

Division of Student Affairs  
Assessment Report  
2019-2020



## EASTERN CONNECTICUT STATE UNIVERSITY

83 WINDHAM STREET • WILLIMANTIC, CONNECTICUT 06226 • 860-465-5000

July 1, 2020

The Division of Student Affairs enhances Eastern students' academic and social development through a variety of comprehensive services and programs. The integration of initiatives from the University Strategic Plan and from the Student Affairs Strategic Plan into departmental activities ensures that each unit in the Division is working to achieve the same goals yet in a manner appropriate for its own mission.

Annual assessments are conducted to evaluate the effectiveness of units' work to achieve intended outcomes. These assessments are used to refine the next year's operating plans and guide units on where to focus resources.

This report is based on that broader annual review process. It features a sample of the operating goals each unit intended to reach in 2019-20, outcomes each unit assessed, and responses to these outcomes in actions each unit plans to take in 2020-21 toward its own mission as well as Division and University plans.

The report that follows highlights important plans, goals, assessed outcomes, and future responses from Academic Year 2019-20. While all units have operating plans, not all conducted assessment during 2019-20. As additional assessments are conducted, they will be included in next year's report.

Walter Diaz, Ed.D.  
Vice President for Student Affairs



A University of the CSU System ■ An equal opportunity institution

## Table of Contents

	<b>Office</b>	<b>Page</b>
	Athletics Department	4
	Center for Community Engagement	5
	Center for Internships and Career Development	6
	Counseling and Psychological Services	7
	Office of Housing and Residential Life	8
	Office of Student Activities	9
	Office of Student Conduct	10
	Arthur L. Johnson Unity Wing	11
	Office of Wellness and Promotion	12

# ATHLETICS

## 2019-2020 Assessment Process

**Mission:** By placing its highest priority on the overall quality of the liberal arts educational experience, Eastern Connecticut State University's Department of Intercollegiate Athletics, Intramurals & Recreation seeks to integrate its programs and goals with academic and developmental objectives and to assure the assimilation of student-athletes into the general student body. To achieve this end:

- Eastern offers a broad-based, Division III athletic program aimed at safeguarding the amateur aspects of the various sports and maintaining the proper perspective of athletics within the academic mission of the University.
- Eastern encourages male and female students from all backgrounds to participate in some component of the athletic program to develop their full potential, so they may contribute more effectively to our society and live richer, fuller lives.
- Eastern places emphasis on good sportsmanship on the part of student-athletes, both when engaged in competition and when supporting their peers from the stands.
- Eastern offers a quality co-curricular athletic program that positively affects the health and wellbeing of the student population, either directly through participation, or indirectly through spectatorship and school spirit.

**Program, Service, or Event Description:**  
Leadership Academy

**Learning Outcomes or Goal Metrics:** Through the above method of assessment, we can ascertain to varying degrees that participants in the first Warrior Leadership Academy obtained skills in the following areas: Confidence building; Conflict resolution; Communication with teammates and coaches; Character; Commitment; and Composure.

**Evaluation Form:**

We used the following indirect and direct methods of assessment: Entry questionnaire on desired skills; Role-play that demonstrates acquired skills; Class discussion that demonstrate acquired skills; Small group discussion that demonstrate acquired skills; Individual presentations that demonstrate acquired skills.

**Data Collection Methods:** Follow-up with head coaches for assessment of improved leadership performance by student-athletes; and Self-assessment by participants on acquisition of desired skills from entry questionnaire

“In a professional setting I will be dealing with a great amount of diverse people with different beliefs and work ethics. With the information I have learned I will now be able to properly communicate problem solving with patients and coworker, as well as manage any conflicts that may come my way.”

“I developed better ways to solve problems that are effective and critical to success I believe this because while being at home I don’t have the same resources I would have at school so I would need to solve the problem quick so I can be successful and complete what I need to do.”

“As a graduating senior I know these skills will help me in my professional career. I think communication and conflict resolution are transferable skills to anything in life. I think in order to lead effectively you must effectively communicate. I also think that effective leaders are able to resolve conflicts in a healthy way.”

“In a team environment I think it's important for leaders to have good communication skills and conflict resolution skills. Good teams communicate well, and people who are good at communicating often earn respect from their teammates and are viewed as a leader on the team.”

# CENTER FOR COMMUNITY ENGAGEMENT

## 2019-2020 Assessment Process

**Mission:** The Center for Community Engagement provides 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.

### **Program, Service, or Event Description:**

- Community Program Participation
- Training, orientation and reflection activities
- Collaborating with faculty to incorporate service-learning into their courses
- Engaging with community partners

### **Learning Outcomes or Goal Metrics:**

1. Students will develop a commitment to working with individuals in a diverse, multicultural community.
2. Student volunteers will be able to articulate employability skills learned through their volunteer experience
3. Student volunteers will be able to articulate how their volunteer experience has impacted their choice of academic program.

**Evaluation Form:** Surveys

### **Data Collection Methods:**

Volunteers will respond to a survey given in April 2020. For the second learning outcome involving employability skills, students also responded to questions from judges at the Service Expo in April 2020.

### **LO 1 Students will develop a commitment to working with individuals in a diverse, multicultural community.**

“It was an eye-opening experience. I enjoyed getting to hear everyone's recovery stories during the program. I love hearing that people are getting their lives back on track, especially after falling down a very dark road. It's so nice to know there are great programs out there that help people with addictions, especially because the justice system doesn't do much to help them.”

### **LO2 Student volunteers will be able to articulate employability skills learned through their volunteer experience.**

“I can definitely use this as a guide to working with kids in all sorts of environments that require them to think critically. STEM is a popular field but not many children have the opportunity or knowledge of where or how to start.”

### **LO3 Student volunteers will be able to articulate how their volunteer experience has impacted their choice of academic program.**

“Generally, this program reminds me of the importance of reaching all students through one's instruction, and that every student in one's classroom deserves the best possible chance at success no matter their “barriers” – linguistically or otherwise.”

### **Summary of Findings for 2019-2020**

We were planning on sending out a survey in April but because of the campus closure it was felt unlikely we would get a good response rate. This proved to be true when our student leaders attempted to get their volunteers to participate in reflection sessions, as few participated. However, we were able to glean some information from those sessions, and comments relevant to the SLOs reported.

# THE CENTER FOR INTERNSHIPS AND CAREER DEVELOPMENT

## 2019-2020 Assessment Process

**Mission:** The Center for Internships and Career Development provides advising and resources to actively engage students in the lifelong process of career development. Our mission is to encourage students to:

- Explore the process of self-evaluation and career exploration by utilizing our 4 Year Career Plan
- Network and engage with employers through career education programs and career fairs;
- Participate in pre-professional and experiential learning opportunities, such as internships, co-ops, joining clubs and organizations and taking part in volunteer activities;
- Engage in office programs to acquire integrative skills connected to goal setting, life planning and the internship and job search process.

### **Program, Service, or Event Description:**

Career Readiness Conference held in January 2020.

**Learning Outcomes or Goal Metrics:** Student learning outcomes were measured at a Career Readiness Conference held in January 2020 for Sophomores and Juniors.

A pre-survey was conducted to measure how many of the 8 NACE competencies they could identify related to employability skills? Critical Thinking; Oral/Written Communications; Teamwork/Collaboration; Digital Technology; Leadership; Professionalism/Work Ethic; Career Management; and Global/Intercultural Fluency.

**Evaluation Form:** Surveys

**Data Collection Methods:** We had asked our presenters to incorporate within their presentations the NACE competencies and did a post-survey of the students. We had hoped the students would be able to site at least a few of the competencies post conference, and a few could, but we were disappointed in the result. At the end of conference each student was given a handout that discussed the NACE core competencies.

There were **90** students that participated in the assessment.

The pre-test showed that **5** students were able to identify at least **3** of the NACE core competencies.

The post-test showed that **10** students were able to identify at least **3** of the NACE core competencies.

## COUNSELING AND PSYCHOLOGICAL SERVICES

### 2019-2020 Assessment Process

**Mission:** 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.

**Program, Service, or Event Description:**  
CAPS confidential individual and group counseling.

**Learning Outcomes or Goal Metrics:**  
CAPS confidential individual and group counseling services are intended to improve students social, occupational/academic functioning in at least one identifiable way through the use of counseling processes and interventions. Counseling services often result in improved interpersonal and intrapersonal functioning through the acquisition and application of knowledge gained in sessions. Improve focus on student functionality to enhance their ability to engage socially, academically, and otherwise in university community.

**Evaluation Form:** Students complete a survey indicating the strength of their agreement with this assessment question.

**Data Collection Methods:** Students complete a survey indicating the strength of their agreement with this assessment question. Students will be able to respond on a Likert-type scale ranging from "strong disagree, disagree, neutral, agree, strongly agree."

**90%** of students agreed or strongly agreed they felt understood by CAPS staff and found the information shared in their sessions helpful.

**89%** of students reported having a positive experience receiving counseling services via telehealth with **75%** of students reporting they would continue with telehealth services in the future.

**91%** of students agreed/strongly agreed they got an appointment in a reasonable amount of time.

**"Going to CAPS has helped me adjust to my first year at Eastern. I'm so grateful that Eastern students are offered this outlet at no extra cost. I tell almost all of my friends they should schedule an appointment because going to therapy sessions regularly has helped better my life in so many ways."**

# THE OFFICE OF HOUSING AND RESIDENTIAL LIFE

## 2019-2020 Assessment Process

**Mission:** The Office of Housing and Residential Life strives 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.

### **Program, Service, or Event Description:**

1. Roommate Expectation Forms
2. Technology Skills Expectations
3. Title IX Sexual Misconduct Guidelines

### **Learning Outcomes or Goal Metrics:**

1. Residential students will learn effective communication skills by living on campus and completing their annual Roommate Expectation Form.
2. Students who work for the Office of Housing & Residential Life will develop digital technology skills (use of Microsoft Word and Microsoft Excel) as per the university employability imperative.
3. Residential students will know and understand the concepts involving what constitutes sexual misconduct on Eastern's campus.

### **Evaluation Form:**

1. Roommate Expectation Forms
2. Pre- and Post-tests
3. Completion of Online Training

### **Data Collection Methods:**

1. Resident Assistants will sit in on roommate meetings to evaluate the roommates' use of the communication skills they learned at the Roommate Communication Skills workshop. Hall Directors will subsequently review the REFs to ensure that residents used proper communications to convey their expectations of roommates.
2. Pre- and post- tests scores developed and administered via the Blackboard Learning Management System (LMS).
3. Residential students to complete the "Not Anymore" online training and assessment.

**100%** of residential students completed a Roommate Expectation Form. Roommate conflicts were significantly decreased during 2019-2020 academic year compared to previous years.

The **115** student workers were assessed on **38** digital technology tasks and were able to learn, on average, **68%** of the skills based on their assessment results.

**100%** of residential students took the "Not Anymore" Sexual Misconduct course and there were **ZERO** incidents of sexual misconduct involving residential students.



## STUDENT ACTIVITIES

### 2019-2020 Assessment Process

**Mission:** The Office of Student Activities provides social and educational activities outside the classroom which enhance learning and personal development. Through engagement, students participate in leadership development opportunities that empower them to become socially responsible leaders. From student-led initiatives in the numerous student organizations on campus to various campus-wide events and traditions, the Student Activities staff are here to enhance the student experience at Eastern.

**Program, Service, or Event Description:**

The Leap program which encourage students to explore their own individual leadership development potential.

**Learning Outcomes or Goal Metrics:**

Student leaders who are active members of clubs and organizations will learn policies and procedures required of recognized clubs and will understand the importance of meeting program deadlines by attending training and seeking assistance from the Student Activities office.

**Evaluation Form:** Students will be required to attend a training program at the beginning of each year, and refresher sessions in the spring semester. Learning of requirements will be measured by pre and post-tests at trainings and workshops, and through interaction with student leaders through day to day contact.

**Data Collection Methods:** Student organizations will receive points for compliance and student leaders will be asked to self-report their level of learning and understanding from each training attended. Student club requirement compliance will be measured by indirect method using a club point system program which quantifies each clubs' successful completion of student organization requirements.

**100%** of Leap students “Strongly Agree” to the statement “I understand my individual strengths that I can apply to being a leader.”

**100%** of Leap students “Strongly Agree” to the statement “I understand the importance of self-care and wellness, especially when leading others.”

**80%** of Leap Cohort students put they agree “a great deal” to the following statement” I understand what leadership is.”

**80%** of Leap Cohort students put they “strongly agree” to the following statement: “I understand the importance of participating in social justice and what it means as a community member.”

**“I am grateful that I had this opportunity. I know what I learned in LEAP will help me throughout the rest of the college career, and even when I eventually start to work; thank you!”**

## THE OFFICE OF STUDENT CONDUCT

### 2019-2020 Assessment Process

**Mission:** The Office of Student Conduct is both instructional and educational in design while providing protection to the academic community in a collegiate setting. It provides students with core values and lessons on how to act as a responsible adult in a community-based living-learning environment. Through this process, students are encouraged to take responsibility for their actions and realize that the University, by design, is its own community.

**Program, Service, or Event Description:**

Any engagement by a student in the student conduct process.

**Learning Outcomes or Goal Metrics:**

After participating in the conduct process, undeclared students will be more likely to be retained and graduate.

**Evaluation Form:**

University data on retention and records on student conduct engagement.

**Data Collection Methods:**

University data on retention and records on student conduct engagement.

Of the **25** undeclared or undecided students that were issued required interactions with CICD, **84%** of them are currently enrolled for the fall semester.

## ARTHUR L. JOHNSON UNITY WING

### 2019-2020 Assessment Process

**Mission:** The Arthur L. Johnson Unity Wing champions creating an inclusive community at Eastern, cultivating its core values. Each Center (the Intercultural Center, Pride Center and Women’s Center) builds bridges of value for intersections of identity and celebrate every individual’s kaleidoscope of cultures and identities through programs and initiatives that promote diversity, inclusion, and equity. Social justice and equitable treatment of all students regardless of race, ethnicity, sexual orientation, gender identity and expression, socio-economic class, religion, spiritual traditions, age or ability is at the core of our values and beliefs. Through meaningful connections and outreach, we establish strong partnerships, increase engagement and accountability to the level of awareness and action.

**Program, Service, or Event Description:**

Students recognize and value diversity. Student ambassadors and student leaders who engage in co-curricular engagement opportunities will be culturally competent leaders, who think critically about their role as members of their communities and society.

**Learning Outcomes or Goal Metrics:**

Student ambassadors charged with leading different programs organized proposal recommendations that reflected an awareness, appreciation and value for diversity. Among many other elements of the proposal, one feature was to identify student organizations, academic departments and community agencies with whom to partner.

**Evaluation Form:** Through the Multicultural Leadership Council (MLC), student ambassadors and student leaders attended various meetings and programs that worked to increase knowledge to the live of awareness and action. Through organizing intentional meetings and programs, students learned the value of working together as a collective for achieving change.

“I found value in the concept of “cultural humility” which was designed for health care professionals but focuses on self-awareness and true engagement through learning. The idea of creating “culturally competent” students, would not advance our goal as intended.”

“It’s in times of adversity, that students band together to fortify resilience while learning from each other measures to take for addressing campus issues disproportionately impacting students of color and those of marginalized backgrounds. I’ve come to believe that students’ persistence for achieving change at Eastern has much to do with students’ making it their business to strengthen their own sense of belonging which is gravely affected by the -isms that pervade student experiences.”

“Being part of the Unity Wing was so amazing! I learned so much from my peers and supervisors. It meant so much to me as it made me feel supported, free and accepted. I made so many friends and was able to be myself, share and develop my skills. It helped me developed as a professional.”

# THE OFFICE OF WELLNESS AND PROMOTION

## 2019-2020 Assessment Process

**Mission:** The mission of the Office of Wellness Education and Promotion is to support Eastern Connecticut State University students, enhancing the capacity for academic and personal success by emphasizing physical, emotional and intellectual well-being. The mission of the Office closely aligns with the goals of the Division of Student Affairs as well as the overarching strategic goals of the university – to improve student learning outcomes by helping students make responsible choices that lead to improved resilience and increased retention. For a third year the Office of Wellness Education continues to see a decrease in the number of students who are using or abusing substances, as indicated by the number of students who are sanctioned for violations.

### Program, Service, or Event Description:

1. CHOICES program
2. BASICS program

### Learning Outcomes or Goal Metrics:

Students sanctioned to take part in the CHOICES program will recognize risks associate with binge drinking, making more informed choices regarding alcohol

Students sanctioned to BASICS will recognize the personal risks associated with alcohol of marijuana use and determine effective strategies for remediating risks.

**Evaluation Form:** Direct classroom participation in a CHOICES class

Direct meeting with the Coordinator for Wellness Education for students in BASICS.

### Data Collection Methods:

1. Benchmark – Students will identify 3 out of 4 signs of alcohol poisoning = 75% accuracy.
2. Benchmark - Students will know how to calculate “standard measures with at least 75% accuracy.
3. Benchmark – student will recite how much each standard drink will raise BASC = 95% accuracy.

## CHOICES

**94%** accuracy at post-test, **76%** accuracy when surveyed **6** weeks after.

**99%** accuracy at post-test, **74%** accuracy when surveyed **6** weeks after.

**100%** accuracy at post-test, **95%** accuracy when surveyed **6** weeks after.

## BASICS

**82%** of students attending BASICS completed

**100%** of students were able to identify one new strategy for reducing alcohol use.

**100%** of students were able to identify on motivating factor for reducing substance.