

2017-2020 STRATEGIC PLAN FINAL REPORT

DIVISION OF STUDENT AFFAIRS

June 23, 2021



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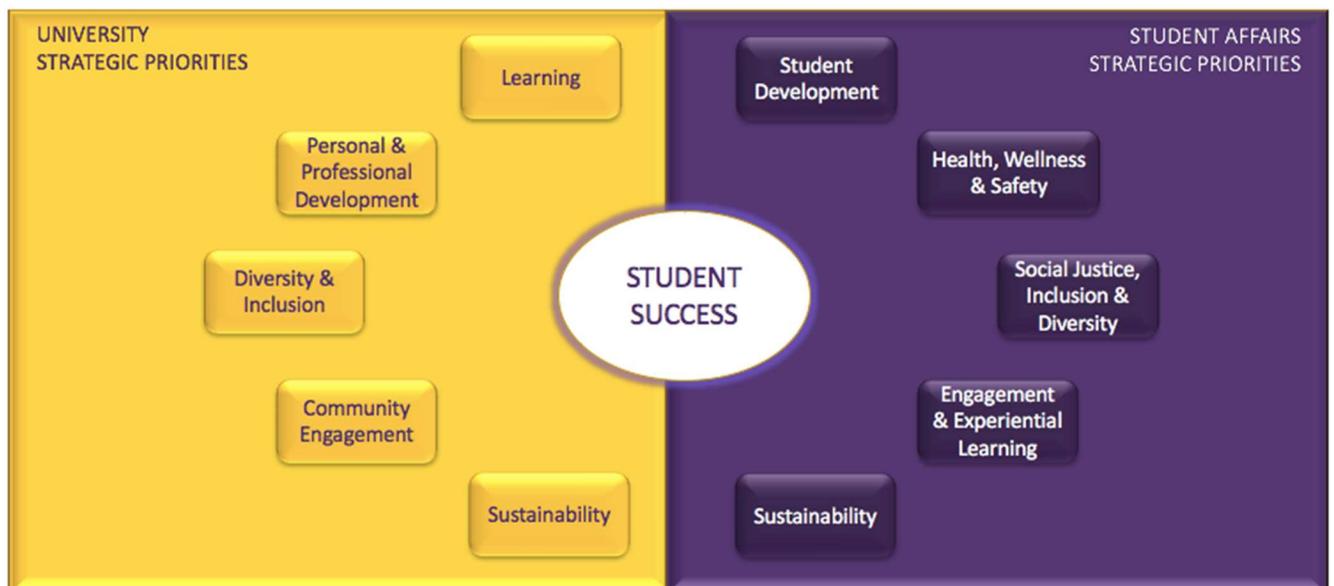
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## INTRODUCTION

Over the past three years, leaders from the Division of Student Affairs have been dedicated to creating an intentional path forward to 2020. The division's strategic plan began with retreats to outline a framework and bold aspirations for the future. Through department discussions, these aspirations were further defined into outcomes and initiatives.

When the University developed the WCU strategic plan, *Pathways to Success*, in 2018, an intentional effort was made to link the two plans together and the language in the Student Affairs plan was revised to make the alignment between the priorities clearer. The existing Student Affairs initiatives were incorporated into the WCU plan where possible and appropriate.

With the arrival of the global pandemic in the United States, many initiatives were delayed. Despite the pandemic lasting more than a year, the Division remained committed to completing as many initiatives as possible. We are proud of the progress we have made, given the challenges we have faced, and look forward to continuing our work in the future.



## SUMMARY OF PROGRESS

The Student Affairs Strategic Plan is a living document that has been revised and updated as needed. Comprised of 76 initiatives, the initiatives focused heavily on the Sustainability and Engagement and Experiential Learning priorities. Much progress has been made in the past three years. Ninety-two percent of Health, Wellness and Safety initiatives are completed or close to finished (80% or more completed), followed by 79% of Engagement and Experiential Learning initiatives, 64% of Social Justice, Diversity and Inclusion initiatives, 50% of Student Development initiatives, and 44% of Sustainability initiatives (see Table 1).

<b>Table 1. Strategic Priorities: Level of Initiative Completion</b>	100%	90-80%	70-40%	30-0%	Paused
Engagement & Experiential Learning Initiatives (n=19)	13	2	2	2	3
Health, Wellness & Safety Initiatives (n=13)	7	5	1	0	2
Sustainability Initiatives (n=24)	6	5	9	5	7
Social Justice, Inclusion & Diversity Initiatives (n=11)	5	2	2	2	3
Student Development Initiatives (n=9)	2	2	2	2	2
<b>Total Progress on Initiatives</b>	<b>33</b>	<b>16</b>	<b>16</b>	<b>11</b>	<b>17</b>

## **STUDENT AFFAIRS STRATEGIC PRIORITIES AND OUTCOMES**

### **Engagement & Experiential Learning**

Goal Statement: Develop intentional and varied opportunities for students to engage on campus and within the broader community.

Outcomes:

- 1) Leverage technology/multimedia platforms to engage students, communicate our programs and services, and provide learning opportunities.
- 2) Develop stronger mutually beneficial partnerships with our internal and external stakeholders to better engage our students in learning opportunities.

### **Health, Wellness, and Safety**

Goal Statement: Promote the comprehensive health, wellness, and safety of all students to create a community of care.

Outcomes:

- 1) Provide education, training, and treatment for students regarding healthy living.
- 2) Provide coaching to students regarding impact of decisions related to health, wellness, and safety to recognize and encourage personal accountability.

### **Sustainability**

Goal Statement: Promote responsible stewardship of human, fiscal, and physical resources needed to achieve success for our departments and to ensure the standards of our profession.

Outcomes:

- 1) Expand existing and establish new funding sources.
- 2) Provide training and professional development opportunities for staff of all levels (paraprofessional, support, entry, middle, and senior).
- 3) Engage in long-range planning to ensure sustainability.

### **Social Justice, Inclusion and Diversity**

Goal Statement: Create an environment that understands, recognizes, and embraces social justice as a primary component of the campus community.

Outcomes:

- 1) Infuse social justice knowledge into the policies, programs, and services to positively impact campus climate and beyond.

- 2) Provide professional development for all Student Affairs staff, paraprofessionals, and students on how to understand and think critically about systems of oppression, privilege and equity.
- 3) Conduct policy and practice reviews to identify and challenge formal and informal systems of oppression that might exist within.
- 4) Analyze current data to identify salient areas and holes within the campus climate.

## **Student Development**

Goal Statement: Create an environment of outcome/evidence-based practices and data informed decision making to engage our diverse student population and impact student success.

Outcomes:

- 1) Utilize WCU's Student Affairs Learning Domains to inform Student Affairs' programs and services that contribute to student success from orientation through graduation and beyond.
- 2) Utilize data and assessment results for program improvement.

## STRATEGIC INITIATIVES BY COMPLETION RATE

### 33 Initiatives are 100% Complete

Align Sanction Requirements with the New Student Affairs Learning Outcomes  
Build Faculty and Staff Capacity Regarding Violence Prevention  
Collaborate with Academic Affairs on Pathway Certificates  
Create a Co-Curricular Learning Framework  
Create a Four-Year Educational Map/Curriculum  
Partner with the Higher Education Policy and Student Affairs Graduate Program  
Create a Student Affairs Diversity Plan  
Create a Student Affairs Staff Development Plan  
Create Continuity of Operation Plans  
Create Deeper Connections between Students and Student Affairs Staff  
Create Online Support Programs and Resources  
Create Social Justice Programming for Women  
Design a Co-Curricular Program Catalog  
Develop a Comprehensive Plan to Support First Generation Students & Families  
Educate the WCU Community about the Student Conduct Process  
Enhance Outreach and Programming for the LGBTQIA+ Community  
Establish a Collegiate Recovery Community and Programs  
Evaluate Student Affairs Involvement in First Year Student Summer Programs  
Expand LGBTQIA+ Resources for Students  
Extend Outreach Efforts to Transfer Students  
Improve Campus Influenza Education and Prevention  
Improve Mental Health Support for Athletes  
Increase Awareness of Initiatives to Reduce Student Alcohol Issues in the Community  
Increase Engagement and Positive Messaging in Our Community  
Increase Options to Meet Student Conduct Sanction Requirements  
Initiate Community Service Projects for Sports Clubs  
Initiate Off-Campus Living Education Program  
Leverage Technology to Maximize Internship and Employment Opportunities  
Partner with Students to Provide Health Programs to Residential Students  
Promote Environmental Sustainability  
Re-apply for the Carnegie Community Engagement Reclassification  
Review the Divisional Organizational Structure  
Revise the Sexual Misconduct Infrastructure

### 11 Initiatives are 90% Complete

Enhance the First Destination Report  
Evaluate the Implementation of Internal Alcohol and Drug Sanctions  
Evaluate the Recognition Model for New Student Clubs and Organizations  
Expand Crisis Resources and Training

Expand Outreach Efforts to Off Campus and Commuter Students  
Expand Student Athlete Support Services  
Implement Livestream for Student Affairs Events  
Improve Physical Space and Infrastructure  
Revise the Fraternity and Sorority Recruitment Process  
Strengthen Suicide Prevention Efforts  
Strengthen the Student Affairs Assessment Infrastructure

**5 Initiatives are 80% Complete**

Create a Wellness Network  
Create Department Operations Manuals  
Expand the Student Wellness Framework to Incorporate Multiple Identities  
Implement a Procedure for Scheduling Programs in Advance  
Integrate Social Justice into Sanctions, Programs, and Trainings

**7 Initiatives are 70% Complete**

Create a Comprehensive Student Affairs Communications and Marketing Plan  
Develop a Plan to Renovate Sykes Student Union  
Enhance the Healthy Lifestyle Education Program  
Integrate Service Learning into the First Year Experience  
Pilot Co-Curricular Paths and a Co-Curricular Transcript  
Promote URM Student Connections  
Provide Paraprofessional Training Opportunities

**2 Initiatives are 60% Complete**

Increase Outreach, Support, Services & Programming to Multicultural Students  
Conduct a Student Affairs Self-Study

**5 Initiatives are 50% Complete**

Create a Housing Plan for the Future  
Design a Living Learning Community  
Increase Parent and Family Engagement in Promoting Student Success  
Prepare the Sciences and Engineering Center and Commons for Opening  
Review and Revise the Student Affairs Budget Process

**2 Initiatives are 40% Complete**

Create a Four-Year Residence Education Curriculum  
Study the Impact of Co-Curricular Programs and Services

**3 Initiatives are 30% Complete**

Create a Student Affairs Development/Fundraising Plan and Resources  
Reduce Financial Barriers to Student Degree Completion  
Re-imagine Housing Space to Maximize Occupancy

**0 Initiatives are 20% Complete**

**2 Initiatives are 10% Complete**

Create a Physical Environment that Reinforces Learning and Our Values  
Develop a Comprehensive Fraternity/Sorority Advising Model

**6 Initiatives are 0% Complete**

Engage the Campus Community in Developing Ideas to Improve WCU  
Enhance Community Connections to the Sykes Student Union  
Implement a Holistic Student Development Model for FSL Members  
Leverage the Spending through the Coordination of Division Purchases  
Reduce Rollover to Plant Fund  
Re-Establish Religious Life Council and Resources

## PROGRESS ON STRATEGIC PRIORITY INITIATIVES

### Engagement and Experiential Learning

#### **Collaborate with Academic Affairs on Pathway Certificates - 100% complete**

In partnership with the Curriculum and Academic Policies Council and Academic Affairs, the Center for Civic Engagement and Social Impact identified and supported general education courses as part of the Community Engagement Pathway Certificate. With the certificate now in place, the next step is to explore the possibility of expansion into more courses.

#### **Create a Co-Curricular Learning Framework - 100% complete**

Rubrics and co-curricular education plans were developed to guide the work of the division. The rubrics were published in February 2019 and are used by staff to determine their program levels, develop learning outcomes, and align their program learning outcomes to the Division's learning goals. The focus area education plans were published in May 2020 with the goal of helping students create a plan for their WCU co-curricular education. Students will be introduced to the plans during Summer 2021 Orientation in preparation for the co-curricular transcript launch in Fall 2021.

#### **Create a Partnership with the Higher Education Policy and Student Affairs Program - 100%**

The Higher Education Policy and Student Affairs (HEPSA) partnership with the Division of Student Affairs was established by Drs. Jackie Hodes and Sara Hinkle. Through the partnership, collaborations have taken place on mutually beneficial projects (i.e., HEPSA Admitted Student Day, Chi Sigma Alpha advising, HEPSA Advisory Council, HEPSA thesis defenses, professional development offerings). HEPSA Admitted Student Day now uses Handshake, a tool that aids students in searching for on and off-campus jobs and internships and supports faculty and staff in the application review and interview process. The Division works closely with the HEPSA program to coordinate dates for the members of the division to post graduate assistantships and make offers.

#### **Create Deeper Connections between Students and Student Affairs Staff - 100% complete**

In August 2019, the division held a half-day training for paraprofessional students. During the event, students learned about the division through a game-based activity. Students were also introduced to the Division's staff, spaces and resources through a comprehensive video.

#### **Create Online Support Programs and Resources - 100% complete**

A literature review explored the extent to which co-curricular programs, services and resources were offered remotely at colleges and universities across the country. Once the global pandemic entered the United States and West Chester University, faculty and staff quickly transitioned to a remote environment. During Fall 2020, the Division offered over 100 co-curricular programs remotely and in hybrid format. Programs continued to be offered remotely in early Spring. In March 2021, in-person programs were used to introduce first-year students to campus through a WeCU Here weekend experience. First year students had the option to stay on campus through the end of the semester. In total, 397 students participated in the weekend experience

(88 attended the two-day in-residence program, 20 commuted for the two-day program, and 289 participated in the two-day and longer 8-week program).

### **Develop a Comprehensive Plan to Support First Generation Students and Families - 100%**

Established in 2018, the West Chester's First initiative was designed to provide support for first-generation college students and their families, which make up an estimated 30% of undergraduate students. In 2019, WCU was named a First Forward institution by Student Affairs Administrators in Higher Education (NASPA) and the Suder Foundation, one of only 80 institutions nationwide to receive this honor. WCU also became a member of a first-generation honor society, Alpha Alpha Alpha (Tri-Alpha). The honor society was first recognized by the Student Government Association in 2020 and the induction ceremony occurred in February 2021. A first-generation resource guide was also created. The WeCU Here program provided an opportunity for first-year students to visit campus for a weekend and live on campus for the last half of the spring semester. The goal was to provide an opportunity for first year students to connect to the WCU campus, faculty, and staff. Targeted programming was provided for first-generation students during WeCU Here. Next steps include increasing marketing and exposure to first generation and new students prior to, during, and after orientation programs.

### **Extend Outreach Efforts to Transfer Students - 100% complete**

Commuter Assistants from the Office of Off Campus and Commuter Services contacted transfer students weekly with resources and information about upcoming events. Future plans may include offering special programs for off-campus and commuter transfer students.

### **Increase Engagement and Positive Messaging in Our Community - 100% complete**

A connection with West Chester Together and the Community Campus Coalition was established to promote communication and messaging to the Borough of West Chester community. At one point, the mayor dissolved the Community Campus Coalition, and the Off Campus and Commuter Services office began attending the West Chester Council meetings to discuss community relationships and introduce their office, programs and services. Recently, the new mayor has shown an interest in re-starting the Coalition.

### **Increase Options to Meet Student Conduct Sanction Requirements - 100% complete**

Sanction requirements were reviewed related to the conduct reflection papers and the questions were aligned to the co-curricular learning goals. New questions have been added and sanction language has been updated for hearing officers in Maxient. Starting in Fall 2020, a new form was created for staff to propose new sanctions, grounded in learning outcomes.

Sanction outcomes include the following: residential reprimands, residential probation, disciplinary reprimands, disciplinary probations, disciplinary suspensions, interim disciplinary suspensions, and disciplinary expulsions. The most frequent sanction conditions include the following: alcohol level 1 fine; alcohol level 2 fine; attendance at a residence hall or University event/program; brief Alcohol and Substances to Improve College Success (BASICS) program; career exploration and appointment follow-up; career impact interview; Choices workshop; compliance with counseling recommendations; deferred loss of housing; drug level 1 fine; fire safety research/response; loss of guest privileges; on campus alcohol/drug assessment; referral

to the Counseling Center; and reflection paper. Students may appeal Hearing Board decisions within five business days. The Appeal Board includes one faculty member, one staff member, and one student. Students are notified via email of all Student Conduct decisions.

#### **Initiate Community Service Programs for Sports Clubs - 100% complete**

The department of Campus Recreation and the Sport Club program partnered with the Chester County Intermediate Unit (CCUI) to serve college-age students with developmental disabilities. The program was mutually beneficial. CCUI students engaged in weekly physical activities and health and wellness educational experiences with Sports Club members while the Campus Recreation Lifestyle Nutrition graduate assistant and the WCU students practiced implementing adaptive teaching and educational strategies. The program began in Fall 2018 and continued through part of Spring 2020 with the goal of expanding the opportunity to other sport clubs. It has been paused due to the COVID-19 pandemic and will resume once it is safe to do so.

#### **Initiate Off-Campus Living Education Program - 100% complete**

The Off-Campus Living Education Program launched in Fall 2019. Through this program, students gain knowledge and skills for living off campus with a specific focus on leasing, budgeting, roommate relationships, neighbors, and local ordinances. As of June 2021, 697 students enrolled in the program and 285 had completed it.

#### **Leverage Technology to Maximize Internship and Employment Opportunities - 100% complete**

Handshake, a recruitment tool implemented by the Twardowski Career Development Center (TCDC), was first offered to students in spring 2019. Sixteen departments participated in training to use the new system. During fall 2020, Handshake was utilized to conduct the Job and Internship Fair virtually. Over 10,900 students and alumni have activated Handshake accounts. During the 2020-2021 academic year, 30,145 job and internship postings were shared with WCU students and alumni (compared to an average of 4,000 postings per year on the prior technology platform) and students submitted over 18,600 applications for jobs and internships.

#### **Re-apply for the Carnegie Community Engagement Reclassification - 100% complete**

The University obtained the Carnegie Community Engagement Reclassification recognition in January 2020, a unique distinction for 119 higher education institutions in 2020. Since then, the committee has been working on presenting key findings to campus stakeholders.

#### **Expand Outreach Efforts to Off Campus and Commuter Students - 90% complete**

Commuter Assistants established and facilitated commuter groups, maintaining connections and providing resources to group members through emails, events and one-on-one meetings. Other initiatives have included the following: First Year First Friday program (implemented in Fall 2020); Second Year Second Friday program; weekly emails; a monthly newsletter; a COVID-19 mask distribution event; Off Campus and Commuter Appreciation Day; extension of office hours from 6:00-8:00PM on Mondays and Thursdays; a chatbot added to the Off Campus and Commuter Services website; increased social media efforts; and programs for the WCU Co-curricular Transcript: 1) How to Self Advocate When Signing a Lease; and 2) Off Campus Life: Real scenarios.

### **Implement Livestream for Student Affairs Events - 90% complete**

The livestream website launched in spring 2021. To date, a budget has been established, the website is available publicly, and programs are in the process of being uploaded. Now that the Student Affairs Programming Council is in place, the next step is to prepare a play list for each department, finalize the process, and market the site.

### **Integrate Service Learning into the First Year Experience - 70% complete**

A pilot was conducted in partnership with the Academic Affairs Curriculum and Academic Policies Council and the First Year Experience Faculty Teaching Teams. A teaching team was created to specifically work on this initiative. The Center for Civic Engagement and Social Impact provided the team with consultation on pedagogical design, community partnerships, and the administration of service-learning programs (e.g., risk management, partnership development). This pilot has led to a better understanding of what will be needed for the second pilot. This initiative is currently paused until the Associate Director for the Center for Civic Engagement and Social Impact position can be filled.

### **Design a Living Learning Community - 50% complete**

This project was being discussed with potential partners and has been paused due to the COVID-19 pandemic.

### **Develop a Comprehensive Fraternity/Sorority Advising Model - 10% complete**

As of fall 2020, roundtables were established and advisors were convened to assist with curriculum, with the goal of launching the advising next year. Next steps include meeting with the Student Affairs Senior Leadership Team to discuss issues with faculty/staff advising.

### **Enhance Community Connections to the Sykes Student Union - 0% complete**

This initiative was paused due to a change in department leadership and the COVID-19 pandemic.

## Health, Wellness and Safety

### **Build Faculty and Staff Capacity Regarding Violence Prevention - 100% complete**

Alteristic, Inc. provided a one-day training for faculty/staff, focused on developing effective prevention strategies through paradigm shifts, building an inclusive prevention brand, and creating next steps for violence prevention. The Center for Women and Gender Equity received the Governor's It's On Us PA Grant for \$16,507 to support this work. As a result of the grant:

- 740 students and 22 faculty/staff signed It's On Us pledge
- 182 students and two community partners (Domestic Violence Center of Chester County and Crime Victims' Center of Chester County) participated in It's On Us Week of Action kickoff. The WCU Counseling Center was also present
- 177 students and six faculty/staff attended the Byron Hurt event
- 63 students and one faculty/staff attended the Guante event

### **Establish a Collegiate Recovery Community and Programs - 100% complete**

The RAM Recovery program supports students who are dealing with alcohol issues. All students participating in the program were invited to apply for special housing in Fall 2019; however, no one signed up and spaces that were reserved were released to the general housing population. The program was cancelled due to the low interest in housing; however, WCU will continue to support the RAM Recovery program. Faculty and staff are re-examining how recovery is coordinated at WCU, capacity for student support, and leadership for the initiative. The Assistant Director for Wellness Promotion has attended PASSHE training on connecting prevention and recovery. Wellness Promotion continues provide support as best it can, however they do not have the capacity to support recovery comprehensively at this time. The Fall 2020 NCHA survey results may offer insight that can be used to inform forward progress.

### **Improve Campus Influenza Education and Prevention - 100% complete**

Wellness Ambassadors created an educational video and outcomes assessments for students who attended the WCU Flu Shot clinics. Compared to fall 2018, the number of vaccines administered increased by 24.5% in Fall 2019. In Fall 2020, information was shared with students about flu prevention strategies and availability of shots.

### **Improve Mental Health Support for Athletes - 100% complete**

In spring 2019, the student athlete support group was developed and named Rams Let's Talk. The group began publishing a monthly newsletter in Fall 2019. During that same semester, all student athletes were screened for mental health concerns as part of their pre-participation exams and referrals were made based on students' individual results. Screenings will continue going forward.

Due to COVID-19, the programs and Rams Let's Talk have been adjusted. A 5K was held to raise money to fund a Graduate Assistantship positions. Programs have included how to manage stress and how to manage life without sports. Through the Student Athlete Success Program,

students can also engage in programs related to academic, career development, community engagement, diversity and inclusion, and leadership. This project meets PSAC mandate, as recommended by NCAA.

#### **Increase Awareness of Initiatives to Reduce Student Alcohol Issues in the Community - 100%**

This goal of this initiative is to minimize the negative impact of student behavior on West Chester University and the Borough of West Chester community. Efforts have included pro-social/harm reduction campaigns during Homecoming, health messages during the COVID-19 pandemic, and a RamFam Wellness Resource Guide to help parents and families talk with their students about alcohol and substance use. The offices of Wellness Promotion and Off Campus and Commuter Services continue to engage in work related to harm reduction and being good neighbors in the community.

#### **Partner with Students to Provide Health Programs to Residential Students 100% complete**

Through a partnership with the College of Health Sciences faculty and students, graduate student instructors provided yoga classes to residential students.

#### **Revise the Sexual Misconduct Infrastructure - 100% complete**

During Fall 2019, Policy and Process Advisors were trained to provide advice to students who are involved in conduct cases. An assessment was administered to determine advisor needs regarding additional training and support and the Student Ombudsperson position was also created and marketed to students.

#### **Evaluate the Implementation of Internal Alcohol and Drug Sanctions - 90% complete**

During 2020-2021, the Office of Student Conduct engaged in a benchmarking study which included alcohol and drug sanctions. In addition to the opportunities offered by the Office of Student Conduct, additional WCU departments are also engaging students in prevention strategies. For example, the Office of Fraternity and Sorority Life created an alcohol education program. All fraternity and sorority members are required to pass this online course within the first year of joining their chapter. The Office of Wellness Promotion and Student Conduct evaluated programs that address substance use. Next steps include creating a plan for implementing wellness coaching for students with sanctions.

#### **Expand Crisis Resources and Training - 90% complete**

The Ask-Listen-Refer suicide prevention program was shared with Student Affairs employees in September 2019 and with students during Spring 2019. The QPR Institute Gatekeeper Training suicide prevention training was also rolled out to the WCU community during the Spring 2021 semester. Two Student Affairs professionals, Barrett McGee and Tony Delgado, completed instructor certification for Adult Mental Health First Aid USA and the newly created CARE Manual is under final review. Presentations on CARE resources were provided to the Faculty Senate, Graduate Council, and Athletics Department. A CARE Team resource video was created for new faculty orientation. The first Case Manager for CARE Support Services was hired in September 2019. Next steps include creating additional student and employee CARE trainings and developing marketing strategies to promote CARE at WCU.

### **Revise the Fraternity and Sorority Recruitment Process - 90% complete**

A formal assessment was conducted and as of fall 2020, the pilot process continues. Due to COVID, there is no specific date for ending the pilot and transitioning to a full implementation. The Office of Fraternity and Sorority Life has been in discussion with the National Interfraternity Council regarding their concerns related to the pilot.

### **Strengthen Suicide Prevention Efforts - 90% complete**

The Interactive Screening Program connects at-risk students to mental health services. Students complete an online mental health screening and receive follow up information about mental health resources and schedule counseling appointments as needed. During academic year 2018, 246 students completed the program; 285 students during academic year 2019; 262 in academic year 2020; and 296 during fall 2020.

### **Create a Wellness Network - 80% complete**

The American College Health Association's National College Health Assessment was administered to WCU students who were enrolled during Fall 2020. The executive summary has been shared with the President's Cabinet and the reports have been made available to the Division of Student Affairs and the Healthy Campus Network, with plans to share the information more broadly over the next three to six months. The research team met to discuss additional analyses and brainstorm ways to use the results to inform initiatives on campus. Two members intend to use the results in a proposal for a Spring 2022 conference. Each member of the Healthy Campus Network reviewed the undergraduate and graduate reports and recommended five areas for consideration. The group will reconvene in fall 2021 to discuss updates from the research team and additional opportunities for application and use of the data.

### **Enhance the Healthy Lifestyle Education Program - 70% complete**

In collaboration with the College of Health Sciences, the Campus Recreation department provided space for students to complete health assessments during Fall 2019. The person who was leading this initiative left the university. Once the position is filled, the department will reevaluate the need for this initiative.

## Social Justice, Inclusion and Diversity

### **Create a Student Affairs Diversity Plan - 100% complete**

In 2019-2020, all faculty and staff were required to participate in a half-day diversity training, facilitated by Melanated Educators Collective. Later, all employees were required to complete a Social Justice faculty/staff curriculum and directors were charged with implementing diversity plans for each of their areas. In 2020-2021, a Social Justice Advisory Council was created. Their first goal is to develop a second version of the Social Justice faculty/staff curriculum as well as a Social Justice curriculum for students, both of which are currently underway. The Senior Leadership Team read three books related to social justice and supported the Office of Diversity, Equity and Inclusion's proposal to implement a common reading for the campus. For 2021-2022, the Social Justice Advisory Council was offered short-term funding to support social justice initiatives and programs for students.

### **Create Social Justice Programming for Women - 100% complete**

Programming has included the centennial celebration of the 19<sup>th</sup> Amendment, voter engagement (with Melissa Robbins, former Democratic candidate), EqualTea, pay equity, the Period Project, Black History month (intersections of race and gender), Latinx History month, a conversation series centered on gender, and the first Gender Justice Conference (2021). Funding for these programs has come from a variety of sources including the Department of Social Work, The President's Commission on the Status of Women, and the Office of Diversity Equity and Inclusion. A partnership has been established with the Twardowski Career Development Center to provide career development opportunities related to gaps in resumes, childcare, transitioning career paths, networking during a pandemic, and more. The Philadelphia Campus has been involved in these opportunities and a significant share of Newcombe Scholars are located on the Philadelphia Campus.

### **Educate the WCU Community about the Student Conduct Process - 100% complete**

In an effort to educate students about the conduct process, the conduct notice letter was updated, and a flowchart was published online. Twenty-seven individuals were identified to serve as policy and process advisors. The role and expectations of Policy and Process Advisors was put into writing to provide clarity to both students and advisors. An online training platform was purchased which offers advisors an additional nine hours training to become Title IX advisors. The new platform will track advisors' progress and verify their completion.

### **Enhance Outreach and Programming for the LGBTQIA+ Community - 100% complete**

In 2019, the name of the LGTBQA Services office was changed to the Center for Trans and Queer Advocacy. Lavender Graduation was expanded and recognized as a university-wide event in 2018. External collaborations and community engagement have included panel participation, trainings for organizations (e.g., Planned Parenthood, Delaware County Community College, Chester County Fund for Women and Girls, Domestic Violence Center for Chester County), and planning the 2019 Rainbow Connect Conference for LGBTQIA+ youth. Collaborations within WCU

have included working with the English Department to bring poets to campus, meetings with D-CAP students, and working with the Communication and Disorders program on a clinical workshop for students. A member of the Center for Trans and Queer Advocacy serves as a co-chair for the LGBTQIA+ University Caucus. The Center for Trans and Queer Advocacy has also offered several new programs, including: Intersectionality of Practice Training; Allyship to Advocacy; LGBTQIA+ Essentials; Queering the Conversation; Ram I Am; Trans and Queer Conversation Series; Out of the Closet Into Your Wardrobe; and six new identity weeks (WCU non-binary week, WCU Queer and Trans People of Color Week, Trans Week of Visibility, Coming Out Week, Bisexuality Day/Week, Trans Day of Remembrance).

### **Expand LGBTQIA+ Resources for Students - 100% complete**

New resources for students include a dedicated office space, the Queerly Chronicle newsletter, WCU's participation in the Pride Campus Climate index, resource guides for the campus community to help create a more welcoming university environment, tabling and social media, and a new logo and branding to increase visibility of the Center. Partnerships with the LGBTQIA+ Advocacy Committee, Sexuality and Gender Alliance, Rainbow Connect LGBTQIA+ Conference, and Philadelphia and Graduate Center locations provide opportunities to share resources, trainings, and gather information about additional needs for LGBTQIA+ support across the university.

Next steps include thinking intentionally about the types of resources that could be expanded and extended across multiple locations and platforms. Examples may include but are not limited to the following: creating a video to teach students how to change their name on their degree; LGBTQIA+ trainings; LGBTQIA+ friendly providers lists; health care supplies; and swag related to LGBTQIA+ support and solidarity.

### **Expand the Student Wellness Framework to Incorporate Multiple Identities - 80% complete**

Due to transitions in leadership, committee memberships, and the COVID-19, the work on this project was paused for quite some time. The Healthy Campus Network (committee) has been re-established to work on a Health and Wellness Plan for the University. The group is reviewing the previous work and identifying a framework for the plan.

### **Integrate Social Justice into Sanctions, Programs and Trainings - 80% complete**

Conduct hearing officers and board members received training on bias through a new platform that was recently purchased. A fine appeal process was created to provide relief to students with low incomes and/or whose financial situations have recently changed. To further students' knowledge of social justice, the Office of Student Conduct includes readings, videos, and personal exploration of facts surrounding issues of diversity, equity, and inclusion specifically related to race, gender, and socio-economic status. The Office of Student Conduct added sanction conditions to facilitate additional learning outcomes for race and gender. A new program, The Power of Speech: The First Amendment and College Campuses, has been added to the co-curricular transcript to educate students in the First Year Experience program. Next steps

may include examining the conduct process from start to finish through an equity lens (e.g., referrals, sanctions, policy and process advisor support).

### **Promote Underrepresented Minority Student Connections - 70% complete**

The Committee for Racial Equity and Student Belonging (formerly called the Underrepresented Minority Task Force) was established. The committee conducted focus groups to determine the type of interactions students desired and collaborated on events for students and the WCU community. As part of the Brother-to-Brother program, 15 participants (7 students, 6 faculty and 2 staff) created action steps to address challenges impacting student success. Additional programs are included in the list below. Many of the programs were co-sponsored between multiple WCU departments as well as the WCU Foundation.

- 32<sup>nd</sup> Annual Robert D. Lynch Student Leadership Development Institute (12 students)
- 21<sup>st</sup> Annual Fall Kente Commencement Ceremony (13 graduate students, 72 undergraduates, and 3 first time doctoral students).
- 2<sup>nd</sup> Annual Brother of Excellence Conference (135 attendees).
- 2019 COMPASS pilot to support African American males on academic probation
- 2020 Resumes on the Run (6 employers)
- 2019 How to Trailblaze Your Career Path (with Ted Childs, renowned diversity and inclusion expert) (4 employers, 33 students)
- 2018 Multicultural Organization Advisory Board (MOAB) Executive Retreat (four alumnus facilitators and 28 multicultural student leaders representing 15 organizations).
- 2018 Network and Chill (12 alumni and employers, 39 students)
- Black and Cuba (27 students and four faculty)
- Chester County Futures on Diversity and Inclusion workshop (15 employees)
- Inclusive Career Connections Breakfast
- Passport program (24 undergraduates and 3 graduates)
- Peer mentor training on autism awareness

### **Increase Outreach, Support, Services and Programming for Multicultural Students - 60%**

#### *Dowdy Multicultural Center*

The Dowdy Multicultural Center (DMC) space was renovated during Fall 2018. An evaluation of the office's space, staffing, programs, and services was conducted, along with a benchmarking study of similar offices across the country. A director, associate director, assistant director, two graduate assistants, two graduate interns and 23 peer mentors were hired to provide support to students, the DMC, and the community. Job descriptions were revised and updated as needed. The DMC staff participated in a retreat and completed several trainings (e.g., SharePoint, Customer Service in the Workplace, Budget & Purchasing, Clifton StrengthsFinder assessment). Two staff members attended the National Conference on Race and Ethnicity (NCORE) and peer mentors received training on autism. The DMC now offers cultural heritage months on a regular

basis (e.g., Latina/o/x Heritage Month, Native American Heritage Month, Black History Month, and Asian Pacific Islander Desi-American Month).

#### *Student-Led Initiatives*

By Spring 2019, sixty executive board members of the Multicultural Organization Advisory Board (MOAB) created action items for organizational unity. MOAB approved a new logo for the organizations. During the Brother-to-Brother initiative, participants created action steps to address challenges that impact student success (7 students, 6 faculty and 2 staff).

#### *Programs*

The following programs took place:

- 32nd Annual Robert D. Lynch Student Leadership Development Institute (12 students were sponsored to attend).
- 26<sup>th</sup> Annual Kente Commencement Ceremony (272 graduates).
- 23<sup>rd</sup> Annual Sankofa Conference (48 attendees from WCU).
- 21<sup>st</sup> Annual Fall Kente Commencement Ceremony (13 graduate, 72 undergraduate students, and 3 first time doctoral students)
- 2nd Annual Brother of Excellence Conference (135 attendees)
- 2<sup>nd</sup> Annual Fall Community Fest (more than 175 students)
- African American Student Leadership Experience (3 WCU students).
- “#AlumniSeries” (e.g., Black Corporate America, Latinos Unidos and The Color of Criminal Justice) hosted alumni of color who shared about their experiences with their entrepreneurial businesses.
- Black and Cuba (27 students and 4 faculty attendees).
- Chester County Futures on Diversity and Inclusion workshop (15 employees).
- “Free Cece” documentary and speaker (co-sponsored by Dr. Liam Lair and the Lawrence A. Dowdy Multicultural Center, approximately 140 people)
- Lawrence A. Dowdy Diversity, Inclusion, and Civility Symposium (26 student leaders, 9 campus support services)
- Lawrence A Dowdy Multicultural Center Carnival (260 people)
- Multicultural Organization Advisory Board Executive Retreat (4 alumni facilitators, 28 student leaders representing 15 organizations)
- Passport Party (24 undergraduate and 3 graduate students)
- Ruby Jones Conference on Race, Social Justice and Civic Leadership (999 attendees).
- WCU Black Alumni Chapter’s 2nd Annual Scholarship Luncheon (6 students received financial scholarships)

#### *Additional Efforts*

- In response to a PASSHE initiative, Dr. Francis Atuahene, Jairo Henao, and Bryan Pointer conducted a Fall Student Success Conference Focus Group with eight students of color regarding their campus experiences.

- Dr. Tammy Hilliard-Thompson revised the Chincoteague Bay Field Station Summer class manual for the Biology Department.

#### **Reduce Financial Barriers to Student Degree Completion - 30% complete**

The goal of this initiative is to develop a strategic plan and vision to guide the future direction of the Resource Pantry and assess Pantry impact regarding student success, persistence, retention, and more. During Spring 2019, the goal was to develop a Resource Pantry vision and future action steps for supporting the holistic needs of students (e.g., case management via Social Work program). Additionally, work was done with the WCU Foundation to apply for grants and meet with potential donors to secure additional funding. However, this project was paused to create a new strategic plan for Center for Civic Engagement and Social Impact and will be resumed when a new associate director is hired for the Center.

#### **Re-Establish Religious Life Council and Resources - 0% complete**

After multiple attempts, it is clear students are not interested in moving forward with this initiative at this time. We will try to find students who may be interested going forward.

## **Student Development**

### **Align Sanction Requirements with the New Student Affairs Learning Outcomes - 100% complete**

A new sanction proposal process, which utilizes the Student Affairs co-curricular learning rubrics, is now in place.

### **Create a Four-Year Educational Map/Curriculum - 100% complete**

Focus Area Education Plans for Career Readiness, Community Engagement, Health and Wellness, Involvement and Leadership, and Social Justice were published on the [Co-Curricular Planning website](#) in May 2019. Next steps include creating curricula for each focus area and identifying a common system for students to store their plans where faculty and staff can view them.

### **Enhance the First Destination Report - 90% complete**

A [new College Outcomes Dashboard](#) was created with information about the Classes of 2019 and 2020's post-graduation plans. Users can sort the information by year, college/school, program, and undergraduate and graduate status. New data collection efforts included the following: pulling information from students' social media accounts (e.g., LinkedIn); creating partnerships with colleges, departments, faculty and staff; tabling in the WCU store while students picked up their graduation caps and gowns; and an exploration of third-party solutions for gathering the information more efficiently and effectively. The survey has been updated annually to reflect current needs and improve the data collection and cleaning process. During Fall 2020, Dr. Matt Saboe, from the College of Business and Public Management, became the first faculty partner on the study. Since that time, the 2019 data was used to explore discrepancies in salaries by race and gender. Next steps include expanding partnerships, continuing to share the dashboard across the university, implementing a separate experiential learning/internship survey, adding a question about working remotely, asking Hanover Research to benchmark organizations that could serve as a resource for recruiters related to equitable hiring practices, and possibly preparing a proposal for such a center (if one does not already exist).

### **Expand Student Athlete Support Services - 90% complete**

The former Student Athlete Support Services office was renamed Student Athlete Success and a new mission was established. The Horrocks Leadership Institute and Nutrition Fueling programs were expanded to reach more student-athletes and the Rams Let's Talk student support group was created. The program was reconfigured into six thematic areas: Academics, Career Development, Civic and Community Engagement, Diversity and Inclusion, Leadership, and Student-Athlete Wellness. During the COVID-19 pandemic, programs were offered remotely, and more emphasis was placed on communicating information (particularly related to mental health) to students via social media and newsletters. From September 2020 to May 2021 the number Twitter followers increased from 330 to 466, and Instagram increased from 200 to 353 followers. An emphasis was also placed on expanding social media content by re-sharing campus partners' posts. Next steps include expanding diversity and inclusion efforts.

### **Pilot Co-Curricular Paths and a Co-Curricular Transcript - 70% complete**

The co-curricular transcript will launch in Fall 2021. Marketing and communications began during Summer 2021 Orientation. Over 45 programs have been approved for the co-curricular transcript and more are underway. A task force was established to refine the current forms, processes, and communication materials. Several training materials have been provided including: an onboarding training for new employees, an About page on the Co-Curricular Planning website, a Faculty/Staff webpage with resources to support applicants, and hands-on trainings for uploading students' information into myWCU. Twenty-one individuals attended the ACPA Institute on the Curricular Approach in preparation for committee work on creating Community Engagement, Health and Wellness, Residence Life and Social Justice curricula for students. A social justice curriculum for faculty/staff is also being developed. Judy Kawamoto and Amanda Thomas met with Michigan State University's Associate Provost for Undergraduate Education who has recently launched a university-wide co-curricular record called the Spartan Experience. Next steps include convening the Career Readiness and Involvement and Leadership curriculum teams, launching the transcript, creating a second Task Force, and re-establishing the Review Committee.

### **Create a Four Year Residence Education Curriculum - 40% complete**

In fall 2019, an Associate Director was hired to spearhead this initiative. Programs were reviewed, staff trainings were provided, and transcript proposals were submitted. Members of the Residence Life staff attended ICA in 2019 and 2020. The department's mission statement was updated to include the curriculum. This initiative was paused due to the COVID-19 pandemic and a re-organization of the Residence Life and Housing Services department.

### **Create a Physical Environment that Reinforces Learning and Our Values - 10% complete**

This initiative plans to use the physical wall space inside and outside the residential halls to display murals, pictures, and words that reinforce our values and learning; however, this initiative is on hold due to the COVID-19 pandemic. Next steps include searching for a mural artist and reviewing designs and estimates once funding is re-established.

### **Implement a Holistic Student Development Model for Fraternity and Sorority Members - 0%**

The purpose of this project is to create programs based on the co-curricular learning rubrics. The next step is to outline a plan for summer.

## Sustainability

### **Create a Student Affairs Staff Development Plan - 100% complete**

Examples of progress on this initiative include the following: staff development infused into DOSA meetings, a new staff onboarding process, new support staff meetings, lunch and learns, \$5 Friday lunches in Lawrence Dining Hall (for building community across the division), a comprehensive Professional Development website, a calendar of events that addresses a variety of ACPA/NASPA professional competencies, a Social Justice curriculum required for all faculty/staff to complete, virtual on-demand learning opportunities, a program showcase, and a Fall 2021 WCU Student Affairs Gold Conference.

### **Create Continuity of Operation Plans - 100% complete**

This initiative was put in place during the COVID-19 pandemic. It helped prepare faculty and staff to work remotely and made it possible for the Division of Student Affairs to continue providing services to students during a critical period of time. The plans outlined information needed to continue functioning during a crisis.

### **Design a Co-Curricular Program Catalog - 100% complete**

The Co-Curricular Catalog launched in May 2019 with over 100 reoccurring programs. During Fall 2020, the catalog was incorporated into a Co-curricular Planning website, which now includes the co-curricular education plans, frequently asked questions, a history section, information about the teams, and a Faculty/Staff page to support individuals who are applying for the transcript. The website has been adjusted over time based on survey and informal feedback. In October 2020, the work was presented at the ACPA Institute on the Curricular Approach. Next steps include adding more faculty/staff resources a place for students to view their co-curricular transcript.

### **Evaluate Student Affairs Involvement in First Year Student Summer Programs - 100% complete**

The aim of this initiative was to determine the extent to which Student Affairs should be involved in the summer programs coordinated by University College (e.g., Academic Success Program, Summer Bridge, and ACHIEVE program). In 2018, discussions occurred with the Director of the Academic Success Program and new Dean of University College. Student Affairs agreed to continue its level of involvement. Although the COVID-19 pandemic disrupted those plans, and no in-person programming took place, the Academic Success Program offered a virtual program during Fall 2020 in collaboration with the Division of Student Affairs.

### **Promote Environmental Sustainability - 100% complete**

The Sustainability Peer Educator Program successfully launched in Fall 2019. During the COVID-19 pandemic, a scaled down version was offered remotely. The program is being planned for Fall 2021 with a hybrid format of remote and in-person learning. In terms of the Resource Pantry, Aramark's support was paused during the 2020-21 academic year due to the COVID-19 pandemic and is expected to resume in Fall 2021. A team led by the Center for Civic Engagement and Social Impact is developing additional sources of food and financial resources for the Pantry.

In terms of the Ride Amigos program, staff dedicated time to promote and increase registration and use of the program, but it has since been cancelled due to funding considerations.

### **Review the Divisional Organizational Structure - 100% complete**

As of fall 2020, the senior leadership team members were in place, several new manager positions were created, and new assistant and associate director positions were filled. Several additional positions have been added (e.g., Case Manager, Student Ombuds, director of Marketing and Communications, coordinator of WCU Pride and Spirits, and administrative assistants). Hiring was limited during the COVID-19 pandemic. Next steps include filling 16 positions over the course of the next few years.

### **Evaluate the Recognition Model for New Student Clubs and Organizations - 90% complete**

The student organization recognition process was revised to align with legal practices and help initiate a clearer recognition process. It was sent to PASSHE Legal Counsel in March and is currently under review and awaiting approval.

### **Improve Physical Space and Infrastructure - 90% complete**

In terms of dining, the Science and Engineering Center and the Commons (SECC), scheduled to open during Fall 2021, will include a new all-you-care-to eat dining hall, Rammy's Market, and Freshens Healthy Food. In the Lawrence Center, the Diner was transformed into a Chickie's & Pete's restaurant, and Einstein Brothers Bagels in the main lobby was renovated and expanded. Twisted Taco will replace the former Burrito Loco at 701 South High Street with new equipment, graphics, and a refurbished space and décor.

The following groups have received new and/or updated spaces: Assistant Vice President of Student Life/Dean of Students, Center for Trans and Queer Advocacy, Center for Women and Gender Equity, Communications and Marketing, Dowdy Multicultural Center, Fraternity and Sorority Life, New Student Programs, Off Campus and Commuter Services, Parent and Family Relations, Residence Life and Housing Services, and Student Leadership and Involvement. The Vice President for Student Affairs office, located in the Greg and Sandra Weisenstein Veterans Center, was also updated and a new roof, ramp, porches, and landscaping were added.

In terms of sports and recreation, the Student Recreation Center fitness areas were re-designed and employee offices were added. The Cheerleading, Men's Basketball, and Women's Basketball teams received new locker rooms and the Women's Volleyball and visiting team locker rooms were upgraded. New turf, dugouts, safety equipment, and irrigation were added to the baseball field. These changes are also scheduled to be made to the softball field by the end of the Fall 2021 semester. The track and field facilities received new surface materials (including the track surrounding the football field). In the Hollinger/Ehinger complex, the weight and conditioning area was expanded, the Athletic Training room was renovated and upgraded, and the concessions stand was updated.

### **Strengthen the Student Affairs Assessment Infrastructure - 90% complete**

Several new resources have been established. Examples include the co-curricular learning rubrics; on-demand webinar discussing Dr. Davenport's assessment philosophy; lists of peer institutions; learning outcome training resources; a learning outcomes bank; shared folders for Institutional Review Board applications and assessment reports; University student survey schedule and coordination; updated CAS Standards self-assessment guides; a re-designed assessment website; and guidelines for sharing data with the WCU Foundation. Division-wide co-curricular learning surveys were piloted. The First Destination Survey dashboard launched. Approximately \$20,000 was returned to departments when the division transitioned from the CampusLabs Baseline survey product to Qualtrics. The co-curricular catalog now includes learning outcomes for more than 100 programs. Information about assessment conferences has been shared with faculty and staff. A division-wide self-study is underway with plans for a site visit during Fall 2020.

Next steps include creating a centralized space to house department data, finalizing a guidelines on when Institution Review Board applications are needed/not needed, working with Academic and Enterprise Systems to turn around data requests more quickly, exploring the possibility of implementing a needs assessment for all students, launching a sustained experiential learning survey, and re-establishing the department program review process.

### **Create Department Operations Manuals - 80% complete**

The departments under the Dean of Students/Assistant Vice President for Student Life (Off Campus and Commuter Services, Fraternity and Sorority Life, and Sykes Union and Student Activities, Residence Life and Housing Services) are in the process of creating and finalizing their department operations manuals. The Office of Student Conduct has completed their manual.

### **Implement a Procedure for Scheduling Programs in Advance - 80% complete**

Progress on this initiative included sending reminders for departments to enter their programs into WCU community engagement platform (RamConnect) early on; sharing a status report during a Student Affairs retreat; providing tips on program scheduling; and creating a Program Council to identify and address programming issues. Over the next few years, the career readiness, community engagement, health and wellness, leadership and involvement, and social justice curricula may result in planning programs further in advance.

### **Create a Comprehensive Student Affairs Communications and Marketing Plan - 70% complete**

The Communications and Marketing website launched in Summer 2020. Social media and marketing guides were created. Next steps include working with departments on using the guides.

### **Develop a Plan to Renovate Sykes Student Union - 70% complete**

Progress included renovating the restrooms, adjusting the ballroom acoustics, and upgrading the audio/visual equipment. Aesthetic updates are in progress (e.g., window designs, column wraps) and overhead lighting will be installed in the dining area during Summer 2021.

### **Provide Paraprofessional Training Opportunities - 70% complete**

A Paraprofessional Supervisors Committee was established to identify intersections across trainings and collaborate when possible, as well as share resources, challenges, and best practices. Agendas were included in the DOSA Developments newsletter to communicate the group's work. More recently, the committee shared a desire to work with the curriculum groups to incorporate paraprofessional training into each of the co-curricular focus areas.

### **Conduct a Student Affairs Self-Study - 60% complete**

Over 30 members of the Division contributed to writing the Student Affairs self-study and many more contributed ideas and information regarding the content. During May 2021, a second draft of the self-study was shared with the division for feedback. Next steps include incorporating the feedback into the final report, sharing it with members of the Division, and sharing the report with the reviewers who will conduct a site visit for the Division during Fall 2021.

### **Create a Housing Plan for the Future - 50% complete**

MGT Consulting conducted a study on the WCU housing demand and offered suggestions for potential locations and designs for additional residence halls. The work was paused during the COVID-19 pandemic and the re-organization of Residence Life and Housing Services. The goal is to continue this initiative once these items are resolved.

### **Increase Parent and Family Engagement in Promoting Student Success - 50% complete**

Progress on this initiative included hiring a director of Parent and Family Relations and establishing the RamFam Advisory Council. New resources have included the following: welcome videos, roundtable videos with experts, the New Parent and Family Guide, a Facebook page, the RamFam PodGram, RamFam Wellness Guide, RamFam calendar, and Parent and Family Guide to the Conduct Process. Events have included the RamFam Weekend (640 views during the 2020 event and 1,350 views after the event) and SibFest. The director provided more than 250 coaching interactions, administered two parents and family surveys, and is collaborating with the Twardowski Career Development Center to engage families in RamNation, a platform that connects students to mentors. Next steps include: hosting a Family Fund Fundraiser, holding RamFam Meet Ups regionally to increase awareness, creating podcasts about additional departments that can support student needs, prioritizing first-generation families, and identifying funding for a platform that can better support the administration of newsletters, resources, and more (CampusESP).

### **Prepare the Sciences and Engineering Center and Commons for Opening - 50% complete**

At 175,000 square-feet, the Science and Engineering Center and Commons will provide the largest facility in the Pennsylvania State System of Higher Education. It will include space for both academic and service endeavors. The building is on schedule to open at the start of the Fall 2021 semester. The parking deck adjacent to the facility is planned to open at the end of August.

### **Review and Revise the Student Affairs Budget Process - 50% complete**

The budget process was revised and then paused when the COVID-19 pandemic occurred. The timeframes and amount allocated have been adjusted. For example, the Education and General operational expenses were reduced by 20% to control and prevent deficits related to the pandemic. The Auxiliary budget went through a similar process of identifying cost savings opportunities due to remote coursework and program offerings (e.g., student wages, utilities). The processes will continue to be revised as needed going forward.

### **Study the Impact of Co-Curricular Programs and Services - 40% complete**

This initiative cannot be completed until after the co-curricular transcript launches. The co-curricular transcript was delayed due to the Student Affairs and Information Services and Technology re-organizations, turnover in software developers, the COVID-19 pandemic, and internal challenges related to navigating new co-curricular processes and a culture change that was needed to move the initiative forward. In the meantime, many efforts have been made to increase data collection efforts in other ways. Examples include training faculty and staff to track attendance in RamConnect, investing in equipment to track the use of department services and resources, piloting division-wide student learning surveys, and training faculty and staff to create, assess, and report students' achievements in program learning outcomes. Next steps include launching the co-curricular transcript and using a comprehensive data set to examine the division's impacts on satisfaction, retention, graduation, and college outcomes.

### **Create a Student Affairs Development/Fundraising Plan and Resources - 30% complete**

The Division of Student Affairs now attends the Foundation's Corporate Sponsor meetings and educational training sessions regularly, which provides information about how to support the Division with a fundraising plan. A Foundation folder has been created in SharePoint to house various resources and documents related to fundraising. As of Fall 2020, corporate sponsor group meetings are still occurring, and 12 sponsorship opportunities have been identified. Next steps include developing department case statements.

### **Re-imagine Housing Space to Maximize Occupancy - 30% complete**

One hundred and sixty-eight rooms were re-designed (504 total spaces) so three students could each have their own desk, chair, wardrobe, and dresser in a shared residential unit. These spaces will be made available based on housing demand.

### **Engage the Campus Community in Developing Ideas to Improve West Chester University - 0%**

This project sets out to develop an advisory group, determine funding sources, create a website to collect ideas, meet with the advisory board to review ideas, make recommendations to the Vice President of Student Affairs, and work with groups to implement approved recommendations. This initiative was placed on hold until further notice. In the meantime, RamConnect includes a feature where members of the community can share their ideas.

**Leverage Spending through the Coordination of Division Purchases - 0% complete**

Due to the COVID-19 pandemic, all funding was focused on the highest priorities for the University. Leveraging spending will begin once the full University is back to 100% funded.

**Reduce Rollover to Plant Fund - 0% complete**

Due to the COVID-19 pandemic, the balance amount in each auxiliary has been drastically reduced. In prior years, this amount would be used for year-end transfer to plant/life cycle. All surpluses have been and will continue to be used to offset any deficits in the individual Auxiliary operating and personnel lines.

**Division of Student Affairs**

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