

Division of Student Affairs

# Assessment Report

2021-2022



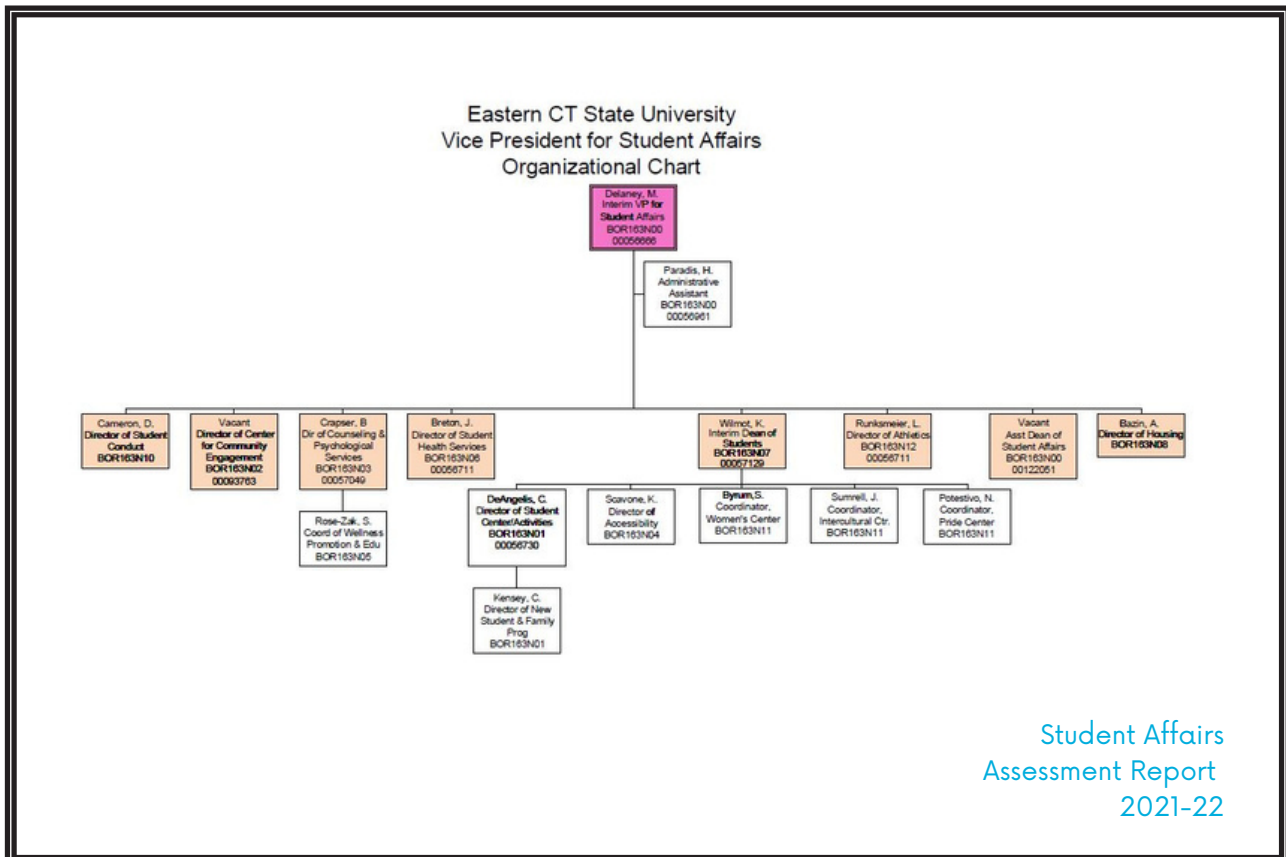
**EASTERN**  
CONNECTICUT STATE UNIVERSITY

# MESSAGE FROM 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:

1. Development of goals and measurable outcomes
2. Measurement and analysis through quality assessment tools and strategies
3. Benchmarking for evaluation of best practices
4. Application of results for continuous improvement



# ACCESSABILITY SERVICES (OAS)

The Office of AccessAbility Services (OAS) guides its work with a commitment to diversity, equity, and inclusion under the strategic plan of the University and the Division of Student Affairs. Universal Design, Social Model of Disability, and the concept that Disability is Diversity, and that access is a human and civil right are also guiding models within the OAS. OAS provides guidance to ensure equal access to all educational programs and activities at Eastern.

## Leveraging Assistive Technology Resources

OAS offers a variety of resources to help meet specific accommodations in accordance with documentation. Assistive technology is a device, software, or equipment that facilitates support for in-person and digital content accessibility. OAS works collaboratively with students and faculty to ensure the best technological resource fit for each student.

Assistive Technology/ Equipment Type	Available Equipment		Accommodation Requests Fulfilled	
	Fall 2021	Spring 2022	Fall 2021	Spring 2022
Audio Textbooks	Online subscriptions*		35	15
Notetaking Software	35	75	30	49
Smartpen – Bluetooth Enabled	23	23	17	17
Smartpen – PC Based	36	36	3	3
Digital Recorder	17	17	3	1
Laptop	3	3	1	1
Bed Shaker	2	2	2	2
iPad	2	2	1	1

\* Bookshare and Access Text, are OAS's primary sources for fulfilling student requests. Occasionally, we will order a book otherwise not available to upload as a PDF and transform it as readable text via Natural Reader or other online programs listed on the OAS Assistive Technology Support webpage.

## Impact of the Assessment & Next Steps:

Student survey responses prompted OAS to include video “how- to” instructions. We linked two YouTube videos from Livescribe to the OAS Technology web page to facilitate the learning process.

# ATHLETICS, INTRAMURALS & RECREATION

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.

## Diversity Training for Coaching Staff

Staff who attend the Diversity Training workshops will learn how to embrace and leverage diversity in the workplace and team environments, will take steps to establish work and team environments that are conscious of culture, and will have increased skills in recognizing and combating implicit bias.

Over 50 staff members attended the Diversity Trainer Workshop.

Qualitative feedback was collected in a staff debrief session about the presenter content.

## Impact of the Assessment & Next Steps:

Athletic coaches who attended the training plan to take the content from this discussion to individual teams in the fall 2022. Athletics will work with the Coordinator of the Intercultural Center to plan additional trainings and conversations to build on the concept of respect among our students.

# CENTER FOR COMMUNITY ENGAGEMENT (CCE)

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.

## Student Volunteer Awareness of Social Issues

CCE student volunteers who participate in the community programs will be able to identify social issues of participants of volunteer programs. Volunteer Programs include after school programs, mentoring programs and Adult Programs.

The Center for Community Engagement used a survey format in the form of a Commitment Pledge prior to the start of the program and then again in the form of a Reflection Session at the end of the semester. Students were asked:

1. What are some of the social issues that you encountered in this program?
2. What are some of the things you did to address those issues?
3. How did participating in this program impact your identity?

### Social Issues Identified

- Poverty
- Hunger and food insecurity
- Homelessness and difficulty finding safe and affordable housing
- Immigration stresses
- Racial discrimination
- Gender inequality
- Lack of access to affordable health care
- Addiction
- Mental illness
- Child abuse and neglect
- Sexual orientation and gender identity
- Lack of Sharing
- Fighting / Bullying
- Poor Listening Skills

There was not much of a change between the Commitment Pledge responses and the Reflection Session responses, indicating that students did not learn how to identify prevalent social issues.

Some volunteers could not identify any social issues present in their volunteer program.

## Impact of Assessment & Next Steps

Student Affairs  
Assessment Report  
2021-22

The CCE plans to hold workshops in the future that will include sessions on how to identify social issues and ways to address those issues. This topic will be a large part of the Student Leader training. The CCE will look to bring in a faculty member or other trainer to help leaders build their own confidence and understanding about these issues so they can relay it back to the students during orientations and in discussions during the semester.

# COUNSELING & PSYCHOLOGICAL SERVICES (CAPS)

College students can experience difficulties that undermine success in their personal and academic lives. The Counseling & Psychological Services (CAPS) staff are here to assist students and enhance their emotional, developmental and relational health and growth.

## Individual & Group Counseling

CAPS will deliver a range of confidential, effective, professional counseling services to student population which will reduce or avoid the need for a waitlist and ultimately improve access and availability. They will conduct client satisfaction surveys and review utilization data to determine the overall demand for services.

### Client Satisfaction Surveys

- 89% of students strongly agreed or agreed they were able to get an appointment in a reasonable amount of time.
- 94% agreed or strongly agreed CAPS offered appointment times that fit their schedule.

### Utilization Data

- CAPS Provided 5382 individual and group counseling appointments to 511 unique clients, totaling over 5100 hours of direct clinical service.
- This marks an increase in total sessions and unique clients from 2020-21 (5156 appointments and 448 unique clients)

### Effects/Outcomes

- 77% agreed or strongly agreed services at CAPS helped address at least one academic issue; 92% agreed or strongly agreed CAPS services helped them address current life problems
- 90% of students agreed or strongly agreed they felt understood and were offered relevant helpful information
- 94% of students agreed or strongly agreed their counselor understood their concerns, were provided relevant helpful information, and would use CAPS again in the future
- 75% of students agreed or strongly agreed that CAPS services have helped them remain at Eastern CT State University
- 92% of students agreed or strongly agreed they had a positive experience using telehealth and would use it again in the future

## Impact of Assessment & Next Steps

As a result of our findings, CAPS will continue with the established assessment plan. We will continue offering urgent appointments, open-access and scheduled intake appointments to increase access to routine and urgent mental health services.

Given the existence of a waitlist, CAPS staff will increase utilization of group therapy services, and consider offering more informal drop-in services. We will also explore options for increasing staffing by filling vacant positions and expanding the training program to meet increased level of demand for services.

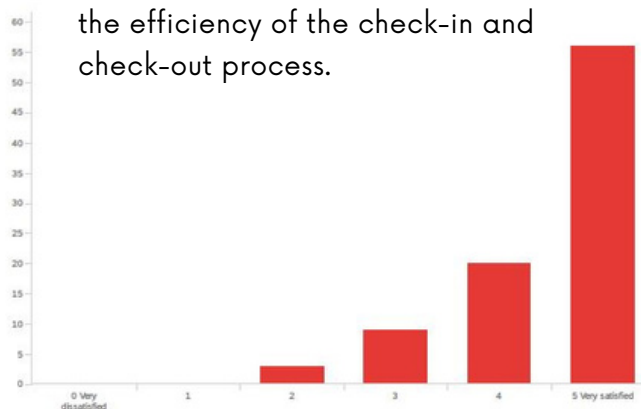
# HEALTH SERVICES

The Student Health Service promotes the lifelong health and well-being of Eastern students by providing accessible, comprehensive, caring and cost-effective primary health care and educational outreach.

## Optimal Care and Patient Satisfaction

Students are asked to complete a survey after their scheduled appointment in order to collect data on patient satisfaction with their Health Services visit.

Please indicate your satisfaction with the efficiency of the check-in and check-out process.



Your overall satisfaction with your visit:



## Impact of the Assessment & Next Steps:

Health Services will continue to monitor patient satisfaction survey responses and explore changes to the delivery of services based on feedback from student survey responses.

# INTERCULTURAL CENTER

The Intercultural Center is committed to enhancing a climate of cultural awareness and inclusion at Eastern, by providing services that support, embrace and celebrate a myriad of cultures and identities.

## Student Awareness of Resources

Students who interact with initiatives organized and supported by the Intercultural Center will be aware of and connected to resources in the Intercultural Center.

Reasons for Intercultural Center visits as noted by students who completed the survey included seeking advice, utilizing the library, making connections, crisis resolution, interest in volunteering or collaborating and attending a number of events including but were not limited to Unity Wing Open House and Family Day.

### Visitor Survey Data

The visitor survey was conducted from January to May in the spring semester of 2022. The Intercultural Center had 71 unique respondents who rated their overall experience at 4.93 (5 point scale).

#### Intercultural Center improvements resulting from survey feedback:

- TV in main office area
- Music for students to enjoy
- Additional country flags displayed
- More collaboration with cultural student organizations
- Increased evening hours and events

## Impact of the Assessment & Next Steps:

The IC will continue to collect visitor survey information to get to know students' needs and to expand on program offerings. Staff will continue to discuss feedback and make all best efforts to implement all feasible ideas to create a welcoming space for the campus community.



# HOUSING & RESIDENTIAL LIFE

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.

## Housing Deposit Increase

Housing & Residential Life will increase the number of students who pay a housing deposit by educating students about offices on campus who can assist with account hold concerns regarding Financial Aid, Bursar and Advising. Students will also learn about the housing selection process through intentional marketing efforts.

During the Returning Student Housing Selection Process, weekly communication went out to returning students (commuter and residential) with updates to their “housing selection profile”. This profile was broken into three parts: 1. The Housing Application, 2. The Housing Deposit, 3. Account Hold Status.

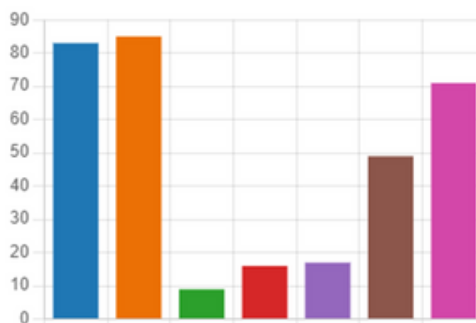
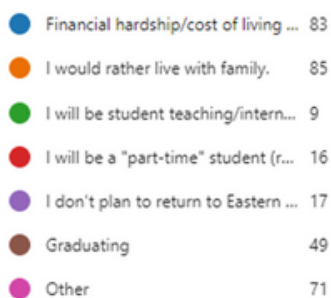
As of June 1, 2022 the number of housing deposits received for the upcoming year trends downward compared to 2021-2022 academic year

Type	Fall 2020	Fall 2021	Fall 2022
Date	6/1/2020	6/1/2021	6/1/2021
Commuters	18	204	70
Residents	733	990	1061
Total	751	1194	1131

When asking students why they were choosing not to return to campus housing, the two most common answers were that students would rather live at home with family, and that the cost of living on campus was financially beyond their means.

If you do not intend to live on campus for the 2022-2023 academic year, please let us know why.

[More Details](#)



## Impact of Assessment & Next Steps

In the future, Housing & Residential Life will continue to make efforts to increase the Housing deposit numbers by:

- Creating a tangible guide for students on how to resolve their holds in order to reach differing learning styles or ways students absorb information.
- Working with campus partners on preventative marketing campaigns to assist students avoid having holds placed on their accounts.
- Creating a comprehensive tracking method of how students respond to their account status notifications.
- Creating a master marketing plan before the October of the academic year to ensure housing efforts are benchmarked and noted throughout the year.

# PRIDE CENTER

The Pride Center provides an empowering and accepting environment for all students, faculty, staff and community members. Through educational, social and community programs, the Center creates a culture of knowledge, advocacy and inclusivity across campus. We work to ensure that community members can safely explore their identities such as race, class, a/gender, and a/sexuality.

## Student Perceptions & Satisfaction

The Pride Center partnered with SWK 300 course, Generalist Practice with Communities and Organizations to conduct a survey on students' perceptions of the Pride Center on campus.

Students were asked if they knew the Pride Center's location, programs and services. Students were also asked to provide feedback and ideas of events and services they have experiences or would like to see.

### Survey Responses

Respondents commented on a number of ways they would like to see the Pride Center space used. Suggestions included Study space, lounge area as well as a safe, comfortable space to have discussions about inclusivity and LGBTQ+ issues.

#### Event suggestions included:

- o Collaborations with clubs
- o Crafts & creative events
- o Games and contests
- o Guest Speakers
- o Karaoke
- o Lunch discussions
- o Movie Nights
- o Panel discussions

When asked if they had any concerns regarding Eastern's inclusivity of LGBTQ+ students and faculty, 78% of respondents said they had no concerns.

## Impact of the Assessment & Next Steps:

The Pride Center will continue to collect student feedback through tabling events, surveys and focus groups to get to know students' needs and to expand on program offerings. Staff will continue to discuss feedback and make all best efforts to implement all feasible ideas to create a welcoming space for the campus community.

# STUDENT ACTIVITIES

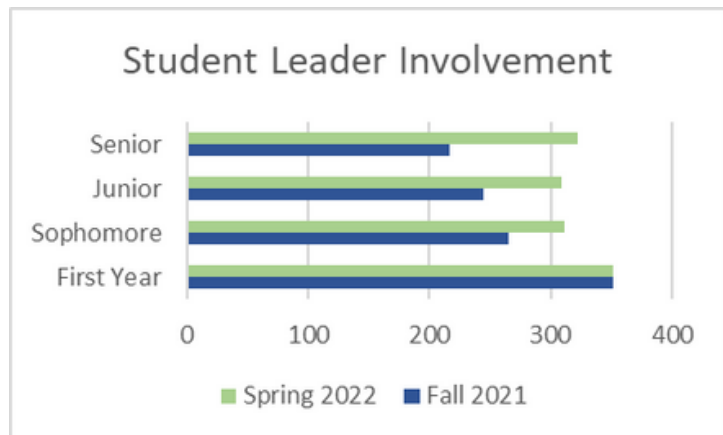
The Student Activities Office seeks to engage students in meaningful ways by connecting them to experiences that offer leadership skills and opportunities that enhance their learning and enable them to become employable leaders.

## Student Leader Involvement & Retention

Students who attend involvement events and programs will become and stay involved throughout their time at Eastern. An increase in attendance to involvement programs should correlate with a rise in involvement.

Over 700 students attended both the Fall and Spring Involvement Fairs which helped clubs maintain an active roster of 1294 members.

Club membership increased from 1077 in the Fall semester to 1294 in the spring semester.



Number of students in Clubs

# Clubs In	#Students
1	665
2	251
3	96
4	35
5	22
6	7
7	1
9	2
10	1

Of 2,214 unique students who attended programs where attendance was tracked:

- o 862 are club members and average 6.2 programs each.
- o 1,352 are not club members and average 3.95 programs.
- o Of the 862 club members who have been involved 733 are residents and 129 are commuters

## Impact of the Assessment & Next Steps:

When comparing this information to AY 2020-2021, club membership understandably improved due to the lift of some COVID restrictions for events and gatherings. However, total club membership averaged 1585 students from Fall 2017 to Spring 2020. It is expected that club membership will continue to increase in future years and will eventually reach the previous membership totals. Lower enrollment may also contribute to the decline in these findings. This data will be collected annually and compared to previous years.

# STUDENT CONDUCT

The Office of Student Conduct supports 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.

## Case Adjudication Process Revision

After speaking directly with the Hall Directors (primary Hearing Officers), it was evident that more training was needed to realign the adjudication process to be more efficient and productive.

Additional training was offered:

- Met with Housing administrators and Hall Directors to understand further what is needed from the student conduct office.
- Provided updated training to address processing a case from submission of case to the hearing and sanction follow up.
- Monthly check in via hall director liaison to review the status of cases assigned to hearing officers.
- Follow up with HD supervisor as needed to address any deficiencies in case adjudication timelines.

### Number and Type of Student Conduct Cases

Type	AY 21-22 (August 1 to July 31)	AY 22-23 (August 1 to Date)
Conduct	438	244
FYI	487	410
SIT	114	50
TIX	81	50
<b>Totals</b>	<b>1120</b>	<b>754</b>

The number of reports being submitted this academic year has increased due in part to summer training offerings with the Hall Directors and Resident Assistants. In that training, the Student Conduct staff stressed that all incidents should be properly documented.

Based on observations from previous years, most of the reports were being written by the same 5% of the staff members. This AY, the reports are coming from a much wider array of staff members which may attribute to the increase in cases reported.

With the additional training given to the HD staff over the summer, most of the cases are now adjudicated by the Hall Directors in contrast to previous years where the cases were adjudicated by the Director of Student Conduct or the University Assistant (position no longer active). The timeliness of adjudication has also improved, with most cases being adjudicated within eight days.

## Impact of the Assessment & Next Steps:

Student Conduct will continue to offer training to Hall Directors and track the number of cases each year to see there is any change that may be a result of the user knowledge and understanding of procedures around the reporting of student conduct cases.

# WELLNESS EDUCATION

The Office of Wellness Education and Promotion works to support ECSU students, enhancing the capacity for academic and personal success by emphasizing the physical, emotional, intellectual, financial, occupational, environmental, social and spiritual well-being.

## Substance Use Prevention & Education

Students who attend substance use programs will remediate harmful behaviors as they relate to substance use and will learn university policies regarding substance use.

Program Implementation	Method of Measure
Mandatory education and prevention programs with focus on alcohol, marijuana, and other substances.	Students indicate material learned via select survey provided at the end of the presentation.
Remote, on-line access to material presented within the mandatory AOD program for those who can attend in -person.	A follow-up, post class survey, conducted 4-6 weeks after the CHOICES class is used to quantify the amount of knowledge retained.
Psychoeducation classes or one-to-one meetings with students who are referred for substance use violations (CHOICE and BASICS programs).	Quantitative measures for substance use are obtained using rating scales, while qualitative measures for motivations for change are obtained via on-line education modules.

After participation in Wellness Education programs, Students are better prepared with harm reduction strategies for substance use, and report a better understand University policies for substance use.

98.2% of all residential students attended the mandatory presentation, surpassing goal of 96%.

Student who attended and participated in the post-class on-line assessment had an average of 88.6% accuracy rate on the post-test for harm reduction strategies.

Students who participated in CHOICES classes as a Student Conduct Sanction and completed the post-class phone survey retained 69% of the information learning in the class, indicating retention of strategies to reduce harmful substance use.

## Impact of the Assessment & Next Steps:

Data collect this year will become the new benchmark for improvements going forward, to include monitoring student for a second policy violation against attendance in previous substance use education program. Strategies for improvements and changes to programming will be determined by annual data collected, 2021 – 2023.

# WOMEN'S CENTER

The Women's Center is a safe space that supports the personal growth and intellectual development of students, faculty and staff by examining gender relations in today's society. The center hosts workshops and guest speakers on a variety of topics, including body image, diversity in the media, reproductive health and dating violence.

## Sexual Violence Climate Among Athletes

A survey was designed and launched to explore attitudes, perceptions, and experiences related to sexual violence amongst returning student-athletes. Participants were asked questions about their experience with sexual violence. Of student-athlete participants 54% identified as male and 46% female. The sample was comprised of 114 (53.7%) men and 98 (45.8%) women. Less than 1% of participants indicated they were a gender minority or preferred not to disclose their gender identity.

- 28% of participants indicated that they experienced some form of stalking behavior.
- 10% of participants experienced dating violence.
- 13% of participants experiences sexual assault.

While a majority of students (66.5%) indicate that they know where to get help if they, or someone they know was sexually assaulted, fewer students know where to report sexual violence. Only 52.6% know where to go to make a report of sexual violence and less than half (48.9%) know what happens when a student makes a report of sexual violence.



**52%**

Only 52.6% know where to go to make a report of sexual violence and less than half (48.9%) know what happens when a student makes a report of sexual violence.



**89%**

The majority of student-athletes who experienced sexual violence did not report to a university office or resource. However, student-athletes did have a slightly higher rate of reporting to coaches and athletic officials than other offices on campus.

## Impact of the Assessment & Next Steps:

- Survey results will be integrated in programming and training for student-athletes.
- Members of the SAIV Resource Team will have the opportunity to discuss and brainstorm creative and effective ways to improve training, knowledge of resources, and response efforts to improve the efficacy of our total response. The Athletics Department and Women's Center will play an integral role in the implementation of the overall suggestions.
- The Women's Center will work to expand the Bringing in the Bystander training to have it more integrated into the campus community so that more students, beyond student-athletes can participate.

# COVID DATA

## FALL 2020 TO SPRING 2022

The COVID Response team reported contact with 6,662 unique students for COVID related issues. They recorded 401 meetings over 2 years with 1,820 staff hours associated with those contacts.

	Fall 2020	Spring 2021	Fall 2021	Winter 2022	Spring 2022	Total
<b>Tests</b>	5,383	24,080	3,232	112	2,216	35,023
<b>Campus Test Positives</b>	57	67	26	14	93	257
<b>Self-Reported Positives</b>	91	87	55	325	165	723
<b>Total Positives</b>	148	154	81	339	258	980
<b>Isolated/Quarantined On-campus</b>	200	136	2	11	55	404
<b>Meals</b>	4,234	1,702	19	0	0	5,955
<b>Contact Tracing (hrs)</b>	86	90	27	6	86	295

