providing them with the opportunity to explore their cultural identities and find community through the support from their peers. The office created a micro-aggression survey instrument to assess how students, particularly students of color, feel supported by the university and the Office of InterCultural Affairs. The action plan going forward is to assess the data, write and produce a report, develop an action plan from the report, and present the report and plan to the Division of Student Affairs and the university community.

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:

- **Latin American Student Organization** won Student Organization of the Year selected by the Student Government Association
- **It's on Us** won General Interest and Community Service Student Organization of the Year selected by the Student Leadership Recognition Banquet Committee
- **Gender & Sexuality Alliance** won Diversity Student Organization of the Year selected by the Student Leadership Recognition Banquet Committee
- Established InterCultural Student Advisory Council

JUDICIAL AFFAIRS
ASSESSMENT DATA PAGES

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:

The Office of Judicial Affairs intervenes with students having a significant disciplinary probation period by scheduling periodic **student assessment** meetings to ensure they stay on track academically, are following judicial sanctions and to connect them to other needed services on campus. In addition, the **Jump Start** program seeks to reach out to fulltime first-year students who have a 2.0 GPA or lower and have gone through the disciplinary process by providing education, early intervention and support to increase the individual's success and retention at WCSU. Both of these programs provide follow-up each semester until the student graduates.

Student Learning Outcomes (SLOs):

As a result of attending Assessment meetings,
1. students will gain understanding of the judicial process and become familiar with the rules and regulations of the Student Code of Conduct
2. students will become aware of steps necessary to avoid future judicial issues
3. students will feel that the judicial process is fair, straightforward and transparent
4. students will take responsibility for their behavior
5. As a result of participating in the Jump Start program, students will increase their self-understanding of their academic skills and increase their GPA

Data Collection Method:

During the 2019-20 academic year, the Office of Judicial Affairs met with ten (10) students for assessment meetings. 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. At the end of each meeting, the students were asked to complete a quick self-assessment.

Summary of Findings/Data:
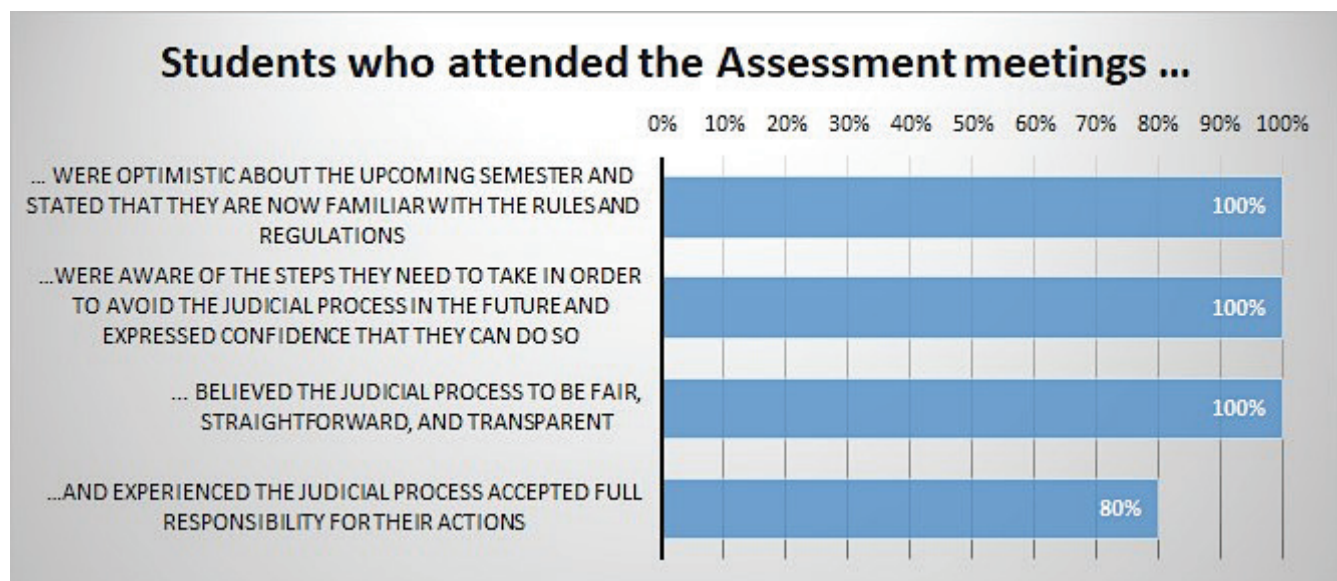
Jump Start Meetings

We know from past data that students who do not attend Jump Start meetings do not remain enrolled or are put on academic probation-with all these students having a GPA of 1.3 or lower. We also know that students who do attend Jump Start raise their GPA and remain enrolled.

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. Unfortunately, we were not able to complete our assessment for Jump start for the spring 2020 semester due to COVID-19. With COVID, we will certainly have a challenge of keeping up with these assessment meetings for both programs, but we will manage through Microsoft Teams, etc. We still would like to do an assessment for two of our other programs this academic year (the University Judicial Board and the Student Judicial Advocates). We are hoping to do this in spring 2021.

Highlights:

- The two assessment programs in Judicial Affairs have been a true positive with retention efforts.
- The student worker staff in Judicial Affairs has an overall GPA of 3.65.
- 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 purchase of the *Symplicity* software package should assist in keeping our students' records updated. This should be fully implemented by the start of the spring 2021 semester.
- 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.

LEADERSHIP
ASSESSMENT DATA PAGES

Overview Statement:

Western Connecticut State University provides a multi-dimensional program of on-campus, local, regional, and in some cases national leadership opportunities, leadership training, and recognition for students of all levels of experience. These programs are organized on a developmentally orientated basis. Students are being recognized for their leadership at various banquets and award ceremonies.

Program Description:

All leadership opportunities enhance a student's basic understanding of the skills necessary to be an effective leader and provide hands-on experience. Some of these skills include civility, ethics, communication, compassion, team and community building, personal responsibility, creative problem solving, goal setting, and conflict management.

Student Learning Outcomes:

In our first effort to include Leadership in our Impact Report, the goal is to inventory the various leadership programs and opportunities available to students at WCSU with the intent of developing student learning outcomes and survey instruments to measure their impact in the future. Among those that are being considered are the following:

1. First-time, first-year students will be introduced to and become familiar with the importance of developing leadership skills that support their success at WCSU as well as their preparation for life in the real world once they graduate.
2. Students will acquire knowledge about the importance of the eight NACE competencies* that are considered essential to career readiness and consistent with behavioral ratings and gain the required skill sets employers desire most.
3. Students will acquire relevant skills through experiences relevant to their standing as second-, third- or fourth-year students.

* NACE competencies: Critical Thinking/Problem Solving; Oral/Written Communications; Teamwork/Collaboration; Digital Technology; Leadership; Professionalism/Work Ethic; Career Management; Global/Intercultural Fluency

Summary of Findings/Data:

Within the Division of Student Affairs, annually over 650 students have the opportunity to gain leadership skills as members of an executive board (CSI organizations, SGA, Greek Life), captains of an intercollegiate team (Athletics), peer mentors (RAs/ARMs, OLs, CSC, CHOICES, AAS), student employees (Campus Center, REC), through trainings (NSCS, NSLS), and verifications of leadership skill development and experiences (LCCC). Students have opportunities for recognition of their leadership successes through a variety of campus-based (Student Leadership Recognition Banquet, Athletics, Housing), regional (CSCU-wide) and national awards (Newman Civic Fellowship) programs.

Impact of the Assessment/Evaluation and Next Steps:

While we have a lot of opportunities for leadership and development, we are not yet reaching as many students as we should. Part of our efforts will include creating awareness through a new leadership webpage and use of social media. The intent is to create a culture of leadership at the university by helping all students to understand the value of developing leadership skills, providing a wide range of opportunities, recognizing students' leadership accomplishments and allowing students to self-assess their learning. We will also implement surveys to assess students' progress and to identify areas for improvement.

Overview Statement:

The power of partnerships in higher education is well documented, and the university as a whole is placing strong emphasis on creating and fostering partnerships on campus and in the community. The university's strategic plan articulates several strategic goals to provide learning opportunities (1.5) and applied research and innovation projects (1.5.3), improve communication with internal and external audiences (3.2.4), and develop a strategy to increase participation of community members and partners in the life of the campus (5.2.3).

Program Description:

Many offices and departments in Student Affairs partner with other areas on campus as well as with organizations in the community. These partnerships allow us to improve and expand our services to students while at the same time becoming a more engaged member of the broader community that is WCSU and Greater Danbury. Partnerships provide and foster:

- Internships and opportunities for leadership development and learning the value of giving back
- Connections for students, alumni, and community members to network
- Opportunities to bring community members to campus for athletic events, theater plays, concerts, art shows and more
- Growth of the university through increasing its reputation and support from donors
- Working relationships that allow both immediate short-term and long-range synergies that benefit both community partners and WCSU

Summary of Findings/Data:

This is the first time we are trying to quantify and measure the impact partnerships have on individual students, the organizations themselves, and the opportunities for us to build stronger, more broad-based relationships. Below we have listed partnerships from several departments to illustrate the scope and breadth of partnerships developed within the division.

Athletics:

- Athletics supported by local businesses and participating in active volunteerism in the community
- Fairfield County's Community Foundation
- The Colonial Legacy Fund

Career Success:

- Career Success Center collaborated with Academic Affairs to deliver
  - a variety of career information to academic classes
  - a successful, credit-bearing class (CED 298): Designing Your Life
- Career Success Center, Eastern Connecticut State University and area companies organized a virtual career fair in spring 2020
- Yale University to train 40 CT Public/Private university Career Service Leaders on the basics of *Life Design*

Dean of Students:

- Worked with CityCenter Danbury to bridge the gap between campus and downtown
  - Brought ten (10) businesses to campus for the Downtown Danbury Fair
  - Took several hundred students downtown for the Downtown Danbury Scavenger Hunt

Dean of Students continued:

- o In collaboration with WCSU Admissions, set up table at Downtown Danbury Block Party (fall 2019)
- o In collaboration with University & Community Relations set up booth at Downtown Danbury Street Fair (summer 2018)
- o Invited SGA and PAC leadership to Downtown Danbury Merchant Mixer
- WCSU Day of Service took over 900 students, faculty and staff to volunteer at over 40 area businesses
- Coffeehouse and Best Darn Jazz Club welcomed community members to attend
- Orientation collaborated with multiple departments across the campus including Admissions, Academic Affairs and Facilities
- Partnered with The Arch Diocese of Bridgeport to host Newman Center adjacent to WCSU campus and serve as home of the WCSU Newman Club

University Police Department:

- Partner with several Student Affairs teams that seek to prevent or manage students in crisis including the:
  - o Student Care Team (SCT)
  - o Behavioral Intervention Team (BIT)
  - o Campus Response and Resource Team (CaRRT)
- Maintain close working relationship with campus colleagues, police agencies in Northern Fairfield County, State and Danbury Police and Office of State's Attorney and Federal law enforcement agencies
- Strong on-going working relationship with The Women's Center, Counseling Services, CHOICES, and Office of Diversity & Equity

Wellness (CHOICES, Counseling Services, Health Services, etc.):
- CHOICES collaborated with the
  - o Department of Mental Health and Addiction Services and other state and local stakeholders to host the Regional Opioid Conference
  - o Western Connecticut Coalition - provides prevention programming for students and the campus community www.wctcoalition.com
  - o Matthew Jordan Porco Foundation (www.freshceckday.com)
- Counseling Services provides community referrals and works closely with local mental health agencies
  - o
- Health Services collaborated with
  - o HPX in "Exercise is Medicine"
  - o the Nursing Department, providing opportunities for nursing students to gain valuable, clinical experience and explore aspects of community health that particularly impact college students
  - o Danbury Department of Public Health and Danbury Hospital to provide flu clinics, STD testing, Covid-19 response
- Annual Health Fair involves university departments and local vendors
- Student Affairs collaborated with the Women's Center of Greater Danbury to create an on-campus office space and services to students

- Wellness Committee collaborated with the Institute for Holistic Health Studies (IHHS)
- Wellness Committee collaborated with HPX faculty and the Family Translational Research Group at New York University in implementing strategies from the Colonial Cares Campus Evaluation 2018

Other:

- Events & Conference Management (ECM) also partners with community groups such as IRS Tax Prep, Latino Scholarships, Hord Foundation, Ridgefield Lyme Disease Task Force, Toastmasters International, MADD, CT-MOM, CT National Guard; these partnerships are vital to enhancing the university's ties to community, state and regional stakeholders

Impact of the Assessment/Evaluation and Next Steps:

Although it is the norm for a majority of Student Affairs departments to partner with other departments outside of Student Affairs, we couldn't list all of those partnerships above. As we started looking at these partnerships, we realized the value the university and students gain. For the next report, we want to focus on some of the larger, more salient partnerships and measure their impact for our students.

University Police Department
ASSESSMENT DATA PAGES

Overview Statement:

The University Police Department (UPD) is committed to the development and implementation of proactive programs that enhance the public safety at WCSU while providing professional protection services to our entire 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.

Service Outcomes:

UPD anticipates that it will continue to maintain low crime levels to both property and persons. These low crime levels reflect the department's continued commitment to the following:

*   A professional, proactive, response to safety issues across the campus
*   Close working relationships with campus colleagues, local, state and federal law enforcement agencies
*   Ability to respond quickly to the ever-changing threats to campus safety 24/7

Data Collection Methods:

UPD maintains records in accordance with BOR policy and state and federal regulations. Data for this report was collected from a variety of sources including the annual Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics and daily logs. 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:

UPD continues to respond to an enormous number of calls and requests to ensure safety to the campus community and individuals in need.

Daily Log Records	2019-2020 academic year
Service calls	19,942
Cases Investigated	495
Safety Escorts	73
Medical Assists, Crisis intervention	53

1. UPD continue to create and maintain a safe campus. The 2018 Clery report (2019 report due October 2020) reveals no homicide, murder, robbery, aggravated assault, motor vehicle theft, arson or weapon law violations. (http://www.wcsu.edu/police)
2. The Clery report shows a rise in the numbers of students reporting domestic and dating violence and stalking cases in 2018. This increase in reporting is an anticipated and desired outcome of the increased outreach and education by our Women's Center and indicates more students are comfortable reporting and seeking services. (http://www.wcsu.edu/police)

3. Overall, UPD reports decreases in liquor law violations and drug abuse violations. In 2018, police intervened and referred to Judicial Affairs 66 liquor law violations (an 8% decrease from 2017) and 12 drug abuse violations (a 62% decrease from 2017). The collaboration among judicial affairs, substance abuse prevention (CHOICES) and police coupled with a restorative justice model in Student Affairs ensures students receive appropriate sanctions and the needed support services.
4. One of the outstanding features of the police department is their engagement in integral partnerships on campus and in the community. *For more details, see the section on Partnerships in this report.*

Impact of the Assessment/Evaluation and Next Steps:

The data collected demonstrates that WCSU remains a safe campus with minimal crime. Moreover, the department's 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 victims/survivors of any sexual violence and stalking feel safe reporting to police. 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 is paramount to the departments' ability to prevent and respond to crime and manage all campus safety concerns.

Highlights:

*   Police partnered with Emergency Management and Student Affairs departments to manage the COVID response on campus starting in March 2020.
*   As part of our ongoing efforts to continually enhance safety on campus, WCSU now offers a mobile safety app - *LiveSafe* - that enables students and staff to report tips to UPD, use friends as "virtual escorts" in real time, place emergency calls, and access safety features. WCSU's *LiveSafe* app provides students, faculty and staff with a direct connection to UPD so that everyone can easily communicate their safety needs.

RECREATION
ASSESSMENT DATA PAGES

Overview Statement:

The Recreation Department, part of WestConn Athletics, provides 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. In the fall of 2019, Recreation was one of a handful of departments that recognized social media as the students' preferred method of communication to increase their awareness of the value of participation in their overall wellbeing.

Student Learning Outcomes:

1. As a result of outreach efforts, the Recreation Department will engage commuter students as well as resident students with facilities and programs.
2. As a result of employment, training and supervision opportunities in the Recreation Department, student workers will gain valuable, transferable skills that align with the NACE competencies. *For more details, see the section on Student Employment in Student Affairs in this report.*
3. As a result of an increased social media campaign, students will have a better understanding of the importance of recreational activities, their health and overall well-being.

Data Collection Methods:

- Between January 19–March 13, 2020, data from WestConnect card swipes was examined to determine patterns and demographics of fitness room facilities on both Midtown and Westside campuses.
- Between February–May 2020, thirty-eight (38) students employed in Recreation completed the *SkillSurvey* to measure their performance, professional competencies and compare our students to a national reference group of 87,000 students.
- Sites and dashboards were examined to measure outcomes of the department's increased efforts to engage students through various social media, particularly Instagram.

Summary of Finding/Data:

MT Colonial Fitness Zone Usage January 19-March 13, 2020
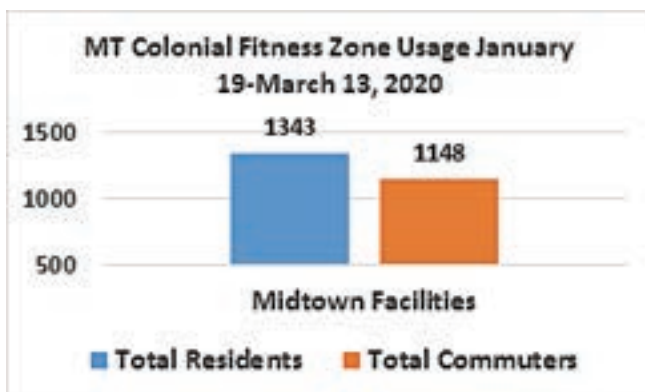
Data illustrate that commuter students use the Midtown Fitness Zone in numbers very similar to our resident students – with 54% being resident students and 46% being commuter students.

WS Colonial Fitness Zone Usage January 19-March 13, 2020
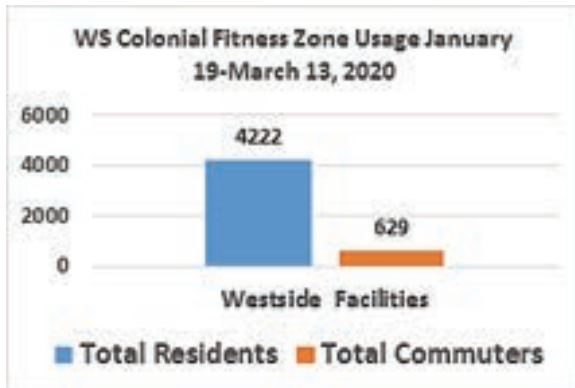
Westside Fitness Zone facilities are used far more by resident students (87%) than commuter students (13%). In 2018, Recreation opened the Westside Fitness Zone in Pinney Hall. The new fitness zone has proven convenient and a prime location for our resident students on Westside to exercise.

The Recreation Department increased its social media presence between January and May 2020. In particular, starting in March 2020 with the onset of the pandemic, Recreation began posting more videos on Instagram to great success. Posts and videos covered inspirational messages, educational posters, instructions and challenges for exercises, work-out videos, event announcements, etc.

	January		February		March		April		May	
	Number	Likes/ Views	Number	Likes/ Views	Number	Likes/ Views	Number	Likes/ Views	Number	Likes/ Views
Posts	16	579	20	664	43	1308	24	824	16	699
Videos	1	476	0	0	1	493	30	11605	16	4084

Impact of the Assessment/Evaluation and Next Steps:

Increased outreach to more fully engaged commuters resulted in an increase in both commuter and resident students connecting to the fitness zones on both campuses. While the pandemic canceled a considerable number of planned events for later in the spring 2020 semester, it encouraged outreach via social media and allowed the Recreation Department to bring their message virtually to students. Following on Instagram has increased greatly, and plans are under way to build and expand on the success for fall 2020 and beyond into a post-pandemic world.

Highlights:

•   Representing the success of a social media campaign, thirty (30) Instagram videos in April 2020 were viewed 11,605 times.

STUDENT EMPLOYMENT IN STUDENT AFFAIRS
ASSESSMENT DATA PAGES

Overview Statement:

Nationally, students employed by the university perform better academically, are better connected, and are retained at a higher rate than their peers who do not work on campus (Noel Levitz). Student employees within the Division of Student Affairs have consistently provided strong support to departments and form supportive relationships with full-time staff. The Division of Student Affairs focused specifically on a strategic approach this past assessment cycle to create a student employment culture that provides students with greater feedback, connects that feedback to measurable outcomes, and to more fully realize the benefits of students' employment to their short- and long-term success.

Program Description:

Student Affairs employees include resident assistants, academic resource mentors, orientation leaders, campus and student center managers, event coordinators, athletic support staff, career peer leaders, recreation staff, AccessAbility Services note takers, and office workers. In the past, individual departments provided their own training and evaluation processes. With the start of this assessment cycle, the decision was made to implement a consistent evaluation mechanism that was supportive of the goal of creating opportunities for students to develop skill sets consistent with NACE competencies – something closely associated with what employers are seeking in university graduates. Building on the success of the Career Success Center's use of *SkillSurvey*[1] with their interns in the fall of 2019, the Division of Student Affairs administered the survey to a large percentage of its student employees.

Student Learning Outcomes:

1. Students who continue employment within Student Affairs for more than one year will develop career readiness skills in the "Accomplished" or "Advanced" skill set.
2. By participating in the *SkillSurvey*, students (and supervisors) will be able to identify their strengths.
3. By participating in the *SkillSurvey*, students (and supervisors) will be able to identify opportunities for improvement.

Summary of Findings/Data:

In the spring of 2020, *SkillSurvey* was administered to 97 student employees within the Division of Student Affairs. The results were analyzed by *SkillSurvey*, Inc. and compared to the results of approximately 87,000 students around the country. Although we hope to expand the breadth of analysis in the future, this first year we were able to retrieve several important findings.

1. *SkillSurvey* identified that WCSU juniors and seniors were rated three times higher than freshmen and sophomores
2. *SkillSurvey* identified the Teamwork/Collaboration competency as the greatest strength of student employees
3. *SkillSurvey* identified the Critical Thinking/Problem Solving competency as the greatest opportunity for improvement among those surveyed.

In addition, *SkillSurvey* also identified that 97% of supervisors would rehire students with whom they worked in the semester evaluated. This might indicate opportunities for students returning to their position being given additional responsibilities and thereby increasing their levels of competencies.

[1]The Career Readiness Project, a pilot program launched by *SkillSurvey* in partnership with the NACE Center for Career Development and Talent Acquisition, offers the first-ever consistent and comparable way to measure against the eight NACE competencies. Since last September, over 100 NACE member institutions have joined the Career Readiness Project and leveraged an adapted version of *SkillSurvey's* proven HR solution, used by 26.6 million job candidates and references, to obtain feedback on how 'career ready' Students are following an internship, co-op or on-campus job. It also provides insight on how Students' skills compare to a national sample of other Students and actual entry-level candidates in similar roles.

Impact of the Assessment/Evaluation and Next Steps:

The results of the *SkillSurvey* showed that many of WCSU's students were provided a wealth of information on their strengths and weaknesses which will help them to improve their job performance going forward. This is a very positive outcome that we want to highlight for recruitment and also in developing more programs to tie students' employment to student learning. We will continue to use *SkillSurvey* and refine and improve our student employee trainings and feedback.

Highlights:

The decision to implement *SkillSurvey* not only provided a uniform evaluation across the division, but also an opportunity for both employee and students to measure and understand the gaps in students' proficiency levels (using NACE competencies) that employers value in their graduate hires.
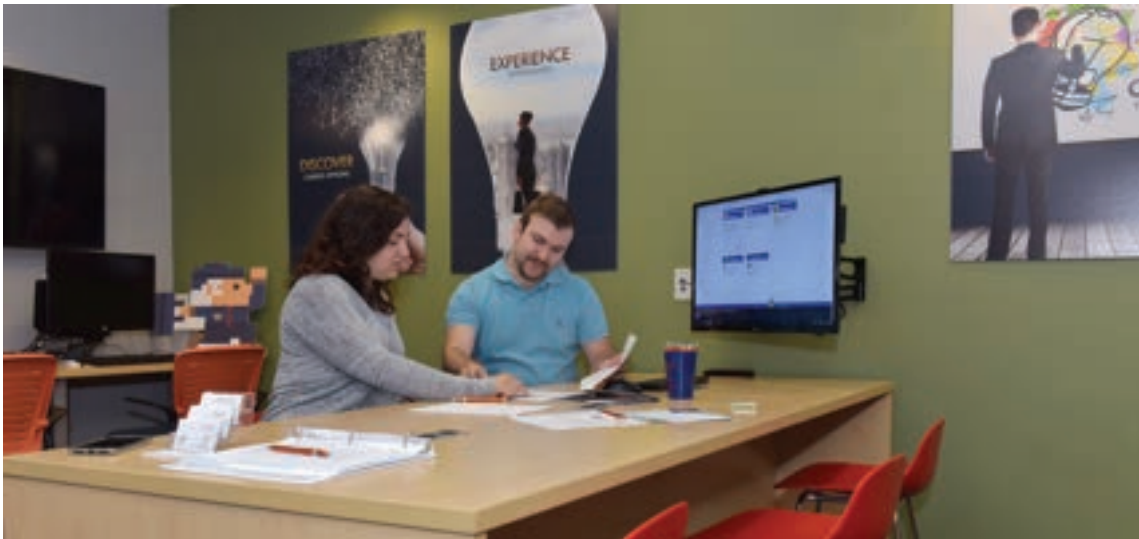
SUBSTANCE ABUSE PREVENTION PROGRAM–CHOICES
ASSESSMENT DATA PAGES

Overview Statement:

Substance abuse can negatively affect students' academic progress. WCSU has been successful in decreasing binge drinking and weekly consumption levels (2018 Impact Report); however, moderate to heavy cannabis use has increased dramatically (Core 2017). Research demonstrates that moderate to heavy cannabis use leads to skipping or dropping classes, decreased motivation, cognitive impairment, declining GPA, delayed graduation or failure to graduate (Arria, Caldeira, Bugbee, Vincent & O'Grady, 2013). There are comprehensive, evidence-base prevention strategies that have proven effective in mitigating the negative impact of heavy cannabis use to individual students and the campus community. These strategies and early intervention can reduce cannabis and other substance misuse and is a viable way to promote student retention and success.

Program Description:

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

Student Learning Outcomes/Service Outcomes:

The 2017 *Core survey* illustrated a consistent, increase in cannabis smoking among our student population and a decrease in perception of harm. Legalization and decriminalization of cannabis has contributed to this rise in use and the decrease in perception of harm. Since 2018, our office has implemented several evidence-based strategies to reduce cannabis misuse including:

- New cannabis assessments, increased outreach, and educational efforts will lead to decreased 30-day use
- Updated WCSU smoking policy to include vaping devices often used with THC
- Increased screenings and introduction of new tools for students misusing cannabis will lead to decreased use

The Core survey will be administered again in spring 2021 (delayed from spring 2020 due to COVID-19) to measure the impact of our strategies to reduce moderate to heavy cannabis use among the student population. As a result of our increased efforts and targeted prevention and intervention strategies, we anticipate decreases in 30-day prevalence.

Data Collection Methods:

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.

Summary of Findings/Results:

The data illustrate increases in both annual prevalence and 30-day use. There was no significant difference in use by residence type (commuter vs. resident student). Annual prevalence data demonstrates an overall increase in use.

WCSU Marijuana Use: Annual and 30 Day Prevalence
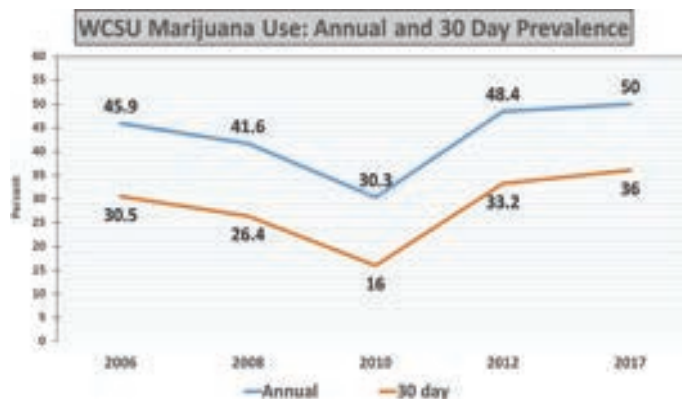
The 30-day use data is also alarming, with 19% of students reporting using cannabis 10 or more times in the past month. Heavy cannabis use was significantly associated with early age of first use, number of drinks consumed per week, and lowered GPA. There was no so significant difference in past 30-day cannabis use by residence type (commuter or resident). Students who began smoking marijuana at a young age also reported more current use of marijuana in the past 30 days. So, the younger you began smoking, the more you currently smoke.
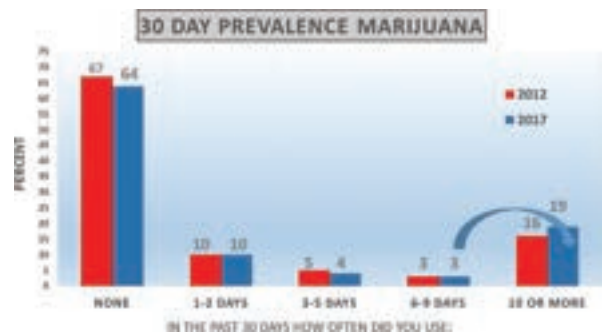
Impact of the Assessment/Evaluation and Next Steps:

Our assessments confirm consistent, heavy marijuana smoking among our students. However, the data also show that 64% of our students did not smoke at all and we need to support this majority. Current and future efforts will continue, including: social norms campaigns to correct misperceptions; increase screenings and assessments of students; update smoking policies; consistent enforcement of Student Code of Conduct; and increased use of newly developed coping strategies for our students who commit to reduction or elimination of cannabis use. The *Core Survey* will be administered again in March 2021 to assess impact of these strategies on reducing heavy cannabis use among students.

Highlights:

- $20,000 grant for opioid prevention services including Narcan training
- Second annual conference on Opioid prevention and education
- Increased prevention programming among athletes, clubs and student leaders
- Introduction and use of new tools specific to reducing or stopping cannabis use

WOMEN'S CENTER
ASSESSMENT DATA PAGES

Overview Statement:

The Women's Center's mission is to provide prevention, crisis intervention, and support services to the community with regard to interpersonal violence. This year, the Women's Center continued to provide these services to the WCSU community by hosting education programs and trainings, awareness events, outreach initiatives, and facilitating individual and group counseling and advocacy services.

Program Description:

In July 2019, a full-time manager of campus education & outreach was hired to work alongside the director of campus counseling & advocacy. The goal was to assess the impact this position had on the WCSU community in its first year, to track ongoing effectiveness of programs, and student comfort level with accessing services.

- *Interpersonal violence (IPV)* is defined as sexual assault, sexual violence, sexual harassment, dating abuse, domestic violence, stalking, etc.

Student Learning Outcomes/Service Outcomes:

1. As a result of an increased presence on campus, continuous education and training, easier access to services, and shifting cultural views on IPV, people will feel comfortable engaging in direct services* at the Women's Center.
   Direct service includes crisis intervention, counseling, civil/legal, criminal justice, hospital/medical, information/referral, safety planning, victim advocacy, and other services.
2. After attending an education program or training, students will feel comfortable utilizing Women's Center services when they need help or support. Students will also be able to identify at least two services the Women's Center provides.
3. The addition of a second full-time employee to the Women's Center's campus program will significantly increase the number of prevention programs, awareness events, and outreach initiatives conducted on campus.
4. After facilitating education programs and training to an increased number of students, we will have a better understanding of the number of WCSU students who have experienced a form of IPV or know someone who has.

Data Collection Methods:

Data was collected through the Women's Center's electronic reporting systems and through a survey developed by the manager of campus education & outreach distributed after education programs and training. The data in this report is from July 1, 2019 – June 1, 2020.

Summary of Findings/Data:

1. There was a 25% increase in direct service contacts (588 to 736) from 2018-19 to 2019-20 indicating that people are comfortable engaging in Women's Center direct services.
2. A total of 219 students completed an evaluation after attending education programs/trainings. Evaluation data revealed:
   - 95% (200 students) identified the Women's Center as a campus person or agency they would feel comfortable going to for support or help.
   - 56% (122 students) were able to identify two services the Women's Center provides.
3. From the 2018-19 to the 2019-20 academic year, data* illustrated:
   - 43% increase in student participants reached through education programs
   - 61% increase in classroom programs
   - 67% increase in awareness events and
   - 144% increase in participants at awareness events

   *This information excludes awareness events provided online due to COVID-19. We had 5 additional in person awareness events and numerous classroom programs planned for the spring semester that were canceled as a result of COVID-19.

Students Reached Through Education and Outreach Initiatives
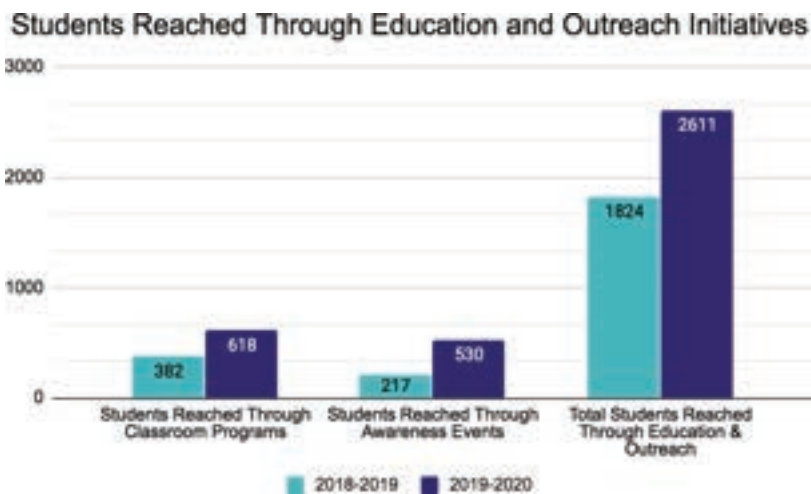
4. A total of 219 students completed an evaluation after attending education programs/training. Evaluation data revealed:
    - 50% (110 students) identified that they have experienced a form of interpersonal violence
    - 78% (172 students) said they knew someone who has experienced a form of interpersonal violence

Impact of the Assessment/Evaluation and Next Steps:

The additional position allowed the Women's Center to accomplish its goals in the 2019-20 academic year. Results of the assessment provided information about the prevalence of IPV on campus and the awareness students have of the services available to them through the Women's Center. Next year, our goal will be to continue providing direct services, facilitating educational programs, hosting awareness events for the WCSU community, and increasing our online presence. We will continue working with other campus stakeholders to raise awareness around IPV and to ensure services are provided to survivors. We will continue working with CaRRT and other campus committees to implement federal and state mandates.

Highlights:

Student organization **It's On Us** advised by Women's Center counselors won Student Organization of the Year award in general interest / community service category.

CONCLUSION

In the development of its second Impact Report, the Division of Student Affairs continued to look at individual departments within the division and focused 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 report showed strong continuation of the department's dedication to assessment and, in many cases, a willingness to explore opportunities to review aspects of the department not reviewed in the initial Impact Report. Building on the data and experience we gained from the first report, we also focused on examining several programs and initiatives that span across departments, the division and the university as a whole. These new areas included community service, leadership, partnerships, career building skills and student employment. The assessment results revealed a depth of commitment and a great potential for expanding these initiatives to create greater opportunities for our students. As with our first Impact Report, this biennial report reflects how the division's delivery of programs and services aligns with the university's Strategic Plan. The division has continued to engage with those areas of the Strategic Plan assigned to it, making great strides toward planned assessments.

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. Research from a wide range of professional organizations, universities and research centers continues to show that those students who participate in extracurricular activities and organizations while in college are more likely to be engaged, thriving and successful once they leave college (see article "Life in College Matters for Life After College")[1]. 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 & Residence Life, and CSI. At the same time, service outcomes illustrate significant increases in use of services such as Counseling Services, 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.

Students value the programs and services provided, and they expressed a desire for increased numbers of programs and services. As this report has shown, our programs and initiatives reach our students, both residents and commuters. Students value the programs and services provided, and they expressed a desire for increased numbers of programs and services. Students using our services and programs become engaged, receive the support they need, feel safe and secure on campus, and therefore are retained at a higher level and achieve higher GPAs. This is particularly true for our student-athletes, students in AccessAbility Services, resident assistants, and other student employees. Programs that

[1]Ray, J., & Kafka, S. (2014, May 4). *Life in college matters for life after college*. Gallup. http://www.gallup.com/poll/168848/life-college-matters-life-college.aspx.

provided opportunities for community service, leadership, partnerships, career-building skills and student employment showed strong levels of commitment and high levels of satisfaction—which can lead to a higher retention rate and employability. We have just scratched the surface of these areas and will continue to assess these moving forward.

As mentioned above, this report reflects the division's delivery of programs and services as it relates to the WCSU Strategic Plan. While we have not formally addressed completely every aspect of that plan, in the process of putting together this Impact Report, we realized that we in fact made significant progress toward meeting the plan's overall goals. Moving forward through our next cycle of assessment, we will create a division-wide vision, action plan, evaluation plan, and next steps to support the university's Strategic Plan.

With the onset of the COVID-19 pandemic occurring just as we were preparing to survey our students (March 2020), it forced us to adjust quickly and switch to virtual and hybrid programs. While everyone adjusted to provide services online, some departments, like AccessAbility Services, immediately surveyed their students and now have a baseline to work from for the next report. The Athletics Banquet and Student Leadership Award Ceremony were created virtually before the end of the semester. Recreation and the Women's Center created a growing social media presence in the spring, had very encouraging results, and are planning to expand this presence going forward. The Career Success Center offered virtual career fairs and brought their career peer mentors online. These programs will be refined, expanded, and assessed going forward.

This Impact Report celebrates the work of the Division of Student Affairs in its service to students and its commitment to provide a premier student-oriented experience. We are dedicated to creating experiences and opportunities that contribute to students' sense of connection to WCSU, to their desire to understand their potential in deep and meaningful ways, and to explore their potential as leaders and global citizens.

APPENDIX

Strategic Plan Student Affairs Progress Report through June 30, 2020		
Elements of the WCSU Strategic Plan addressed by Student Affairs are shaded in blue		
Goal from Original Strategic Plan	Progress through 2018	Progress from 2018 to June 30, 2020
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.	● Career Success Center working with Provost on CED 298 to directly support peer mentoring, introduce career learning to every year, and add curriculum	● Counseling Services, Women's Center, AccessAbility Services, CSI, Health Services, Wellness, Housing & Residence and Rec Dept. worked with FY Program to create learning modules for students ● From March to May 2020, the CSC taught a successful 1.5 credit class on Life Design to 20 students (CED 298) ● Career Success Center worked with Academic Affair to create three credit-bearing classes to support perspective and confidence in students
1.1.2. Establish a university-wide peer mentoring program to support all students, including first-generation/under-prepared.	● Dennis Leszko (CSI) and Maribeth Griffin (H&RL) will participate in online mentoring training ● CED 298 (see above) ● Alumni Mentoring collaboration	● Student Affairs working with Academic Affairs to pursue peer mentoring opportunities ● Peer Mentors in Career Success Center
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.		● Planning Programs specifically for non-traditional students
1.2.2. Offer degrees that meet the current demands, interests, and opportunities for returning adults and graduate education.		● Consider additional micro-credentials to support state workforce development initiatives to attract tech/other companies
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.		

Goal from Original Strategic Plan	Progress through 2018	Progress from 2018 to June 30, 2020
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.		● 'Presence' software in CSI to market events and track particiation ● Working on securing 'Symplicity Advocate' software for Student Care Team to monitor individual students ● Secured 'Symplicity Accommodate' software for AccessAbility Services to streamline support services for students
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	● Co-curricular opportunities for travel abroad (Campus & Student Centers London/Dublin Trip) - students receive academic credit	● Pandemic suspended program, but summer program gearing up ● SGA will continue to support club travel abroad once Pandemic restrictions are lifted
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		● Non-credit travel to Ireland and England through Student Campus Center
1.4.4. Require all students who study abroad to present information about their experiences at a welcome-back event each fall and spring	● Career Success Center working with Donna Warner to create a "coming-back" experience and talk to new students about Career Success	● Career Success Center created a "coming-back" experience to 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		

Goal from Original Strategic Plan	Progress through 2018	Progress from 2018 to June 30, 2020
1.5.1. Dedicate funds to support student participation in professional conferences and performances and simplify the process for acquiring those funds*	● SGA has set aside funds for students who have been accepted to present at conferences (up to 75% of cost)	● SGA funded non-club affiliated students to participate in regional conferences(most virtual during COVID-19) ● SGA funded student attendance at regional opioid conferences
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	● Career Success Center plans to meet with Newtown Savings Bank and work with JC Barone to create an internship	● Marketing Association working with outside companies for Shark Tank ideas ● WCSU Day of Service ● WCSU Community Service and in particular Day of Service connects students to local organizations and build relationships that may lead to individual connections and/or semester-long internships ● Career Success Center plans to meet with Newtown Savings Bank and work with faculty 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	● BSW interns in CHOICES office collaborate with Region 5 Opioid Workgroup and Western CT Coalition ● Major State and Regional Initiatives on Workforce Development are beginning to drive community partnerships and collaboration ● Career Success Center director remains active on the following partnerships: Western CT Workforce Development/NEXTGEN Sector Partnership; CT Higher Ed Workforce Development Group; Danbury Schools Portrait of a Graduate and the CSU Working Group for Skills Development ● ECM partners with community groups such as IRS Tax Prep, Latino Scholarships, Hord Foundation, Ridgefield Lyme Disease Task Force, Toastmasters International, MADD, CT-MOM, CT National Guard. These partnerships are vital to enhancing the university's ties to community, state and regional stakeholders ● Additional partnerships detailed in the 2018-20 Student Affairs Impact Report
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	● The LCCC	● Leadership Banquet ● HRL Award Ceremony ● Athletics Award Banquet ● The LCCC revised and expanded

Goal from Original Strategic Plan	Progress through 2018	Progress from 2018 to June 30, 2020
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	● All forms need to be accessible ● Forms within the division have been moved online (AccessAbility, Housing, etc.)	● AAS working with system to ensure all online processes and forms are ADA compliant ... new policy approved by BOR AAS partnership with DORS and CSCU will provide resources to departments to make forms/PDFs accessible
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	● 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	● AccessAbillity Services developed online scheduling links for students to use to schedule appointments through 'Bookings' ● 'Accommodate' through AccessAbility Services allows students to scheduled exams electronically through scheduling system
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	● Student Affairs departments provide a lot of training for faculty and staff	● Student Concern Team will meet with departments- explaining processes, services and referral ... ● AAS, Judicial Affairs, Dean of Students and Counseling Services provided the following trainings: Dealing with Challenging Students in the Classroom. Presentation included handouts on Positive Classroom Environments, Students in Distress Flowchart, and Common Characteristics of Various Conditions ● AAS presented on the following: Creating and Evaluating Accessible OER, Curating Content, Compassionate but Concrete Responses to Students in Distress, and Developing Accessible Content ● Counseling Services presented to CELT the following workshops "Do No Harm-Managing the Emotions with Current Events" and "Lifesaving Advising-Spotting & Reporting Flaming Red Flags" ● CSI provides online training for club advisors

Goal from Original Strategic Plan	Progress through 2018	Progress from 2018 to June 30, 2020
2.1.5. Develop a means of gathering real-time and annual feedback on processes and operations and integrate feedback into operational plans	● Used Skyfactor for three departments ● Satisfaction Survey in Counseling Center ● Survey Monkey ● First Destination Survey	● 'SkillSurvey' administered to 140 Student Affairs student employees to measure NACE competencies ● 'Survey Monkey' for feedback for Orientation programs ● Second Impact Report (division has now been assessing all departments since 2017, see Impact Report) ● InterCultural Affairs developing 'Microaggression Survey' for students ● Athletics Annual Report ● Career Success Center 'Handshake' Data/Surveys
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	● Mental Health Training for Faculty ● First Generation (EAP & InterCultural Affairs)	● Developed faculty & staff resources on K:Drive to address Students in Distress ● AccessAbility and Counseling Services developing faculty trainings ● AccessAbility Services worked with Library and Instructional Design to develop summer workshops to address the legal landscape of online classes
2.2.2 Develop online advising strategies/protocols that meet the needs of the busy schedules of all student types	● After hours coaching (Career Success)	● The pandemic has forced all of us to adapt to online scheduling and virtual meetings with WebEx, MS Teams, and Zoom ● Career Success Center has open hours 10-5 for virtual walk-ins and takes after hour appointments
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	● New courses, internships in Career Success Center	● CSC working with Academic Affairs on developing three new one-credit classes for students ● CSC expanding applied learning opportunities, including on-campus internships
2.3.2. Add internships to four-year plans to highlight their importance and drive students to advisors and/or career services	● Career Success working with the provost to make this happen	● Within Assessment initiative looking at student employment and thinking how to create internships within on campus student jobs

Goal from Original Strategic Plan	Progress through 2018	Progress from 2018 to June 30, 2020
2.3.3. Work with each major to identify and promote internal (WCSU) and external internship placements for their students	see 2.3.2	● Various Student Affairs departments exploring on-campus internships ● CHOICES working with Social Work, HPX, and Psychology for on campus internships ● InterCultural Affairs working with Social Work interns ● Health Services working with HPX and Nursing interns
2.3.4. Host career panels featuring alumni in every department at least once a year	● Not happening for every department yet but is being developed	● Alumni Association, Career Success Center, and Athletics partner to bring alumni panels to speak with current students ● Career Success Center involved with departments who are doing this ● Expansion of career fair and moving into virtual environment
2.3.5. Expand and incentivize participation in leadership opportunities (HSLP, LCCC) and student organizations	● 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	● 6 graduates in spring 2020 in the LCCC ● 12 graduates in 2019 in the LCCC
2.4.1. Create informal spaces in all buildings that support student collaboration, and meet the needs of a commuter environment	● Colonial Corner ● InterCultural Affairs Office ● Pinney Recreation Facility	● Expanded Colonial Corner resources (see 2.4.4) ● Large tent on Science Building Lawn for programming to meet Covid-19 restrictions ● Created Life Design Lab Campus Center 3rd Floor
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	● AccessAbility (need more Braille signage) ● Police working with EFS & Planning office ● Parking Signs, Street Signs, etc.	● New detailed signage created for orientation to identify buildings and department locations
2.4.4. Develop a plan for recreational spaces, including clubs, athletics, and other co-curricular activities based on student input and expectations	● Pinney Hall Colonial Fitness Zone ● Berkshire Colonial Fitness Zone ● We have a plan on how to move forward	● Colonial Corner developed with staging, lighting and sound systems including trained staff to facilitate programs like Coffeehouse, Best Darn Jazz Club, The Spot, etc.
2.4.5. Align food services with student time constraints and dietary preferences	● Modified menu selections ● Dietary stations to meet all dietary needs ● Plant-based menu for vegans and vegetarians	● Expanded hours in cafeterias ● Create special menus celebrating national heritage days (i.e. Black History Month) ● Deployed 'Bite App' for easy ordering at any campus dining venue

Goal from Original Strategic Plan	Progress through 2018	Progress from 2018 to June 30, 2020
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		
Other support services not covered under the Strategic Plan		● Rolling out Wellness Assessment ● Piloting Princeton Wellness Wheel and groups ● Women's Center "Girl Talk" Support Group and "Real Talk" Instagram program (and others) ● Fresh Check Day ● "LiveSafe" App ● Health Services participating in integrative medicine ● Health Services using standardized suicide risk assessment at each office visit ● Counseling Services and Health Services participate in "Exercise Is Medicine" ● Housing & Residence Life Gab & GROW Podcasts ● Housing & Residence Life ARM newsletter "Handout" ● AccessAbility Services training on Smart Pens ● Resources related to Covid-19 ● Health & Wellness Fair ● "Not Anymore" Bystander Intervention Training ● It's On Us - Sexual Assault Prevention Student Organization ● Initial plans through design for new campus Student Health & Wellness Center ● Working Wellness Subcommittee ● Judicial Office continues with JUMP start program and assessment meetings for students that are not doing well academically ● HRL: Weekend programs in the residence halls continue. We average 4 to 6 programs per weekend

Goal from Original Strategic Plan	Progress through 2018	Progress from 2018 to June 30, 2020

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	● Skyfactor ● WestConn Works ● Have established baseline and plan in Impact Report	● 'SkillSurvey' assessment used for SA employees & interns ● 'Skyfactor' assessment in Rec, H&RL and CSI ● Commuter student vs. resident student engagement tracking ● Continued to look at data sets around student engagement; attendance at Housing events ● Utilize 'Presence' to track participation at events ● Community service in athletics and WCSU Day of Service, Wellness activities & assessment data; Student Affairs in process of completing second Impact Report ● Increase student engagement through launching and expanding Social Media platforms ● Launch the 'Game Plan' App in Athletics to help students track their academic progress ● Full integration of ECM online reservation system for space on campus
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.	● We have started the process; details are in Impact Report or with Committee members ● We will make connection with alumni	● Orientation, LEAP Week events (Scavenger Hunt) ● WOW Outreach ● 'Helper Helper' App ● 'myWCSU' App to reach information more easily ● 'Game Plan' App ● Athletics was winner of NCAA Team Works Community Service Competition award ● Partnering with Career Services, Alumni Association and student organizations on Meet and Greet ● Outside partners work with Athletics and Recreation ● Offer career support for lifetime; inviting alumni to attend all events
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	● Continue to assess summer orientation ● Surveys of students/ parents/faculty & staff ● Have looked at best practices at other universities	● 'Survey Monkey' used in summer 2019 orientation and fall LEAP week to assess and make necessary adjustments

Goal from Original Strategic Plan	Progress through 2018	Progress from 2018 to June 30, 2020
3.1.4. Evaluate freshmen welcome week and establish strategies for integrating academics and social activities for students with or without declared majors	● Similar strategies for LEAP (see 3.1.3) ● Working closely with Academic Affairs and Enrollment Services on LEAP	● Division-wide assessment workshop held in fall 2019; plans to create new survey tool for LEAP Week 2020 which was derailed by the pandemic
3.1.5. Initiate welcome back week for entire community	● 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).	● We are developing a plan ● Bonfire, Homecoming, WOW	● Dean of Students and Director of University and Community Relations meet monthly with CityCenter Danbury to expand collaboration (Street Fair in June; Fall Festival) ● Encourage collaboration between SGA, PAC and other student organizations with Danbury organizations ● SGA and PAC leadership invited to monthly Downtown Danbury Merchant Mixers ● Student Affairs has an Instagram page, Coffeehouse has Facebook page
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.	● We are part of the conversation regarding the Master Plan	● Creation of the WOW calendar easily accessible online with easy to access submission form - outreach to faculty, staff and students to use this resource more ● Master Calendar was created
3.2.2. Increase the number of co-curricular events on weekends for residential students and commuters.	● Weekend Programming (PAC, H&RL, Clubs & Organizations, Recreation are all putting on events each weekend) ● Victor Namer is connection between CityCenter and campus	● Increased events offered by RAs and ARMs, creation of Weekend Activities Council ● Continuation of internship placement at CityCenter Danbury
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.		● Weekly emails to all students, faculty and staff reminding them to check the WOW ● Working with Alumni office to promote events through the WOW ● Have multiple social media platforms providing updates and advertising (Facebook, Instagram)
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		

Goal from Original Strategic Plan	Progress through 2018	Progress from 2018 to June 30, 2020
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)		● Student Affairs involved with Social Committee planning events ● Faculty and staff invited to weekly Coffeehouses ● Faculty and staff invited to monthly Best Darn Jazz Club
3.3.5. Physical space for faculty interaction (e.g., a lounge or coffee bar for faculty)		● Student Affairs involved with West Café once a semester
3.3.6. Institute community/common experience like "One Book, One Community"	● VP and Dean attend community meetings (UWWC, City Center Danbury, Rotary, etc.)	● Being reawakened by the UndocuAlly Taskforce
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	● Presence is portal for student clubs & organizations ● WestConn Works ● AccessAbility Services database ● Collaborating with IT&I	● 'MyWCSU' App being advertised and updated ● 'LiveSafe' App ● 'Handshake' used to accomplish this goal ● Career Success Center is evaluating UConnect Portals for more automatic and seamless connections
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.)		● ECM planning to introduce multiple social media platforms providing updates and advertising (Facebook, Instagram)
3.4.4. Evaluate purpose and effectiveness of WestConnduit 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.	● Promote Colonial through WestConn Athletics all the time ● Use Chuck at events for selfies, etc.	

Goal from Original Strategic Plan	Progress through 2018	Progress from 2018 to June 30, 2020
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	● Provide information for Homepage all the time	● The WOW now has a presence on the Homepage and the 'MyWCSU' app
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	● New Branding 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		

Goal from Original Strategic Plan	Progress through 2018	Progress from 2018 to June 30, 2020
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	● ICA developing a survey on Microaggressions
4.3.6. Evaluate whether WCSU has "kept the promises" marketed to incoming students	● Continuing Assessment ● Student Affairs Impact Report (2017-18)	● Student Affairs Impact Report 2018-20 ● Student Affairs working on addressing responsibilities within the Strategic Plan
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		● Career Success Center is working with Alumni to pass information received through 'First Destination Survey' and other means
5.2.2. Increase total number of donors	● UA hired in Athletics to increase number of external donors	● "Colonial Fund" established in Athletics ● Fairfield Day of Giving
5.2.3. Develop a strategy to increase participation of community members and partners in the life of the campus	● Mental Health First Aid Conference ● Mission Health Day ● Working with CityCenter Danbury ● Career Success Center working with Paul Steinmetz and Lynne LeBarron	● Monthly meeting with CityCenter Danbury ● Fall Downtown Danbury Scavenger Hunt ● Fall Downtown Danbury Fair ● CHOICES collaborated with Western Connecticut Coalition in bringing behavioral health workshops and services to campus (i.e.. NARCAN, QPR, Gambling) ● CHOICES and Counseling Services partnered with Health 360 with providing ASIST and QPR (suicide prevention training) for professional health students and veterans ● Career Success Center created an Employer Information Exchange which meets twice a semester ● Gambling awareness workshop in spring 2020 with Connecticut Problem Gambling Council

Goal from Original Strategic Plan	Progress through 2018	Progress from 2018 to June 30, 2020
5.2.4. Systematize community member contact and critical background information in the fund raising database		
5.3.1. Partner with Career Services	● Daily partnering with Career Success Center	
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		
Projects related to Strategic Plan but not specifically itemized in it		
Grants		● CHOICES Opioid Grant ($40,000 over the last two years); expecting another $30,000 for the coming year ● CHOICES Smart Recovery Grants ($10,000) ● Athletics won $10,000 from Fairfield County's Community Foundation
Funding for students		● WCSU Cares Fund
Funding for programs		● 30% increase in recruitment of student athletes

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