



Division of Student Affairs

Assessment Report | 2022 - 2023

Message from Student Affairs

Michelle Delaney
Vice President for Student Affairs

The Division of Student Affairs creates a supportive and challenging environment that is conducive to academic achievement and is responsive to student needs through inclusive excellence. The division prepares students to be successful leaders in a global society through programs and services that enhance student learning, personal and professional development, and civic responsibility.

The Division of Student Affairs is committed to an intentional, rigorous, and honest assessment of the programs and services provided by its offices. The purpose of such assessment is to foster a culture of learning within Student Affairs that determines the collective impact of the entire division on the education and development of Eastern students. The Division of Student Affairs will assess its programs and services through:



Learning Outcomes

Development of measurable goals and objectives/outcomes



Assessment Plans & Criteria

Measurement and assessment through quality analysis, tools, and strategies



Evaluation

Benchmarking for achievement of best practices



Future Plans

Application of results for continuous improvement

Office of AccessAbility Services (OAS)

Mission Statement & Assessment Report

The **MISSION** of Office of AccessAbility Services (OAS) is to facilitate both identification and removal of barriers (systemic, physical, attitudinal, institutional, and internalized) that impact folks with disabilities on Eastern's campus. The removal of barriers will promote the full participation and ensure access of individuals with disabilities. This will create a campus climate and culture that supports Disability as Diversity.



Learning Outcome

- Increase engagement and application of digital content accessibility best practices while exceeding accessibility standards



Assessment Plans & Criteria

- OAS offers a variety of resources to help meet specific accommodations in accordance with documentation. To increase more efficient use of assistive technology to facilitate support for in-person and digital content accessibility, OAS worked collaboratively with students, faculty, and staff by offering training, tutorials, info sessions, and workshops.
- OAS assessed and measured their progress by comparing with other CSUs who are following the Board of Regents (BOR) Educational Informational Technology (EIT) policy.



Evaluation

- By benchmarking with other CSU's, evaluating student survey responses, and analyzing both Blackboard Ally data reports and SensusAccess data reports, OAS was able to determine that there was limited interaction from faculty, which is especially critical to increase engagement and application of digital content accessibility best practices.



Future Plans

- Based on the criteria used to determine that engagement has increased, OAS will make further attempts to improve and increase faculty engagement with digital accessibility tools in order to better serve students.

Athletics, Intramurals, & Recreation Mission Statement & Assessment Report

The MISSION of the University's Department of Intercollegiate Athletics, Intramurals & Recreation is to integrate its programs and goals with academic and developmental objectives and to ensure the assimilation of student-athletes into the general student body.



Learning Outcome

- Increase respect among students and improve microaggression prevention awareness of athletes and coaches



Assessment Plans & Criteria

- In collaboration with the Intercultural Center Coordinator and staff, the Athletics Department provided training through workshops for individual teams.
- During the workshop entitled "Respect Work Makes the Team Work," each participant was given a pre-test and post-test to assess their understanding around diversity, equity, microaggressions and verbal respect.



Evaluation

- The results of the pre-tests and post-tests conducted during the training on respect and microaggressions revealed that participants did gain a better understanding of the impact microaggressions can have on a person and how the participants can apply the knowledge gained in their own life and within the team dynamics.



Future Plans

- Because the training was well-received and based on the criteria used to determine if the goal to increase respect among students and improve microaggression prevention awareness of athletes and coaches were met, the Department of Athletics plans to continue providing similar training and workshops in the future.

Center for Community Engagement (CCE)

Mission Statement & Assessment Report

The **MISSION** of the Center for Community Engagement (CCE) is to provide resources to build a culture of civic responsibility and engaged learning at Eastern. The Center creates sustainable and effective relationships with community partners that benefit the local community, provide students with valuable life and employability skills, and support faculty in developing high-impact curricular practices. Opportunities are available in tutoring and mentoring in area schools, juvenile and adult rehabilitation, programs focused on cultural awareness, hunger and homelessness, animal rehabilitation, and health and wellness.



Learning Outcome

- Increase student awareness and knowledge of the needs in the local community and the resources available to serve/help a more diverse group of community members



Assessment Plans & Criteria

- Prior to actively volunteering in a community program, students participate in an orientation with a student leader and complete a commitment pledge where they identify various social issues and/or resources they think they may encounter.
- At the end of the semester, each volunteer must attend a session where they complete a reflection survey reporting on their actual experiences and what resources they became aware of that can address social issues and the needs of the community.



Evaluation

- Through the results from the reflection sessions and surveys, CCE was able to identify recurring themes of increased awareness in each type of community service program (Adult and After School)
- Examples of Recurring Themes of increased awareness and knowledge: be kinder, consider other perspectives, help others to become better, self-awareness, validation of career path & goals



Future Plans

- Based on the feedback received from students in their reflection sessions, CCE plans to expand diversity and inclusion initiatives in programs, which will be evident in new programs such as the Animal Rescue Sanctuary Community Program and the Big Brother Big Sister High School program.
- CCE will also be resuming in-person programming for the Senior Living Facilities

Counseling & Psychological Services (CAPS) Mission Statement & Assessment Report

The **MISSION** of Counseling and Psychological Services is to provide a resource for the students of Eastern who are in need of information, support, consultation and/or clinical intervention. It is the belief of our professional staff that an essential part of a student's education involves developing an understanding of themselves and how they interact with the world around them. Ultimately, our services are designed to help students mature and work toward obtaining more fulfilling educational, vocational and personal lives during their time at Eastern and beyond. Although our primary goal is to serve the mental health and developmental needs of students, we also serve as a source of information, consultation and support to faculty and staff.



Learning Outcome

- Improve access, availability, and effectiveness of professional counseling services offered to Eastern students while decreasing the need for a waitlist.



Assessment Plans & Criteria

- To determine recommendations for each student client, CAPS first provides an intake appointment.
- CAPS regularly conducts student/client satisfaction surveys that are distributed at the end of each semester. Through both a qualitative methodology (client satisfaction survey comments, clinician rated disposition at termination) and quantitative methodology (C-CAPS assessments, average wait time, and utilization [number of attended appointments and no-show rate]), CAPS is able to determine what improvements need to be made in services offered



Evaluation

- CAPS often refer to Association for University and College Counseling Directors (AUCCCD), American Psychological Association (APA), National Association of Social Workers (NASW), American Counseling Association (ACA) and other peer institutions. C-CAPS scores are compared to national data collected from 270 university counseling centers in the U.S.
- Client satisfaction surveys revealed that a majority of students strongly agreed or agreed they were able to get an appointment in a reasonable time (97%) and that the time fit their schedule (94%).



Future Plans

- CAPS was also able to determine that the average wait time from first contact to intake appointment was 7.2 days, and a wait list was still needed due to there being an average wait time of 8.77 days to receive services.
- Utilization data showed that group services were greatly underutilized, but there was an attendance rate of 91% displaying students motivation to engage and attend in counseling appointments.
- Client surveys indicated that 92% of students had a positive experience using telehealth and would use it again in the future.
- C-CAPS scores revealed that Eastern's clients reported depression score changes were higher (greater change/improvement) than 81% of counseling centers in the nation.

Health Services

Mission Statement & Assessment Report

The MISSION of Student Health Services is to promote the lifelong health and well-being of Eastern students by providing accessible, comprehensive, caring and cost-effective primary health care and educational outreach.



Learning Outcome

- Improve patient satisfaction with care given and overall professionalism of staff



Assessment Plans & Criteria

- To enhance the education of the medical providers and ensure that students are getting the benefits of the latest medical research, the Department of Health Services invested in purchasing a subscription to a website called "UpToDate." This website allows the staff to keep track of the hours spent reading the latest medical information.



Evaluation

- The Health Services Department is unable to benchmark their Continuing Medical Education Credits against other institutions due to privacy policies.
- The national requirement for physicians is to earn 50 continuing medical education credits (CME's) every two years. Eastern's MD earned 240 credits of which 110 CME's are from "UpToDate."
- The APRN also earned 66 credits through "UpToDate."



Future Plans

- Because the use of "UpToDate" proved to be extremely efficient, the Health Services Department will continue its subscription. Health Services will also plan to participate in live educational programs offered throughout the year.
- For 2023-2024, Health Services will be sending the ACHA satisfactory survey to all students who are seen in Health Services for the semester.

Housing & Residential Life

Mission Statement & Assessment Report

The **MISSION** of the Office of Housing and Residential Life is to provide a nurturing, safe, enriching environment that fosters lifelong learning and allows students to grow intellectually and socially. Students will be exposed to an interactive living-learning experience that provides hands-on opportunities to interact with students in the residential communities designed to make their college experience meaningful.



Learning Outcome

- Improve students' overall experience in the residence hall environments



Assessment Plans & Criteria

- To determine and assess where improvements need to be made in the residence halls for student satisfaction (every 2-3 years), the Housing & Residential Life Office distributed to residential students a facilities satisfaction survey.
- The last time the satisfaction survey was given to students in 2019, there was no intentional follow-up plan created using that data to make improvements to the residence halls. This time, Housing & Residential Life revised the survey adding more relevant questions and received a 42% response rate better than the average response rate to be considered "good," which is 25%.



Evaluation

- Compared to the survey done in 2019, Housing increased the student response rate by 10%, discovered consistent requests (such as that common kitchens be added to halls without them), and determined out of the 48 questions, there were only 16 questions that had a range of 1-170 students "strongly disagree" with the statement.



Future Plans

- After responses were obtained, the Housing & Residential staff and hall directors gave their three ideas/suggestions for improvements that they would like to see for their current hall for the next year in order to improve the next group of residents' satisfaction with living in their specific hall.
- Considering what funding may or not be available, the department's leadership, in collaboration with the Facilities Department, will determine what a realistic short-term and long-term plan for facility improvements can be made in order to continue increasing student satisfaction with living in the residence halls

Intercultural Center

Mission Statement & Assessment Report

The **MISSION** of the Intercultural Center is to a cultural, diverse, and inclusive community at Eastern Connecticut State University. Through engaging programs, educational workshops, and fellowship, we create an environment that enhances the understanding of social justice, increases involvement, and celebrates identities and cultural awareness. We partner with Eastern's community to support marginalized students and welcome everyone to be a part of our mission.



Learning Outcome

- Increase opportunities for more student engagement and enhance the overall experience of students who participate in the cultural events



Assessment Plans & Criteria

- The Intercultural Center held a "Cookout for the Culture" event at the beginning of the semester to kick off programming for the academic year in order to create opportunities for more student interaction, engagement, and inclusion in the Eastern community.
- Collaborating with other departments, the Intercultural Center was also instrumental in holding a "Douglass Day," "International Mother Language Day," and "The Black Expo," thus creating connections with more students.
- The student eLife program was used to track attendance for most events and to verify the number of Eastern students that attended. Attendance numbers were used to gauge if an event was successful in meeting the desired outcome.



Evaluation

- Attendance data revealed that the "Cookout for the Culture" was one of the highest attended events for the Intercultural Center as it garnered 113 participants.
- The event yielding that many participants indicates that the Intercultural Center was able to also successfully maximize their funding for student engagement activities.
- "Douglas Day," "International Mother Language Day" and The Black Expo provided opportunities to increase student engagement and enhance student experiences by celebrating and bringing awareness to other cultures.



Future Plans

- The Intercultural Center plans to continue the "Cookout for the Culture" in fall 2023 and will use the attendance data to compare the findings.
- Along with the "Cookout for the Culture," the Intercultural Center will continue to organize more cultural events such as "Douglass Day," "International Mother Language Day," and "The Black Expo" that allows for the center to engage with more students and enhance their experiences.

PRIDE Center

Mission Statement & Assessment Report

The **MISSION** of the PRIDE Center is to promote a more socially just world, fueled by radical self-love and community engagement. Our center actively works to create a campus culture that acknowledges and values diverse gender identities, gender expressions, and sexualities through educational outreach, community building, and providing access to resources. Here students can navigate the path of self-exploration, intersectionality, and agency in a supportive environment.



Learning Outcome

- Increase gender expression resources



Assessment Plans & Criteria

- The PRIDE Center implemented an Open Closet initiative that aimed to provide all students with access to free, contemporary, identity-affirming clothing. The Open Closet became a community effort where students could engage in and outside the classroom more meaningfully.
- Qualitative data was collected via cataloging clothes being given away at the Open Closet to understand what types of clothing were most popular with students, as well as a MS Form to collect identifying information about the students utilizing the closet.



Evaluation

- The PRIDE Center collected information about how other campuses across the U.S. integrated an initiative similar to the Open Closet.
- Data collected revealed that 25% of the clothing was distributed this year and that there was a greater demand for femme leaning clothing and shape wear.



Future Plans

- As a result of their findings, the PRIDE Center will continue to build on resources to include more femme leaning clothing and share wear.
- The PRIDE Center will continue to keep the Open Closet mobile, which allows them to reach students beyond the four walls of the physical center.

Student Activities

Mission Statement & Assessment Report

The MISSION of the Student Activities Office is to engage students in meaningful ways by connecting them to experiences that offer leadership skills and opportunities that enhance their learning and enable them to become employable leaders. The Orientation program helps new students become familiar with Eastern while learning strategies for ensuring their academic and social success.



Learning Outcome

- Increase consistent timely communication with parents and families regarding the student experience, deadlines and resources



Assessment Plans & Criteria

- The Student Activities Office survey parents on what Eastern resources they would like more information. This data is then used to plan webinars and to select topics to include in the family newsletter. In addition, Eastern families are invited to participate in various programs such as the Parent & Family Orientation program and Family Day.
- The Student Activities Office tracked analytics and compared data from 2021-2022 with 2022-2023 (Parent Facebook Group and Family Newsletter).
- The Parent and Family Orientation program was evaluated via Microsoft Forms, which included both qualitative and quantitative questions.



Evaluation

- Based on evaluation of the data, Student Activities found that this year, they sold the highest number of tickets for the Family Day program as compared to the past ten years.
- The Family Orientation evaluation revealed that the parent orientation was informative, the student counselors were enthusiastic, genuine and welcoming, the program was well organized, the keynote provided helpful tips to support students, and Eastern was the right choice for their student. The evaluation also revealed some requests/suggestions such as adding a presentation about commuter students and their resources and offering transportation for parents attending the campus tour.
- As compared to last year, the Student Activities Office saw an increase in engagement (open rates) with the Parent and Family Newsletter.
- A concerted effort was made to engage more frequently with the parents and family members on the Parent Facebook group. The group grew by 450+ members over the course of a year and showed increased engagement within the year. It was noticed that members interacted with the group the most on Mondays at 10:30am and 3:30pm.



Future Plans

- Parent Facebook does not allow the data to be pulled beyond one year, so Student Activities was unable to compare this academic year's analytics with last year's. This year's data has been downloaded and saved to be able to compare it to next year's data. The Student Activities Office will be more intentional about posting positive and informative content on Mondays.

Student Conduct

Mission Statement & Assessment Report

The **MISSION** of the Student Conduct Office is to support students as they learn Eastern's core values and how to act as responsible adults in a community-based living and learning environment. Students are encouraged to take responsibility for their actions as they learn that the University is a community unto its own, with standards and expectations of academic and student conduct.



Learning Outcome

- Increase understanding and application of conduct process and the Maxient software



Assessment Plans & Criteria

- The Student Conduct Director conducted training for authorized police personnel to access Maxient and run required reports, which mostly is related to Clery reportable incidents.
- After participating in the training, the staff member was asked to demonstrate their ability to search for cases, identify Clery reportable cases, and run Clery report for desired period.
- The trainer observed trainee perform the tasks listed above



Evaluation

- Based on observation, the trainer was able to conclude that the training was beneficial and the trainee demonstrated a better understanding of utilizing Maxient



Future Plans

- The training done was a one-time training, but additional training will be done should any changes be made to the process of using Maxient.
- The Student Conduct Director plans to provide continuous training as needed and as changes are made.

Wellness Education and Promotion Mission Statement & Assessment Report

The MISSION of the Office of Wellness Education and Promotion is to support students , enhancing their capacity for academic and personal success by emphasizing strategies for physical, emotional, and spiritual wellbeing.



Learning Outcome

- Increase students' awareness of prevention strategies and pro-social behaviors for improved mental health.



Assessment Plans & Criteria

- The Wellness Education Office offered the Problem Gambling Education/Prevention program and Suicide Prevention trainings for students and staff. Students who attended either program learned strategies to positively address the area of concern.
- For the Problem Gambling program, student responses to focus group questions were recorded. Students were given a pre- and post-test to survey new knowledge gained. The CT Council on Problem Gambling provided a separate survey tool that was used to assess individual risk.
- For the Suicide Prevention trainings (QPR), participants completed a pre- and post-class assessment to determine crisis intervention skills, comfort level to intervene in a crisis, and knowledge of resources for support.



Evaluation

- Benchmarking for both the Gambling Prevention program and the QPR trainings was determined by the individual pre- and post-survey or test answers.
- Data results from the Know Your Limit/Gambling program revealed a 60% increase in harm reduction strategies. Students were more aware of the "Opt Out" program, and focus group participants indicated a need for increased marketing of the gambling policy on campus.
- The student post assessment survey conducted for the QPR trainings indicated a 92% increase in the skills needed to intervene in a suicide crisis, but only 61% felt confident to intervene.



Future Plans

- The Office of Wellness Education and Promotion will continue to work with the Mental Health Task Force to determine needed strategies for supporting student mental health.
- Wellness Education will implement suicide prevention strategies in the coming year, to include Fresh Check Day and continued QPR trainings.
- Wellness Education will also continue to support the efforts of the Campus Gambling Prevention Committee who will look for improvements to gambling prevention, policy collaborative supports among departments to enhance committee goals. The office intends to apply for future funding.
- Assessment/survey tools will be explored to replace the CORE survey so that the office can measure student use of substances, perceptions of use by others, and health outcomes and effects on persistence.

Women Center Department's Mission Statement

The MISSION of the Women's Center is to foster a space of belonging by affirming and honoring the experiences of women and supporting justice and equity for all.



Learning Outcome

- Increase students' sense of belonging at Eastern



Assessment Plans & Criteria

- The Women's Center (WC) developed a program of series called "Yes, and Sisterhood," that uses improv to increase women's confidence and strengthen their abilities to make choices, set boundaries, and trust themselves. During both the fall and spring semesters, students engaged in a weekly post-experience involvement survey measuring their sense of confidence around specific practices, such as speaking up for oneself.
- Another WC program created to help increase students' sense of belonging was called "Rooted: The WC Book Club." Participants completed a survey at the final gathering measuring readers' interest, availability, as well as their overall experience as a "Rooted" Reader.



Evaluation

- Based on participants' responses, the WC was able to determine that attending at least three sessions of "Yes, and Sisterhood" contributed to an increase in confidence. Unanimously all participants wanted to see this program return in spring 2023, which yielded an increase in the number of participants. The open-ended survey responses found 50% of participants felt more confident and more willing to set boundaries. Unanimously all participants want to see this program return fall 2023.
- Participants of "Rooted: The WC Book Club" shared that they felt their thoughts were heard, they felt safe sharing a personal experience, and that they have found a community. All readers voted unanimously to have "Rooted" run in fall 2023.

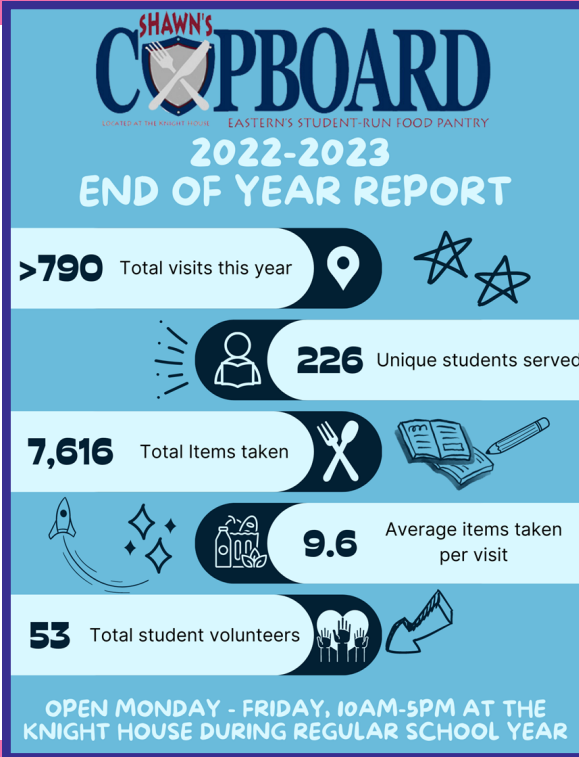


Future Plans

- The Women's Center was able to see evidence that both initiatives, "Yes, and Sisterhood" and "Rooted: The WC Book Club" deepen students' engagement with the Women's Center directly impacting their personal sense of belonging at Eastern.
- "Yes, and Sisterhood" will convene during fall 2023 and spring 2024. The "Rooted Book Club" will kick off in the fall 2023 semester, and the book that will be read is Purple Hibiscus by an Eastern alumna, Chimamanda Ngozi Adichie.

Student Support Service Highlights

Student-Run Food Pantry



The 3 S's to Support Food Needs:

~Shawn's Cupboard

~Swipe It Forward Program

~Stop & Shop Gift Cards

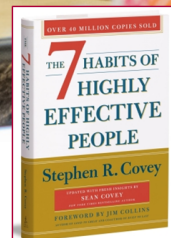
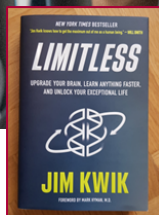
Finishing Strong Early Morning Series

100% of Participants stated that they would participate in the event again.

All participants either graduated or returned for fall 2023.

100% of participants rated the event a 5 out of 5 agreeing that it was extremely useful.

50+ Students participated AY 2023





Submitted by,
Indira Petoskey, Ph.D.
Assistant Dean of Student Affairs

Student Affairs Assessment Report 2022 - 2023