

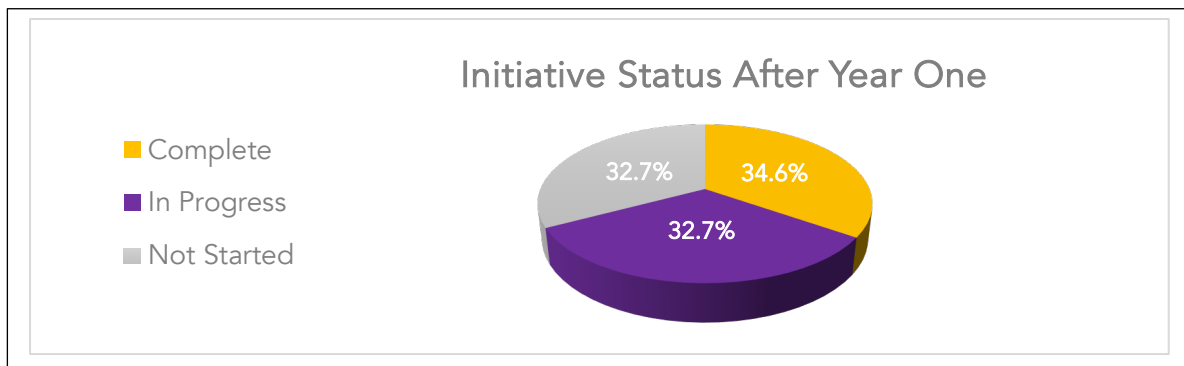


Pathways to Student Success
2019-2022

Year One
Executive Summary

West Chester University's Strategic Plan, *Pathways to Student Success*, started in spring 2017 with a request for feedback on a proposed new mission statement. In 2019, after approval and input from the university community, over 100 faculty, staff, and students joined workgroups to develop initiatives and begin measuring progress.

The *Pathways to Student Success* Year One Executive Summary provides a review of the progress on initiatives set forth by each workgroup over the 2019-2020 academic year. The 2020 calendar year was unlike any other the WCU community has experienced. The COVID-19 pandemic has forced WCU to alter operations which in turn affected the level of achievement of the goals and initiatives. Thus, this summary will include updates to initiatives that have either been put on hold or removed as a result of changes in operations.



Community Engagement

Community engagement is the process of creating mutually beneficial partnerships between the University and our local, national, and international communities through the exchange of knowledge, by serving as a cultural resource, and by supporting initiatives that contribute to the common good.

Number of Year 1 Initiatives	4
Number Complete	3
Number in Progress	1
Number Carried over to Year 2	1

Year One Highlights

- Worked with the Carnegie Community Engagement Reclassification Task Force to identify specific targeted areas of need and also generated an inventory of the university's community engagement.
- An inventory of best practice tools for data collection and assessment of community engagement opportunities was compiled.
- University leadership created the Interdivisional Community Engagement Council (ICEC). The ICEC is finalizing a survey to be disseminated toward addressing fulfillment of community engagement initiatives. It represents a charge from university leadership to take a comprehensive, inclusive approach to its community engagement and an aim to help ensure optimal support, sustainability, and growth of this work.

Changes due to COVID-19

- Forums and focus groups were in the planning stages for Spring 2020 but postponed due to the pandemic.

Diversity & Inclusion

Diversity and inclusion demonstrate the ability to welcome a variety of voices, personal experiences, and world views that foster thought, continual dialogue, and change through the intentional, active and recurring engagement of others to address equity, social justice, and diversity challenges. Cultural Competence refers to one's journey along a continuum and goes beyond awareness to include skill-building.

Number of Year 1 Initiatives	4
Number Complete	3
Number in Progress	1
Number Carried over to Year 2	1

Year One Highlights

- The [Co-Curricular Planning webpage](#) included a co-curricular catalog with 100+ programs across six focus areas that address seven co-curricular learning goals,

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including Social Justice. Students are also able to search programs based on their identity groups.

- The Office for Diversity, Equity and Inclusion rolled out a series of online and in-person professional development opportunities for faculty, staff and students in fall 2019.

Changes due to COVID-19

- Due to the change to remote delivery, a series of modules is being created to enhance student learning with guided activities and a facilitator’s guide on how to lead diversity discussions or make available a team of people to facilitate discussions.

Learning

Learning is a self-motivated and engaged activity based on intellectual curiosity and critical thinking. It is a sustained community-wide activity that occurs both curricularly within and across disciplines and co-curricularly, leading to diverse, holistic, and informed perspectives. Learning is enhanced by the active pursuit of scholarly and creative activity by students, faculty, and staff.

Number of Year 1 Initiatives	28
Number Complete	16
Number in Progress	12
Number Carried over to Year 2	12

Year One Highlights

- IS&T increased the number of training opportunities by incorporating LinkedIn Learning and webinars through Zoom.
- Students began to apply for WCU-CARES (Creative Activity & Research Experience Stipend) with almost \$10,000 awarded.
- WCU was recognized as a First-Forward institution in 2019 by the NASPA-Student Affairs Administrators in Higher Education and the Suder Foundation.
- Advising awards began to be administered in fall 2019 to honor exceptional faculty advising work which plays a critical role in student success.

Changes due to COVID-19

- Due to cancellation of all study-abroad programs in Spring and Summer of 2020, it was not possible to launch a program to subsidize study-abroad programs.
- Talks were pushed back to research methods for achieving equitable faculty advising loads.

Personal & Professional Development

Personal and professional development are shared university values that promote students, faculty, and staff in their growth as professionals and citizens. The university creates meaningful interactions, enhances relevant skills, and provides engaging experiences that result in a sense of connectedness and responsibility for the WCU community and beyond.

Number of Year 1 Initiatives	17
Number Complete	7
Number in Progress	10
Number Carried over to Year 2	10

Year One Highlights

- The Division of Student Affairs has offered approximately 50 professional development opportunities, which have been attended by approximately 360 faculty and staff over the past academic year.
- The Graduate School implemented a waiver for the \$50 application fee for any employee who is applies for a graduate program.
- In order to support the change in course delivery, IS&T increased the number of training sessions offered.
 - From 7/1 to 5/31, 262 sessions were offered with 1,305 attendees (778 Faculty, 520 Staff).
 - LinkedIn Learning (currently 2,716 Students, 585 Faculty/Staff)

Changes due to COVID-19

- A Qualtrics survey was developed to assess WCU employees' interest in participating in and/or leading possible Communities of Interest (COI), Communities of Practice (COP), mentoring and community service/volunteer opportunities. This was postponed due to the pandemic.
- Due to delays from the pandemic and staff retirements, the Registrar's Office planned to start building the co-curricular transcript in PeopleSoft at the beginning of fall 2020. The transcript pilot will take place before the revised transcript timeline launch in Fall 2021.

Sustainability

Sustainability represents our commitment to responsibly use WCU environmental, social, and economic resources effectively and in innovative ways to support an enduring, healthy and safe university.

Number of Year 1 Initiatives	17
Number Complete	7
Number in Progress	10
Number Carried over to Year 2	10

Year One Highlights

- The Sustainability Peer Educators (SPE) program was initiated in Year 1 with the hiring of nine SPE's who provided sustainability programming to North Campus residence hall students.
- A Fall 2020 survey of faculty at West Chester University concluded that almost 5,000 students in FY 2019 were exposed to the concept of carbon footprints in sustainability focused or sustainability inclusive courses.
- WCU contracted for 13,955 MWh of RECs (Renewable Energy Credits) for Calendar Year 2020, representing approximately 30% of our anticipated electricity use.

Changes due to COVID-19

- A Green Office Certification program is in development by an ad hoc committee of the Sustainability Council. Originally targeted for implementation in the Spring 2020 semester, the campus closure has also delayed this effort to FY 2021.
- IRB application for the National College Health Assessment (ACHA) was submitted and approved. However, due to transition to remote learning, the assessment was postponed until the fall semester.
- The number of Sustainability Peer Educators in the SPE program was reduced from 9 to 2 in FY 2021 due to the campus closure. The SPEs have adapted the program to COVID-19 circumstances, maintaining the program virtually and preparing for the eventual return to campus of large numbers of residential students.