

FOSTERING STUDENTS'
**intellectual, social, emotional,
cultural, and personal growth**
TOWARD THEIR FULL POTENTIAL



VCU Division of
Student Affairs

Annual Report 2022-23

Division of Student Affairs

Office of the Vice President

Dean of Student Advocacy Office

Family Programs

Fraternity and Sorority Life

Office of Multicultural Student Affairs

Recreation and Well-Being (RecWell)

Residential Life and Housing

Student Accessibility and Educational Opportunity

Student Conduct and Academic Integrity

Student Leadership and Engaged Learning

Student Media Center

Technology Support Services

University Counseling Services

University Student Commons and Activities

University Student Health Services

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MESSAGE FROM THE Vice President of Student Affairs

It is my honor to share the Division of Student Affairs annual report with you. This report highlights the division's efforts to support our students by providing student-centered programs and services that positively impact students and contribute to their well-being and success.

During my first full year at VCU, our team worked together to create a new strategic direction for our division culminating in the development of the five strategic pillars that guide our work with students and the campus community. Throughout this report, you will learn about how the pillars shape our efforts and keep us focused on the student experience. We also took significant steps forward to enhance our service to students by bolstering student use of the RamsConnect platform, expanding our programmatic efforts to make them more available to students, and ensuring that our team helps to foster an inclusive and welcoming community on campus. Additionally, we began a new focus on student advocacy to help students navigate and overcome challenges they encounter so they can be successful at VCU.

I am also extremely proud of our students and our staff in the division who were recognized for their professional involvement activities and their outstanding accomplishments over the past year at the state, regional, and national levels. You will enjoy reading about how their work here at VCU also helps contribute valuable ideas and practices to their respective professional speciality areas in student affairs. The cutting edge work performed by our students and staff on campus truly has an impact everywhere.

It is a remarkable time to be a member of the VCU Ram family and I look forward to continuing our work to help create the best student experience possible in the future.

Go Rams!

Aaron J. Hart, Ed.D.
Vice President for Student Affairs

Executive Leadership Team



Aaron J. Hart, Ed.D.
Vice President, Student Affairs



Joslyn Bedell, M.Ed.
Special Assistant to the Vice President



Brooke Berry, J.D.
Associate Vice President for Belonging and Inclusion



Curt Erwin, Ed.D.
Associate Vice President for Engaged Communities



Jimmie Gahagan, Ph.D.
Interim Associate Vice President for Transformative Student Experiences



Melanie Goodman, MPA
Associate Vice President for Finance and Innovation



Yiyun Jie, Ph.D.
Director, Assessment



Charles Klink, Ph.D.
Associate Vice President for Holistic Well-Being



Gabe Willis, Ph.D.
Associate Vice President and Dean of Student Advocacy

STUDENT AFFAIRS Strategic Pillars

The division embarked upon a journey to develop a new strategic direction in 2023. Twenty-two representatives from across the Division of Student Affairs worked collaboratively over several months to create new Mission and Vision statements, new values, and five strategic pillars. These Five Strategic Pillars represent the core focus areas of our collective work.

Mission Statement

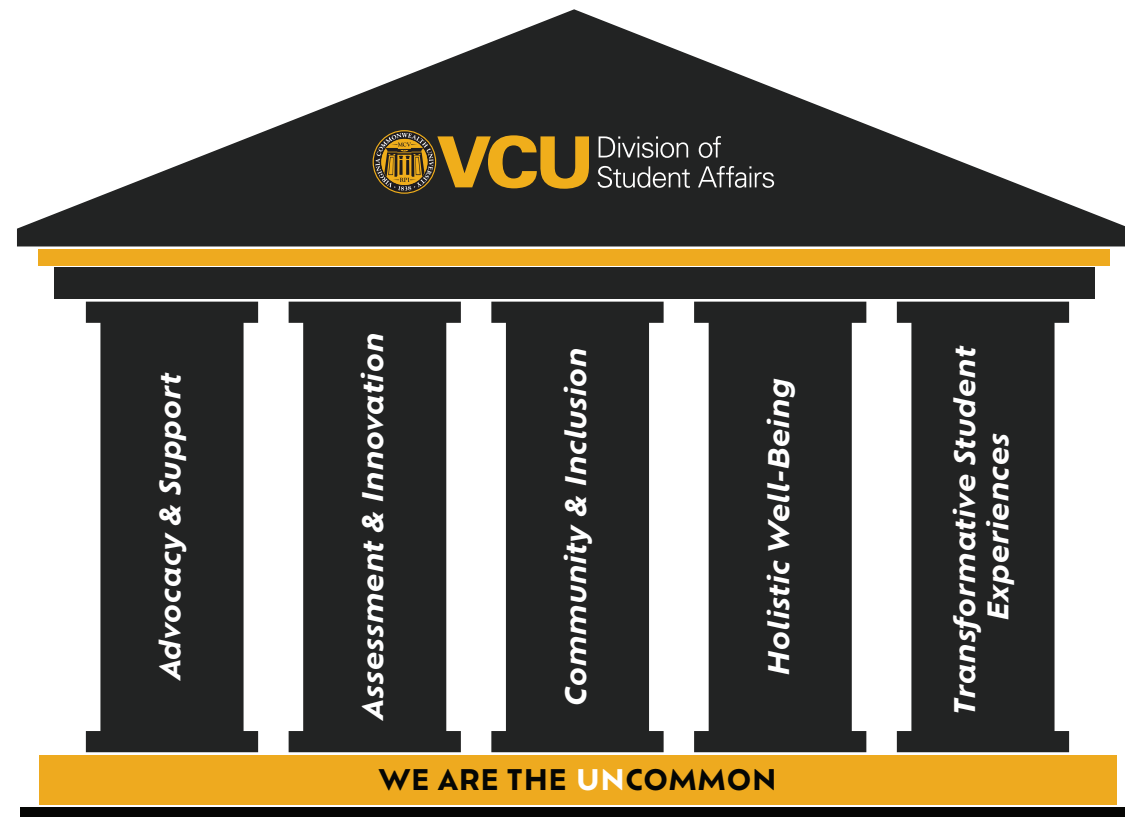
VCU's Division of Student Affairs fosters students' intellectual, social, emotional, cultural, and personal growth toward their full potential.

Vision Statement

We will be recognized as a leader in centering our students through the unwavering pursuit of equity, advocacy, inclusion, excellence, and innovation. We will be the model for creating a welcoming and supportive environment in which all students can thrive.

VALUES

- BELONGING
- COLLABORATION
- STEWARDSHIP
- STUDENT-CENTERED
- RAM PROUD!



DIVISION-WIDE INITIATIVES THAT Made an Impact

DIGITAL TECHNOLOGY AND INTEGRATED COMMUNICATIONS RamsConnect becomes central platform for student involvement

A campus-wide initiative was successful in launching RamsConnect, a student engagement, communications, and involvement assessment platform, as the trusted source for student involvement at VCU. The division specifically targeted the adoption and usage of the RamsConnect platform by students, university programming units, and student organizations and clubs.

Student adoption

17,280 active student users
(~66% of total estimated annual FTE)

23% increase over the past year



Onboarding campus groups and units

380 student organizations (75%)

128 Department and Programming Groups (25%)



Increased event posting

3,614 events have been posted on RamsConnect
(9% one-year increase)

61,339 students RSVPed to these events in total

27,586 check-ins
(a 17% annual increase)

“I really like how [RamsConnect] is open and it’s a community thing. You can see lots of things; you can chat with people for clubs, for everything. It’s like the one app you need.”

—GWYNETH (STUDENT)



What’s next?

- ▮ Publish a RamsConnect user engagement dashboard to share campus involvement by the end of 2023.
- ▮ Develop an auto-feed to TelegRAM for event creation, so departments can publish their events directly into the student daily TelegRAM.
- ▮ Implement user onboarding and gamification to incentivize student user engagement for significant campus events.
- ▮ Employ intentional programming and communication strategies to increase involvement among graduate and professional students, MCV campus students, first-generation students, and international students.

MULTICULTURAL LENS

Credentialed student leadership course focuses on leadership competency

In response to student interest, the AVP for Belonging and Inclusion partnered with a cross-functional team of staff from Residence Life and Housing, the Office of Multicultural Student Affairs (OMSA) and the Office of Student Leadership and Engaged Learning (OSLEL) to develop a student leadership course focused on inclusive leadership for a credentialed learning badge, the first microcredential offered by DSA. The inclusive leadership microcredential empowers students to cultivate an environment of belonging through developing critical skills in diversity, equity, and inclusion principles. A course was piloted in two parts on March 18 and 25, 2023.

TO EXPLORE THESE THEMES FURTHER THROUGH A MULTICULTURAL LENS, THE CURRICULUM COVERED:

- Social identity as it relates to leadership
- Perspective taking
- Intersectionality
- Implicit bias
- Fairness vs. Equity
- Empathy

The content was delivered in multiple formats including brief lectures, videos, interactive activities, small group discussions, and introspective reflection.

Five students participated in both sessions, and all reported feeling more confident in their identity as leaders; more prepared to lead in a diverse context; and more prepared to embody empathy as an inclusive leadership practice, among other key learning outcomes.



What’s next?

- ▮ Continue to offer this Bronze level course in 2023-24 academic year.
- ▮ Build ongoing learning opportunities by creating progressive course options, including a Silver level course in Fall 2023.

COMMUNITY BUILDING

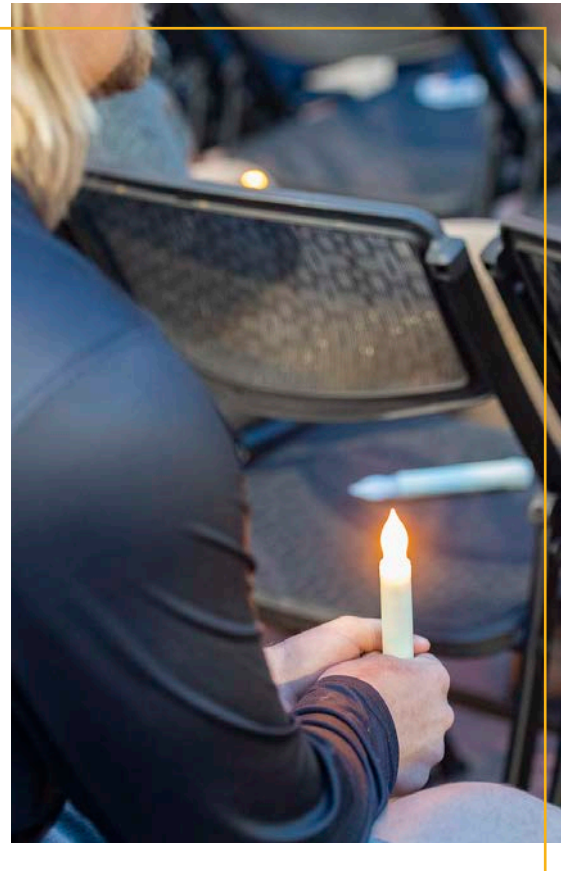
Rams Remember offers celebration of life, reflection

The first annual Rams Remember event was held April 24, 2023 to remember students, faculty, staff, and alumni who died and provide a space for community and family reflection.

This year's event recognized deceased students by name who passed away over the last five years and featured a moment of reflection to remember other deceased community members.

“Participants could speak or create luminaries to honor those they have lost. Student performances were also included to give students an opportunity to share about their own grief journey through artistic expression.”

– LYNANNE JAMISON, ASSOCIATE DEAN FOR FAMILIES AND FAMILY PROGRAMS



What's next?

- Plans are underway to continue this event annually, with increased outreach to invite the campus community and specifically student organizations that experienced a loss.
- Revisit previous work to establish a memorial garden on campus.



STUDENT SAFETY

Hazing Prevention Coalition addresses concerns, provides resources

The Hazing Prevention Coalition is a cross departmental and divisional working group that aims to enhance VCU's efforts in educating the VCU community – students, staff, and faculty – on hazing related concerns and resources as well as improve our institutional approach to hazing related incidents.

“Changing campus culture around hazing is not done through the work of one individual or a group of individuals – it is done when all departments have a vested interest in analyzing how their department moves forward hazing prevention efforts.”

– RACHAEL TULLY, HAZING PREVENTION COORDINATOR

Hazing prevention training was provided to both students and advisors of student organizations with new members as required by Adam's Law.

The Coalition identified areas for continued education, which led to a hazing prevention session for residence advisors during their summer training.

104 TRAINING SESSIONS PROVIDED **1,461** STUDENTS AND **32** ADVISORS

with information on hazing, the risk associated with hazing and alcohol intoxication, and reporting and resource options.

What's next?

- Launch a new website – hazing.vcu.edu – that will include information on prevention efforts, means to report incidents, and resources.
- VCU will join StopHazing's Hazing Prevention Consortium in Fall 2023.
- Evaluate VCU's hazing policies and practices, develop training, educational programming, social norms messaging, and communications with campus stakeholders on VCU's philosophy and practices regarding hazing prevention.

**QUEST
2028:**

Culture of Care and Student Success

Empower students by encouraging them to use their voices, removing barriers to their success, and ensuring that their basic needs are met. We strive to create a culture of care that supports their learning within and beyond the classroom.

BY THE NUMBERS

5,670

students connected with Student Accessibility and Educational Opportunity in 2022-23

7,250

total event reservations in University Student Commons and Activities, resulting in

1,190

total crisis consultations in University Counseling Services, a 41% increase over last year

715

Rams In Recovery recovery community and student support meetings, with a total attendance of

849

Student Conduct & Academic Integrity cases

3,218

visits to Ram Pantry, almost double from last year

3,021

charges/issues resolved through the Dean of Student Advocacy

1,899

number of support cases for off-campus student services

25,612 hours

98% increase

Supported events almost doubled from 2021-22 to 2022-23

17,412

a 46% increase

over last year

a 139% increase

increase over last year



Residential Life and Housing responds and adapts to increase in first-year student enrollment

In late spring, Residential Life and Housing (RLH) learned that demand for on-campus housing would be much higher than anticipated due to a larger number of first-year students planning to enroll at VCU in Fall 2023. Strategic Enrollment Management and Student Success anticipated a range of 4,450 to 4,525 first-year students, and traditionally, 83 percent of first-year students request on-campus housing.

RLH developed a plan to increase the number of beds available for Fall 2023, which included:

- Utilizing Gladding Residence Center Lounges as four-person occupancy rooms
- Creating additional beds in Gladding Residence Center III by converting some four-person single suites into eight-person double suites
- Transitioning Rhoads Hall triples to quad occupancy

RLH worked with various campus units to develop a plan to meet the increased housing demand, including Student Accounting, Procurement, Budget Office, DSA Financial Shared Services, Facilities Management, Risk Management, and the State Fire Marshal.

“Meeting this housing demand has been our top priority,” said Gavin Roark, RLH director. “We believe in the on-campus experience and the positive impact it can have on VCU students in terms of academic success and retention.”

TRENDING TOPIC:

On a larger scale at the state, regional and national level, university housing offices are monitoring current housing shortages and increased demand in relation to future enrollment projections. Housing departments are engaging in demand studies to determine strategies related to construction and renovation projects for new and existing beds.

LOOKING AHEAD:

Generative AI use in academic work

With the introduction of ChatGPT in November 2022, Student Conduct & Academic Integrity (SCAI) will continue partnering with faculty and university offices, such as Continuing Teacher and Leader Education (CTLE) and engaging the community in conversations about this new technology. SCAI has noted an increase in inquiries from teaching faculty asking about how they should respond to AI Language Generators and if VCU has any stated policies about the use of AI. It is estimated that SCAI has adjudicated 25-40 cases per semester that have alleged a student used an AI Language generator to either write or help write an assignment. SCAI's partnerships nationally, including involvement with the International Center for Academic Integrity, will help ensure VCU stays on the forefront of this emerging issue in academia.



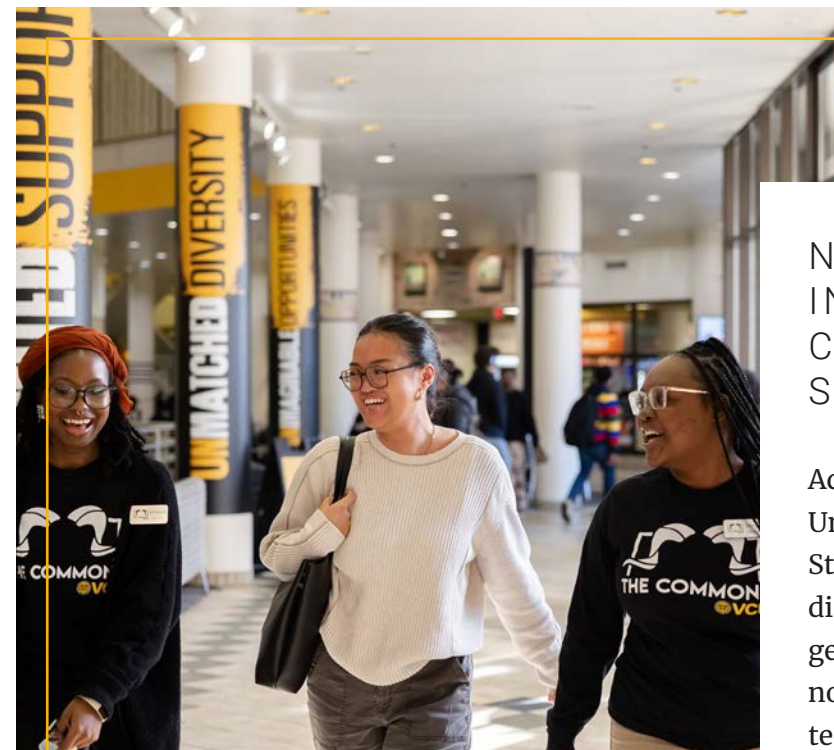
INDIVIDUAL IMPACT

"[The Office of Multicultural Student Affairs] has made my experience at VCU better than I thought it would be. They have seen me at my high and low, encouraged me when I thought I wouldn't make it, and allowed me to open up and be the black woman I always knew I could be."

— KIARI C., RISING JUNIOR AND CLUB OFFICER

"I attribute [the Emerging Leaders Program] as a big reason as to why my first year in college has been so successful. The community that is created between the mentees, mentors, and staff can be compared to a safety net that has caught me every time. Any time that I need a little extra support or help, someone a part of this community has been a white knight and saved the day."

— RANIA A., ELP MENTEE, PEER LEADER



NEW STUDENT SERVICES IN UNIVERSITY STUDENT COMMONS AND HUNTON STUDENT CENTER

Additional amenities were added to the University Student Commons and Hunton Student Center in 2023. Free menstrual products dispensers were installed in all women's and gender-inclusive restrooms. Students can also now use two microwaves and check out games, technology, and event equipment via RecRe boxes. At the Hunton Student Center, the hours of operation were extended; lounge and social spaces refreshed; individual and group study spaces created; and printing stations were added.



QUEST 2028:

Research and Innovation

Pursue operational excellence through data-driven practices and innovation. We focus on student-centered, evidence-based decision-making and continuous improvement and are committed to student learning and a seamless student experience.

BY THE NUMBERS

95%

of students engaged with Student Media Center enrolled in the immediate consecutive academic year, compared to VCU average of 87%

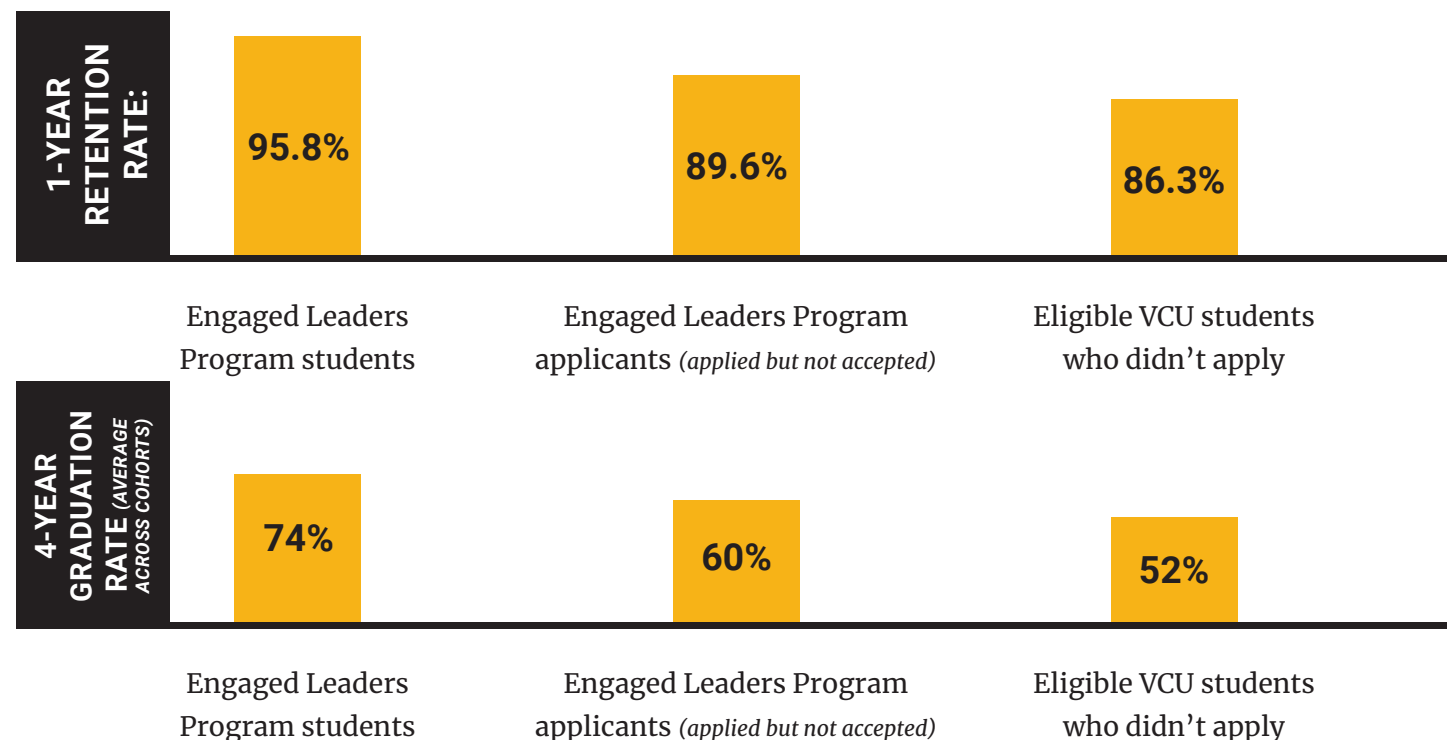
96%

retention rate for Student Accessibility and Educational Opportunity scholars, compared to VCU population at 81%

85.7%

freshmen to sophomore on-campus retention, compared to off-campus retention of 81.9%

THE OFFICE OF STUDENT LEADERSHIP AND ENGAGED LEARNING RETENTION AND GRADUATION RATE



OMSA AFTER HOURS:

Staying open later to increase space accessibility for VCU community

Studying, meeting up with friends, or attending a group meeting: these activities don't always happen during normal business hours. By paying close attention to student schedules and office usage, the Office of Multicultural Student Affairs (OMSA) recognized a need to adjust its office hours. In the Fall 2022 semester, OMSA extended its hours until 8 p.m. Monday through Thursday.

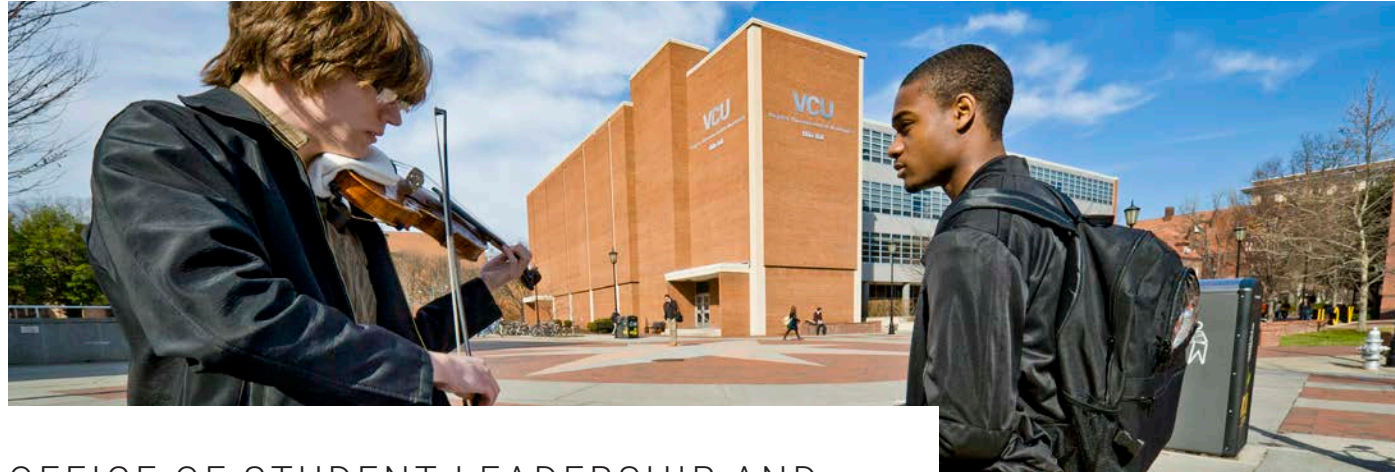
"OMSA is not a typical office, and we are always looking for new ways to better serve our students. We have found that these extended hours offer greater accessibility for student organizations and other VCU departments to reserve our office space for later meetings and smaller events."

- MYRIAM T. KADEBA, OMSA DIRECTOR

During the 2022-23 academic year, 166 students checked into the office after 5 p.m., not including those attending programs. The extended hours also allowed OMSA to offer a wider range of work hours to student workers.

What's next?

- OMSA continues to look for ways to track usage and collect data for assessment.
- Front desk staff now make sure that all guests sign in when visiting, using a QR Code for efficiency.
- Future plans include exploring the use of a VCU ID card scanner.
- Ultimately, the later hours and office space utilization data could be used when evaluating the need to transition to a larger space or explore a future multicultural center.



OFFICE OF STUDENT LEADERSHIP AND ENGAGED LEARNING

Peer Leaders report increase in practical skills

A Peer Leader at VCU is a student who has been selected and trained to serve in a leadership role that supports student success. In 2023, 697 students served as peer leaders, a 20% increase from last year.

Peer Leaders serve as resident assistants in Residential Life and Housing and support student wellness with Recreation and Well-Being, among countless other offices.

In every Peer Leader role, VCU students gain practical skills and experiences that make an impact in our community. By being trained and gaining valuable insights about themselves, their passions, and how they work, Peer Leaders become better prepared to take on new challenges, including many that face them in the job market and in their life after VCU.

In the International Survey of Peer Leaders (ISPL), conducted periodically by the National Resource Center for the First-Year Experience & Students in Transition at the University of South Carolina, VCU respondents outpaced overall respondents related to their perceived increase of several skills as a direct result of their peer leader role.

DECISION MAKING:

VCU 82% (national 67%)

ADAPTABILITY:

VCU 87% (national 77%)

PROBLEM SOLVING:

77% (national 68%)

CREATIVITY:

67% (national 58%)

PROJECT MANAGEMENT:

74% (national 67%)

1,531 peer leaders responded to the survey across all participating institutions; VCU responses comprised approximately **5.7%** of the total.



QUEST 2028:

Student Success & Diversity Driving Excellence

Create an inclusive and welcoming community where diversity of culture, thought, and identity is celebrated, and individuals feel valued and empowered.

BY THE NUMBERS

SOCIAL AND COMMUNITY EVENTS

1,569

total social and community engagement programs and events offered by the Office of Multicultural Student Affairs, RecWell, Residence Life and Housing and University Student Commons and Activities, with 26,277 total student participation.

RESIDENTIAL LIFE AND HOUSING

14,742

Individual Guided Conversations between RAs and their residents, a 26% increase

89%

(responding moderately–extremely agreed) of residents who responded to the Skyfactor Resident Assessment indicated that their on-campus housing experience has helped them interact with residents who are different from them.

FRATERNITY AND SORORITY LIFE

26

chapters

725

total members

RECWELL

98.7%

of students agreed/strongly agree that they feel safe using RecWell Facilities (n=619)

98.7%

of program participants felt supported by RecWell staff (n=256)

OFFICE OF MULTICULTURAL STUDENT AFFAIRS

89.2%

of event attendees somewhat agree or strongly agreed “I had meaningful interactions with other students”

90%

strongly or somewhat agreed “I feel part of the VCU campus community”

OFFICE OF STUDENT LEADERSHIP AND ENGAGED LEARNING

92-93%

of Emerging Leader and Transform students agree/strongly agree “I have developed personal relationships with other students at VCU”

INDIVIDUAL IMPACT

“As a first-generation college student during peak COVID, I would’ve been lost and unengaged at VCU. Through [the Office of Multicultural Student Affairs], I blossomed as a student and a student leader. One thing that is unique to OMSA is the genuine love, care, and support from the staff and the environment they foster.”

–SHEILA H., CLUB OFFICER AND FIRST-GENERATION STUDENT

“The Emerging Leaders Program has been a home away from home and a place that makes a large campus feel like a small community. I have been more involved on campus, gotten to know more people, and found more of a sense of a belonging on campus than I would have otherwise. It has made me a stronger student, a more confident leader, and a more adept relationship-builder.”

–NAILA O., ELP INTERN, PEER LEADER

CULTURE at a glance: Programming for students, by students

A new gender and ethnically diverse, student-led group, known as CULTURE, was launched during the 2022-23 academic year, supported by the Office of Multicultural Student Affairs.

CULTURE planned and implemented more than 20 programs during its inaugural year to enhance the students’ college experience through entertaining, educational, and/or enriching programs that support the diverse community of students on VCU’s campus. In recognition of a successful first year, CULTURE was awarded the Organization of the Year at the 2023 Student Leadership Awards.

2022-23 CULTURE PROGRAMS INCLUDED:

- Pronoun button-making event during LGBTQIA+ History Month that provided more than 80 student attendees the opportunity to create buttons to express their preferred pronouns while also interacting with other students.
- Showing of “Rocky Horror Picture Show” in connection to a three-part Black Panther screening in November 2022
- Lunar New Year event





The power of possibility models

In the 2022–23 academic year, the Office of Multicultural Student Affairs (OMSA) launched programming to connect students to possibility models related to students who belong to multiple minoritized communities.

Two events, “Trans-spiration: A Conversation with Trans Mentors” and “Queering West Asia: A Conversation on Middle Eastern Roots & LGBTQIA+ Identity,” received overwhelming positive feedback from attendees:

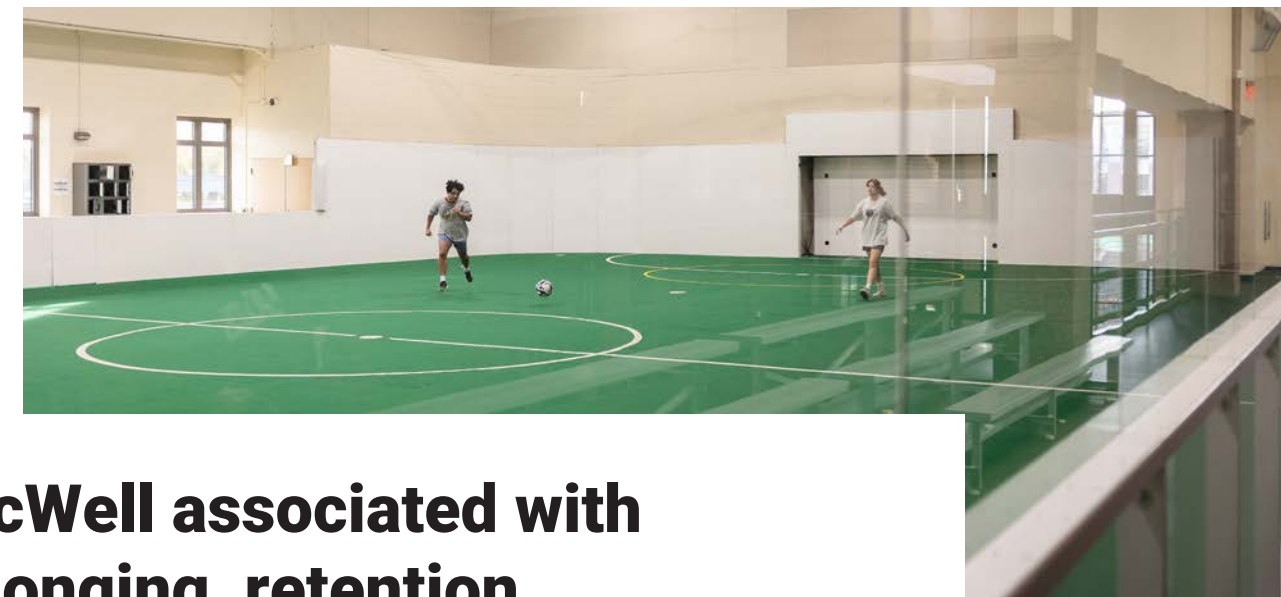
“...it’s possible to live past 30 and be trans.”

“It was wonderful to hear from people like me that have grown and persisted in a world not built for them, and I’m very thankful they shared their stories.”

“So rarely do we get the opportunity to hear the perspective of older trans people. This event was especially exciting for me, as something like it would have been protested out of my high school, and I pretty much had to do the whole trans thing by myself back then. The future reality of growing up can be scary for many trans people, but I felt more comfortable with it and with living as trans in general after the panel.”

Myriam T. Kadeba, OMSA director, said her staff learned that connecting students with possibility models, through specific identity-based programming, can have a unique impact in making students feel seen, safe, and increase their sense of belonging.

“We received verbal feedback from one trans student of color saying that they had never met an older transgender person before, until attending the panel discussion,” Kadeba said. “Another event attendee came for just the last 20 minutes of the event, saying they had come right after work, because they didn’t want to miss this ‘rare’ opportunity to meet others who identify as queer and Arab.”



RecWell associated with belonging, retention

A backpacking weekend in the wilderness. Weekly power yoga class. Flag football with your intramural team.

These are just a snapshot of the opportunities available through RecWell, which provides a broad range of programs and services that support the well-being of the VCU community, including group exercise, outdoor adventure, intramural sports, personal training, aquatics, employment opportunities, and more.

More than working up a good sweat or making new friends, RecWell is associated with higher levels of belonging at VCU. On the National College Health Assessment, administered in Spring 2023, VCU students who endorsed that they were aware of RecWell as a resource and have used it had significantly higher levels of agreement to the statement, “I feel that I belong at my college/university” compared to those students who answered that they did not know what RecWell is or that they did not have plans to use RecWell as a resource.

In 2022–2023, **92.3 PERCENT** of RecWell program participants who were surveyed reported forming new relationships with their peers as a result of their participation. This percentage increased from 88 percent in 2021–2022.

“Increasing the sense of belonging to the VCU community of RecWell participants is one of the main strategic learning outcomes under RecWell’s goal of contributing to the overall well-being of our VCU community through fun, safe, and health-sustaining policies, programs, practices, and spaces,” said Trisha Saunders, associate director for programs & assessment for RecWell.

Maintaining high-quality RecWell facilities is imperative to VCU student retention, especially for students with underrepresented or minoritized identities

In 2022-2023, RecWell served 13,220 verified unique VCU students (almost half of the total enrolled VCU student population).

On the 2023 RecWell Member Feedback Survey, administered in March/April of 2023, 477 VCU student users of RecWell answered the question, “In deciding to continue at VCU, how important are RecWell’s facilities?” Overwhelmingly, 73% of student RecWell users indicated that RecWell facilities are either “very important” or “moderately important” in their decision to stay at VCU. This percentage increased from 61% of student RecWell users in 2021-2022.

Additionally, mean scores were calculated on a 4-point scale for each answer variable based on how students responded to the question, “With which race/ethnicity do you identify? (Check all that apply). Higher mean scores to this question (3 or above) were reported for students who identified as Native American or Alaskan Native (3.40), Middle Eastern or Arab (3.37), African American or Black (3.24), Asian or Asian American (3.08), and Pacific Islander (3.0).

This potentially indicates that for students with minoritized identities, engaging with support services such as RecWell has an impact in their choice to remain at VCU.



LOOKING AHEAD: **Video game tournament, anyone?**

RecWell continues to monitor emerging trends in collegiate Esports as a sought-after offering with potential impacts on university-wide recruitment and retention efforts.

**QUEST
2028:**

Student Success, Culture of Care & Responsiveness

Promote holistic well-being and ensure access for all community members. We believe in comprehensive care for each student, meeting them where they are and empowering them to reach their full potential. We strive to enable students' personal growth, considering their physical, mental, social, and spiritual needs.

BY THE NUMBERS

RECWELL

20,455

students accessed facilities or engaged with programs (72% of the total enrolled VCU student population, a 24% increase over last year)

95.9%

of program participants reported an increase in confidence

UNIVERSITY COUNSELING SERVICES

7,076

total individual therapy sessions provided to students, a 35.6% increase in overall delivery from virtual services through TimelyCare

STUDENT HEALTH SERVICES

24,000

clinic visits, including telemedicine and immunization visits. In-office appointments increased, while telemedicine appointments decreased.

35%

Approximate percentage of total enrolled VCU students that used clinic services at some point during the 22-23 academic year

VCU STUDENTS' SELF-PRESCRIBED HEALTH STATUS

86%

of the survey respondents described their health as good, very good or excellent

84%

agreed that students' health and well-being is a priority at VCU

88%

agree to some degree that the climate at VCU is supportive of students with mental health needs

INDIVIDUAL IMPACT

"University Counseling Services is by far the best service I've used at any university for counseling and probably my favorite part about being a VCU student. Having talked with counselors at crisis moments and having one counselor for longitudinal therapy has been a day and night difference."

— STUDENT RESPONSE TO UCS ANNUAL SATISFACTION SURVEY



"It's been very empowering to be able to have all this information that I wouldn't have known without doing something like this. When I go out into society, I can protect myself; I can feel safe. And if somebody has a question, I can feel comfortable answering it. That's really incredible."

— GRACE S., SENIOR PEER HEALTH EDUCATOR (PHE). PHES ARE TRAINED, UNDERGRADUATE STUDENTS WHO LEAD PEER-TO-PEER EDUCATION ON THE VCU CAMPUS FOCUSED ON HEALTH AND WELL-BEING.

"I really appreciate this group so much for what it has done for me. It has made me feel more recognized and understood; it helped me to understand myself and finally put forth the effort I need to overcome my trauma and get help for my PTSD. I am a better person because of it."

— STUDENT PARTICIPANT IN UNIVERSITY COUNSELING SERVICES' IDENTITY-BASED SUPPORT GROUP



Monitoring trends in those seeking services at University Counseling Services

Anxiety, depression, and stress continue to be the most common concerns when students seek out services with University Counseling Services (UCS); however students seeking services with primary concerns of trauma, family concerns, and interpersonal functioning have been increasing. UCS is also looking at contextual, historical, and sociocultural factors that have an impact on client’s experience, including racial, gender, and sexual identities, first generation status, financial wellbeing, historical trauma, etc.

TOP PRESENTING CONCERNS FOR 2022-2023

(COMPARED TO 2021-2022 FIGURES)

ANXIETY

56.3% (61.9%)

TRAUMA

29.4% (28.4%)

DEPRESSION

39.5% (46.2)

FAMILY

23.3% (23.3%)

STRESS

31.8% (36.3%)

INTERPERSONAL FUNCTIONING

22.8% (18.8%)

ADDITIONAL HISTORICAL AND SOCIOCULTURAL FACTORS WITHIN CLIENT POPULATION (FIGURES ARE FOR 2022-2023)

36.5% of our clients reported a history of childhood emotional abuse

23.5% report being survivors of sexual violence

32.9% of clients report current financial situation as “Always Stressful” or “Often Stressful”

MOST COMMON IDENTITIES CLIENTS REPORT AS HAVING AN IMPACT ON WHY THEY ARE SEEKING HELP:

- Graduate student
- Sexual Orientation
- First generation college student
- Race/Ethnicity

TRENDING TOPIC: THE RISKS OF ILLICIT OPIOIDS

While use of illicit opioids and other illicit drugs has stayed fairly steady over the past two decades, risks of use have increased dramatically for these substances.

The illicit drug supply is increasingly contaminated with powerful opioids including Fentanyl, which makes both casual and regular use of illicit substances more dangerous than ever. Naloxone distribution is a key tool in the midst of rising overdoses, providing both a curative and preventative (educational) outreach opportunity.

In 2022, University Counseling Services became certified as a harm reduction site, giving UCS easy access to free naloxone through the Virginia Department of Health.

46 training sessions were offered, resulting in 1,014 individuals trained and equipped to use the live-saving drug, a 277% increase over last year.

Improving access to mental health care through screenings for depression

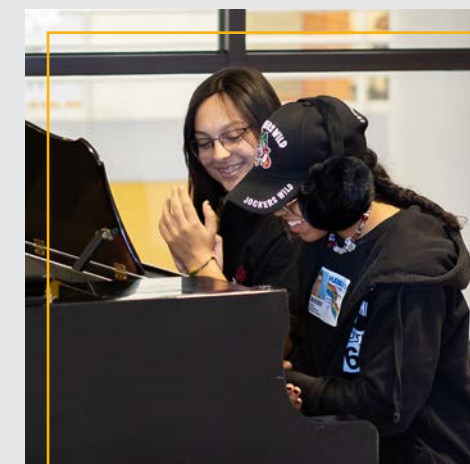
Depression is one of the most common mental health conditions encountered in college health care. According to the 2020-2021 Healthy Minds Study, which collects data from 373 universities nationwide, 41 percent of college students reported symptoms of depression.

University Student Health Services (USHS) implemented an initiative in 2022-23 to increase screenings for depression and provide referrals to University Counseling Services.

“Within primary care, universal screening helps providers and support staff identify patients who may be at risk for a range of mental health concerns and presents a potential opportunity to identify and help treat individuals who might not have otherwise sought treatment for their depression,” said Dr. Shannan Green, medical director, University Student Health Services.

On the initial review in October 2022, 57 percent of charts had evidence that a depression screen had been completed, with 100 percent of those with a positive screen given proper follow-up. The second data set collected in February 2023 showed an increase to 63 percent for screenings, with 100 percent given appropriate follow-up.

This study will be continued into Fall 2023 following implementation of action items designed to increase provider compliance with using screening.



THE ALIVE FAIR is UCS’s signature outreach event, held each September as the culminating event of Suicide Prevention Month programming. The event is open to all students, and participants complete a “passport” that guides them through multiple stations designed to increase knowledge and awareness of suicide prevention and resources for support.

318 students completed Alive Fair passports, and those participants identified over 150 specific faculty and staff members who students reported they felt they could turn to if they were experiencing suicidal ideation.

Transformative Student Experiences

QUEST 2028:

Student Success & Thriving Communities

Provide students with transformative experiences that foster their intellectual, social, emotional, cultural, and personal growth. Through a variety of leadership, engagement, experiential, and service opportunities, we complement students' pursuit of academic excellence and personal development by expanding their worldviews, preparing them to make a meaningful impact in their communities, and building skills and experiences for future endeavors.

BY THE NUMBERS

DIVISION OF STUDENT AFFAIRS STUDENT EMPLOYMENT

893 students employed by Student Affairs units **214,429** hours worked

\$2,673,864.44 salary earnings

RECWELL

18 academic courses through VCU Environmental Studies (ENVS), School of Education Teaching and Learning (TEDU), and University College (UNIV) **218** enrolled students

95% percentage of students to whom employment was offered who participated in courses that required training to obtain an industry certification (ie. Certified Peer Educator, Certified Group Exercise Instructor, Water Safety Instructor).

OFFICE OF STUDENT LEADERSHIP & ENGAGED LEARNING

6,757 engagement hours completed by Transform and Emerging Leader students **3,340** hours of individual conversations with Success Guides, a 51% increase over last year

\$214,872.60 total economic impact based on the Independent Sector estimates **167** Student Success Guide meetings

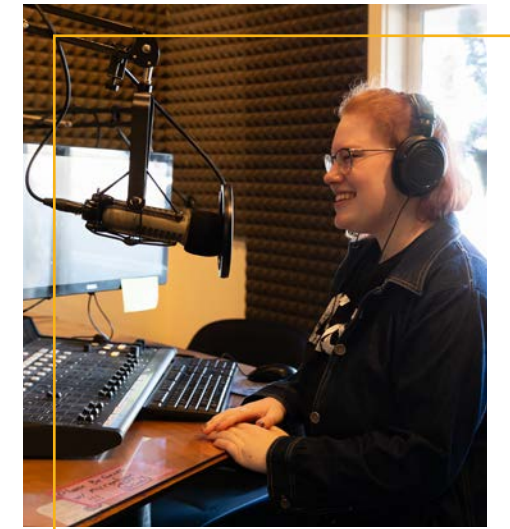
RAMS IN RECOVERY

254 Recovery Seminars **1,967** Total attendance

INDIVIDUAL IMPACT

"I like that Transform enables me to broaden my viewpoints about what it means to be a leader. Through Transform coursework, I was able to define leadership, discuss the qualities of a good leader, know what good leadership is in different contexts, and practice my own cultural agility."

— ARIELLE A.



"[RecWell's Outdoor Adventure Program] really brings a group of like-minded individuals together, and we can all create opportunities for each other to improve our technical skills. It's just nice to be surrounded by peers who are working towards similar goals. I think the peer mentorship that happens in this program is also remarkable and something that I'm super grateful for."

— KAY B., OAP TRIP LEADER, PEER LEADER



"My experiences with [the Office of Multicultural Student Affairs] have impacted my life at VCU tremendously. Most importantly, it gave me a space to grow and be who I am without fault. Spaces like the ones OMSA provides are incredibly important to the community, not only for VCU but for Richmond as well."

—COLLEEN D., RISING JUNIOR

VCU students seek out transformational living-learning experiences, engagement with the community

Living-learning experiences within the Office of Student Leadership and Engaged Learning (OSLEL) showed significant growth in the 2022-23 academic year.

- **THE TRANSFORM LIVING-LEARNING PROGRAM** admitted almost three times as many students as the previous year, with 75 students entering the program in Fall 2023.
- **THE EMERGING LEADERS PROGRAM** awarded 10 additional scholarships from financial aid allowing an additional 10 students to enter the program (for a total of 50 high-achieving first-year students from both in-state and out-of-state).
- **OSLEL** created the new Impact living-learning community (starting Fall 2023) to address first-year student interest in community engagement at VCU and to further establish meaningful relationships with community partners.

Results from the end-of-year survey for both first- and second-year students showed strong relationships between living-learning program participation and student success, sense of belonging, and integrative learning. Jimmie Gahagan, interim associate vice president for transformative student experiences, said VCU data on living-learning programs has historically shown that students who participate persist to graduation at higher rates than their peers and are more engaged on campus.

“I think more students are interested in what living-learning programs have to offer,” Gahagan said. “They help a large university feel smaller and more accessible and provide an invitation for students to get more involved at VCU and make a difference on campus and in the community. Living-learning programs provide a supportive environment to reflect on and integrate what students are learning in the classroom and experiencing in their lives beyond the classroom.”



Establishing reciprocal relationships with community partners

High student engagement within the Transform program has shown a growing need for additional opportunities for students to be involved in the Richmond community. It has also shed light to the institutional need for structures that support community partners and volunteer opportunities for all VCU students.

Through the help of a REAL Challenge Grant, the Community Collaborative was able to increase funding to support five students in completing a collaborative experience with four local Richmond nonprofits and VCU partners—VCU Office of Sustainability; Youth Life Foundation of Richmond; Ronald McDonald House; and Habitat for Humanity.

These partnerships not only supported the students' individual growth, but created service initiatives that were available for all Transform and ELP students, resulting in 550 hours of on-site service completed through the partnerships.

This effort included the creation of three signature events: Feedmore Fridays, Service Saturdays, and the Cook and Learn Series. In partnership with FeedMore, Habitat for Humanity, Shalom Farms, Ram Pantry, and You First, VCU students were given the opportunity to explore service in the Richmond community through these monthly opportunities.

BY THE NUMBERS

100%

of the participants in the Community Collaborative indicated in the post-experience survey that they felt more confident as civic-minded individuals.

1,367

hours of service and engagement in the Richmond and local community completed by VCU Transform students in the 2022-2023 academic year

15

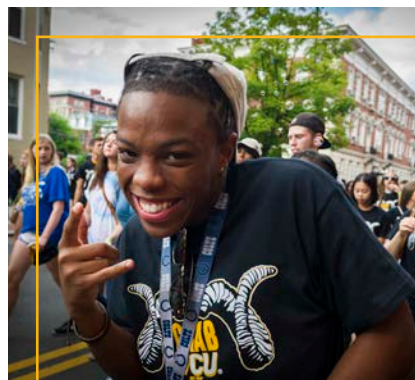
community engagement events sponsored by VCU Transform

75

additional opportunities promoted from community partners

What's next?

- The Transform recruitment team will use targeted marketing and recruitment in specific academic units that show a high application rate into Transform.
- The Emerging Leaders Program staff will emphasize establishing relationships with program alumni, families, and potential sponsors to increase donor funding and engagement. A new focus will help better meet the needs of VCU's changing student body and provide academic support through lowering GPA requirements and establishing a support structure for students who are struggling academically.
- OSLEL intends to broaden the scope of service-oriented programming including expanding service Fridays and Saturdays to all VCU students and continue to engage in campus-wide service programming, such as MLK Day of Service and the Big Event. OSLEL continues to research best practices and options for creating a Bonner Scholars program at VCU, which would create additional opportunities for students to commit to meaningful service with local community organizations over their four years in the program.



Student success and career readiness: Student Media Center alumni work in careers directly related to their experiences at VCU

WHERE ARE VCU ALUMNI WHO PARTICIPATED IN THE STUDENT MEDIA CENTER WORKING NOW? ANECDOTAL ACCOUNTS POINT TO CAREERS IN THE MEDIA.

Forty-two alumni from 2013-2022 report employment at the following organizations:

Axios	National Public Radio	The Virginian Pilot
CNN	Richmond Magazine	Virginia Living Magazine
Financial Times	Spotify	WHRO Public Media
Fox 5 DC	The Chesterfield Observer	WGN-TV
Helmut Lang	The Richmond Times-Dispatch	WLSL
L.A. Times		
Meta		

Jessica Clary, director of the Student Media Center, said students are responsible for everything published or broadcast from the Student Media Center from start to finish.

“They come up with the ideas, report the stories, do the interviews, produce the segments, edit and oversee every project,” she said. “They get to develop practical skills like writing, editing, directing, layout and design, publishing and broadcasting, plus experience working with teams, managing projects and seeing their own ideas through. This experience gives them the skills and the confidence they need entering the job market.”



STUDENT MEDIA CENTER: YEAR AT A GLANCE

176 events and group meetings held by student media organizations, involved 1,343 students

22 issues of print publication with 369 individual stories; 11 live basketball games on the air, and 469 hours of live radio production, reflecting work by 379 students

Collegiate association awards: 25 (9 first place awards/winners)

Regional and States awards: 13 (8 first place awards/winners)

Awards and Accomplishments

Awards

STUDENT MEDIA CENTER: ASSOCIATED COLLEGIATE AWARDS

34 nominations **9** first place awards/winners **13** Regional and Virginia awards **8** first place awards/winners

Staff Highlights

OFFICE OF MULTICULTURAL STUDENT AFFAIRS

JOSHUA LOCKHART, associate director, General Member, Diversity Advisory Group, National Association for Campus Activities

RECREATION AND WELL-BEING (RECWELL)

RECWELL awarded VABC Education Grant, Virginia Alcohol Beverage Control

VCU OUTDOOR ADVENTURE PROGRAM awarded Virginia Wildlife Grant, Virginia Department of Wildlife Resources (DWR)

SAM ALBERT, senior outdoor adventure coordinator in adventure leadership and teambuilding, Professional Development Committee Chair, Association of Outdoor Recreation and Education (AORE), Board of Directors, James River Outdoor Coalition (JROC)

DELAYDIA FRINK, assistant director for sport programs
NIRSA Frederick J Braden Scholarship Recipient; NIRSA Annual Presenter, “Thriving as a Person of Color at a Primarily White Institution”

MIA LIADIS, assistant director for health promotion
Virginia Area Sexuality Network Committee Member, Editorial Assistant, American Counseling Association’s Academic Journal Counseling and Values

JOEY PARENT, senior assistant director for outdoor leadership, Board of Directors, Secretary, Association of Outdoor Recreation and Education (AORE), Board of Directors, James River Outdoor Coalition (JROC), Certified as a Swiftwater Rescue Instructor Trainer through Sierra Rescue International

TRISHA SAUNDERS, associate director for programs and assessment, Served as principal investigator for multiple grant awards and ongoing research projects: Personalized Feedback Program for College Students, 2022–present; Virginia Alcoholic Beverage Control Education and Prevention Grant, 2022–2023

CHISTINA SPOHN, outing rental center and climbing wall coordinator, Completed EMT certification and became a wilderness medicine instructor through Stonehearth Outdoor Learning Opportunities, Access Committee Chair, Association of Outdoor Recreation and Education (AORE)

RESIDENTIAL LIFE AND HOUSING

KAYSHELL ADDERLEY, assistant director of residential life for leadership programs, VSSC Planning Committee

ANDREA BECKER, associate director of residential initiatives
SEAHO 2023 Conference Host Team

MEGAN BECKER, director of residential life, Central Housing,
SEAHO 2023 Conference Coordinator

KIMBERLY BRADLEY, assistant director of residential life, East Campus, SEAHO 2023 Conference Host Team

KENZEL HILL, assistant director of residential life for conduct
ACUHO-I Leadership Academy 2023–24 Cohort, Member, SEAHO 2023 Conference Host Team

SAMANTHA HILL, associate director of residential initiatives
Southeastern Association of Housing Officers (SEAHO) Service Award

NYASIA SHAW, assistant director of residential life, South Campus,
VSSC Planning Committee

JUSTIN TARBELL, assistant director of residential life for selection and development, SEAHO Virginia State Rep, SEAHO Program Committee

KEVIN WADE, director of administrative services
VACUHO, Executive Board, Past-President, VSSC 2022, Conference Planning Committee,

STUDENT ACCESSIBILITY AND EDUCATIONAL OPPORTUNITY

IAN KUNKES, director
Invited to serve on the committee to re-write Association of Higher Education and Disability (AHEAD) Professional Standards with a focus on a social justice approach.

STUDENT MEDIA CENTER

JESSICA CLARY
National College Media Association Adviser Awards Committee member, National College Broadcasters Inc. Board of Directors, University Student Commons and Activities

CAROLE DOWELL, director
ACUI Regional Engagement Task Force

LAUREN GYURISIN, assistant director for operations and facilities
ACUI Region VI Membership Experience Coordinator, Student Leadership and Engaged Learning

JIMMIE GAHAGAN, director, Advisory Board, Higher Education Program at Messiah University

BECCA HALLIGAN, assistant director of student engagement,
Steering Committee, National Conference for College Women Student Leaders (AAUW)

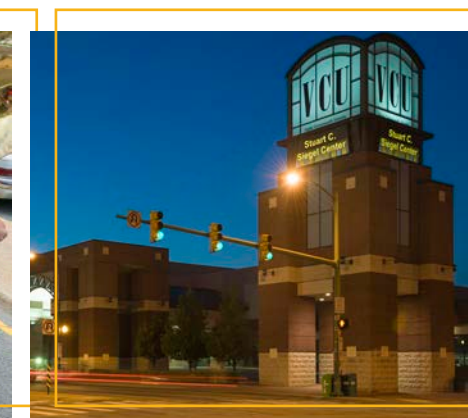
KAYLYNN HILL, assistant director, engaged learning, Selected to serve as the Social and PreCon chair of the IMPACT National Conference (2023–2024)
Selected to sit as the Director for Equity and Inclusion for Virginia ACPA (2023–2024)

UNIVERSITY STUDENT HEALTH SERVICES

NANCY BELL, nurse practitioner, Sexual Assault Response Team, community-wide

LYNNE FOREMAN, staff psychiatrist, Regional University Psychiatrists Committee

LAUREN PAIGE, nurse practitioner, USHS Liaison, ACHA Sexual Health Services Survey, Sexual Assault Response Team, community-wide



Presentations and Invited Speakers

EXECUTIVE LEADERSHIP TEAM

Brooke Berry. “Resilience is Resistance,” keynote speaker for Virginia Department of Motor Vehicles, February 2023.

Brooke Berry, keynote speaker for VCU Health MLK, Jr. Celebration, January 2023.

OFFICE OF ASSESSMENT

Jie, Y & Jiang, Y. (2022, October 9). “Understanding the Relationship Between Extracurricular Involvement, Sense of Belonging, and Flourishing for College Students.” [Conference presentation]. Assessment Institute, Indianapolis, INAD, United States.

Jie, Y. (2022, October 10th). “Impact of Weeks of Welcome on Student Sense of Belonging and Retention.” [Conference Poster presentation]. Assessment Institute, Indianapolis, INAD, United States.

OFFICE OF MULTICULTURAL STUDENT AFFAIRS

Lecky, J. (2023). “Teaching Undergraduate Peer Leaders About Inclusive Leadership” [Conference presentation]. International Leadership Association’s DEI Virtual Summit, Richmond, VA, United States.

OFFICE OF STUDENT LEADERSHIP AND ENGAGED LEARNING

Jonathan Fuller. “Teaching Undergraduate Peer Leaders about Inclusive Leadership,” International Leadership Association Diversity, Equity, Inclusion and Belonging Conference

Kaylynn Hill. “All in This Together: Fostering Sustained Community Engagement through Cross-Campus Collaboration,” Active Citizens Conference

Kaylynn Hill. “Teaching Undergraduate Peer Leaders about Inclusive Leadership,” International Leadership Association Diversity, Equity, Inclusion and Belonging Conference

RESIDENTIAL LIFE AND HOUSING

Roark, G.H., (2023). “Housing P3 “State of the Industry” Report Results and Look Ahead.” ACUHO-I Annual Conference & Exposition. ACUHO-I Annual Conference & Exposition. Portland, OR

Roark, G.H., Becker, A.H., (2023) “Making the Case for More Impactful Housing through Long-Term Planning.” Southeastern Association of Housing Officers Annual Conference. Richmond, VA

Roark, G.H., (2023). “Senior Housing Officer Lessons Learned – A Panel Discussion.” Southeastern Association of Housing Officers Annual Conference. Richmond, VA

Tarbell, J.W., Jordan, S.E., “Making Moves: Finding Your Next Life Chapter”, SEAHO

Williams, J. L. (2022). “Leading With Equity in Assessment.” Keynote address for eRezLife User Conference, Minneapolis, MN.

Williams, J. L. (2022). “Leading With Equity in Assessment.” SEAHO.

Hill, K. Wilkes, D. (2023) “Quiet Quitting and the Loud Reality” ACUHOI Campus Home. LIVE!

STUDENT ACCESSIBILITY AND EDUCATIONAL OPPORTUNITY

Holcombe, R. “SAEO Faculty/Staff Outreach Initiative: How Disability Offices can Effectively Engage with and Support Faculty/Staff on Campus,” AHEAD Annual Conference

Holcombe, R. “Building a sense of belonging for college students with disabilities through identity-based support groups,” Virginia Association for Counselor Education and Supervision (VACES)

Kunkes, I. “VCU’s Transforming Accessibility Initiative Presents: The New Professional Institute,” Postsecondary Training Institute

Parthemos, C. “From the Student Perspective: Disability and Higher Education,” Multiple Perspectives Conference

Parthemos, C. “Assistive Technology - Gateway to Access for All?” Accessing Higher Ground Conference

Parthemos, C. “Demographic Disparity in Advanced Placement Enrollment: Race/Ethnicity, Socioeconomic Status, and Their Intersection”, American Education Research Association Conference

Parthemos, C. “Exploring the Relationship Between Economic Disadvantage, Race, Ethnicity, and Middle School Algebra and Above Enrollment”, American Education Research Association Conference

STUDENT MEDIA CENTER

Student editor Andrew Kerley (Commonwealth Times Audience Editor and Ink Magazine Contributing Editor) served on the panel “Evolution in Campus Media: Pandemic and Social Justice Movement for Student Magazine Editors”

UNIVERSITY COUNSELING SERVICES

Coffill, C. “How to Give a Good Referral: Best Practices for Supporting Students with Community Referrals,” Association for the Coordination of College Counseling Center Clinical Services’ annual national conference (Atlanta, GA)

McCoy, T. “The Misunderstood: The Trauma and Victimization of Black Women,” Office of Victims Assistance annual national conference

McKenzie, L. “Adult ADHD: Symptoms and Strengths,” In-service training presentation given for Flashpoint Intelligence



Publications

OFFICE OF STUDENT LEADERSHIP AND ENGAGED LEARNING

Grote, D. M., Richardson, A. J., Lee, W. C., Knight, D. B., Hill, K., Glisson, H., & Watford, B. A. (in press). Lost in translation: Information asymmetry as a barrier to accrual of transfer student capital. *Community College Review*.

McCarty, S.; Pacque, K.; Gatto, A.J.; Hill, K.; Charak, R. Youth-Led Resilience Promotion During Disaster Recovery: A Proposed Framework, Innovative Program, and Lessons Learned. *Psychol. Trauma Theory Res. Pract. Policy* 2022, 14, S32–S40. [CrossRef] [PubMed]

OFFICE OF ASSESSMENT & RECREATION AND WELL-BEING (RECWELL)

Jie, Y., Jiang, Y., & Saunders, T. (2023). Exploring College Students' Flourishing: The Interplay of Demographic Characteristics, Time Allocation in Daily Activities and Responsibilities, and Sense of Belonging. *Journal of American College Health*.

Maia Choi, Morgan N. Driver, Emily Balcke, Trisha Saunders, Joshua M. Langberg and Danielle M. Dick, Bridging the Gap between Genetic Epidemiological Research and Prevention: A Randomized Control Trial of a Novel Personalized Feedback Program for Alcohol and Cannabis Use, Drug and Alcohol Dependence, (2023)

STUDENT ACCESSIBILITY AND EDUCATIONAL OPPORTUNITY

Kunkes, I.B. and Warren, C. (in press). Moving from Compliance to Social Justice and Access: Applying AHEAD's Revised Code of Ethics, Professional Competencies, and Program Standards. *Journal of Postsecondary Education and Disability*

Madaus, J.W. and Kunkes, I.B. (in press). The (Modern) History of Disability Services in Higher Education. *Journal of Postsecondary Education and Disability*

Lambert, A., McKelvey, S., Getzel, E., Bellucio, T., and Parthemos, C. Perspectives on the implementation of pre-ETS services: Identification of barriers and facilitators to early career planning for youth with disabilities. *Journal of Vocational Rehabilitation*

Senechal, J., Eckholm, E., Aljudaibi, S., Strawderman, M., and Parthemos, C. Balancing the Benefits and Risks of AI Large Language Models in K12 Public Schools. *Metropolitan Educational Research Consortium Research Brief*.

UNIVERSITY COUNSELING SERVICES

Smith, R. L., Bannard, T., McDaniel, J., Aliev, F., Brown, A., Holliday, E. Vest, N., DeFrantz-Dufor, W., Dick, D. and Recovery Science Research Collaborative (2023) Characteristics of students participating in collegiate recovery programs and the impact of COVID-19: an updated national longitudinal study. *Addiction Research and Theory*.

UNIVERSITY STUDENT HEALTH SERVICES

Resnik, K. N., Babb, K. N., Bekenstein, L. W., Moeller, F. G., Peace, M. R., & Alves, E. A. (2023). Case report: Identification of AP-238 and 2-fluorodeschloroketamine in internet available powder samples sold as bucinnazine. *Forensic Science International*, 348, 111732. <https://doi.org/10.1016/j.forsciint.2023.111732>





VCU Division of Student Affairs

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