

# The Division of Student Affairs

## ASSESSMENT REPORT 2017-18

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EASTERN CONNECTICUT STATE UNIVERSITY  
*A Liberal Education. Practically Applied.*

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# Center for Internships & Career Development

Our office 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-Plan Flier; network and engage with employers through career 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.

The establishment of **Employer Talk Tuesday** created an increase of employers hosting information tables on campus by 64%. (AY 17 - 11 employer information tables vs. AY 18 - 18 employer information tables)

The number of available internships researched and posted on Eastern Career Network by the CICD Research Assistants to help students find and obtain experiential learning opportunities increased by 45%. (AY 17 - 683 internship opportunities were posted vs. AY 18 - 992 internships were posted). This was the outcome of hiring an additional Research Assistant student worker for a total of two Research Assistants in the CICD.

## EMPLOYER INFORMATION TABLES

11

2017

18

2018

## EASTERN CAREER NETWORK

683

2017

992

2018

Based on national feedback that employers feel that students are not prepared for today's workplace when recruiting college students, we were surprised to see that employers surveyed at our Career & Internship Fairs and networking events are stating the opposite. **90% of employers that filled out the CICD surveys reported that most, if not all, of the students they spoke with projected a professional & well-groomed appearance and greeted them appropriately with enthusiasm, eye contact and a strong handshake, and 80% of employers stated that most, if not all, of the students presented a resume professional in appearance that contained relevant information that marketed their skills and abilities.**

# Center for Community Engagement

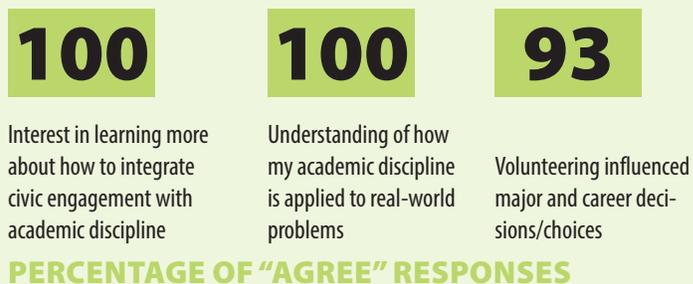
The Center for Community Engagement (CCE) supports the mission and vision of Eastern Connecticut State University by providing resources to build a culture of civic responsibility and engaged learning. The CCE creates sustainable, effective, and productive relationships with community partners that benefit students, faculty, and the community.

Connection of Academic Learning to Service Experience - Students who participate in long-term programs will apply what they learn in the classroom to address community needs. These outcomes were measured by asking students to rate how their volunteer experience contributed to their academic experience. As with all of the questions asked, we expected to see a higher level of engagement and connection among Student Leaders over volunteers as the Student Leaders have more experience in the community and participate in extensive training throughout the year.

## PERCEIVED LEARNING-VOLUNTEERS



## PERCEIVED LEARNING-STUDENT LEADERS



## Professional and Personal Development

### PERCEIVED LEARNING-VOLUNTEERS PERCENTAGE OF "AGREE" RESPONSES



Student Leaders received three trainings related to employability skills during the academic year. They were asked, "which of the following professional skills have you been able to develop/put into practice as a result of your volunteer work? This list of skills was derived from the NACE Employability Competencies.

### PROFESSIONAL COMPETENCY-STUDENT LEADERS PERCENTAGE RESPONDING



# Center for Community Engagement cont'd

Connection to Communities - Learning Outcome: Students who participate in long-term programs will develop a high level of confidence in their ability to work within community programs.

## PERCEIVED LEARNING-VOLUNTEERS PERCENTAGE OF "AGREE" RESPONSES

**95**

Through volunteering, I learned things about the local community that I did not know before.

**95**

I felt a personal responsibility to meet the needs of the community partner while volunteering.

**90**

As a result of my experience, I am more likely to volunteer again

**83**

I have an understanding of ways to effectively address community issues

**93**

Volunteering positively impacted my Eastern experience

## PERCEIVED LEARNING-STUDENT LEADERS PERCENTAGE OF "AGREE" RESPONSES

**100**

Personal responsibility to ensure that the needs of my community partner were met

**92**

Understanding of ways to effectively address community issues

**100**

Passion for/commitment to impacting the community in a positive way

**92**

Ability to work in a multi-cultural environment

**100**

Passion for/commitment to a culture of inclusion

**100**

Ethical principles when working with communities

**92**

Knowledge about difference cultures

**100**

Ideas for actions you can take to effect change

Volunteers were asked to indicate what type of program they would be interested in for next year.

## TYPES OF PROGRAMS TO OFFER PERCENTAGE REQUESTING

**27**

After-school Programs

**26**

Problem Solving

**26**

Time Management

**119**

Oral Communication

## TRAINING TOPICS PERCENTAGE

**36**

Mentor or Tutoring Training

**32**

Cultural Competency

**21**

Expanded Training Relevant to Programs

**18**

Curriculum Development

# The Office of Counseling & Psychological Services

Students can sometimes experience difficulties that undermine success in both their personal and academic lives. The staff at CAPS are here to assist students with their concerns and to enhance the emotional, developmental, and relational aspects of students' health and growth through the different services offered.

We are conscious of the special concerns you may have, whether you are a woman, man, student of color or other ethnic minority, gay, lesbian, or bisexual, a student with limitations, or an international student. Our staff is committed to being sensitive to your issues and to promote this sensitivity within the campus community and beyond.

CAPS offers a full range of support services to all enrolled Eastern students. These services include individual, group, and couples counseling; psychiatric services; crisis intervention; consultation for faculty, staff, and family members; and referrals for outside services.

**648**

2017-18

We had a 7.9 no-show rate compared to 10.9 during the 2016-17 year for our clinical appointments. No show rates are a useful and commonly used indicator of level of engagement with counseling services.

**7.9**

2016-17

We saw 648 unique clients for 3186 individual appointments during the 2017-18 academic year

Our diagnostic prevalence showed an increase in diagnosable moderate/severe mental health disorders. Depressive disorders were the most common diagnosis among our clients (typically, Anxiety disorders are the most prevalent). This data supports the findings from much of the literature that university counseling centers are seeing more severe and debilitating mental illnesses among their client population.

## DIAGNOSTIC CATEGORY PERCENTAGE OF CLIENTS

Here was our diagnostic prevalence:

**49.56**

Depressive Disorder

**45.75**

Anxiety Disorders

**30.50**

Trauma Related

**13.78**

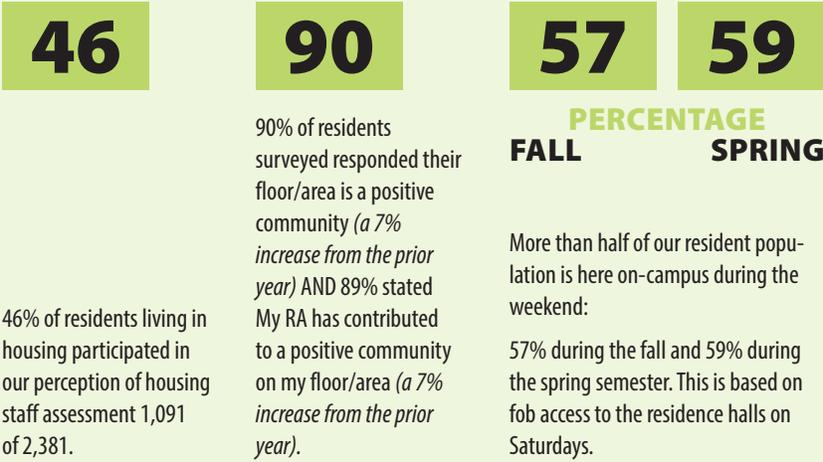
Substance Use Disorders

**3.81**

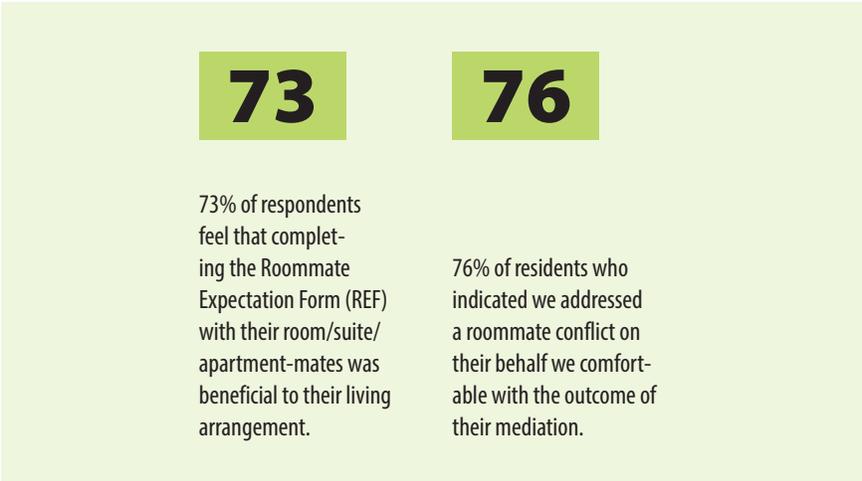
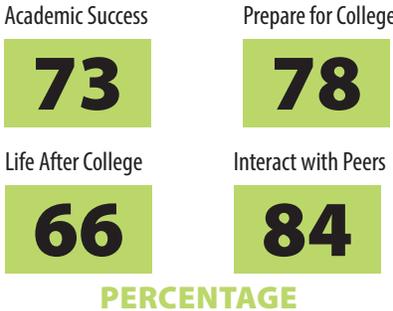
Bipolar Disorders

# The Office of Housing & Residential Life

The Office of Housing and Residential Life invites you to experience on-campus living! Convenience, commitment to academics, campus and community involvement, friendships, social activities and educational programming are just a few reasons why Eastern students enjoy living on campus.



Students identify that RA programs prepare them for:



# The Office of Wellness Education & Promotion

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

The Office of Wellness Education launched the CORE survey to assess student use of substances on campus, as well as perceptions of substance use by others on campus. There has been a significant reduction in all areas of reported personal use of substances since last CORE survey, 2014. *Assessment tool applied: University of Illinois – CORE Survey*

During the 2017-18 academic year the Office of Wellness Education has seen a **reduction in the number of students with first time offenses for alcohol drop by 44%, as indicated by Student Conduct sanctions to CHOICES about Alcohol class**. There have been no students who have completed a CHOICES about Alcohol class who were referred to the Office of Wellness Education for a second violation within the 2017-18 academic year.

## PERCENTAGE INCREASE AND DECREASE

12

Percent decrease in annual prevalence for alcohol

15

Percent decrease in 30-day prevalence for alcohol

26

Percent decrease in the number of students who consume 5 or more drinks in one occasion (binge drinking)

16

Percent increase in number of students who report never smoking

7

Percent decrease in 30 day prevalence for the use of marijuana

2

Percent increase in annual prevalence for marijuana use

Outreach initiatives have helped to support the educational mission of the office.

37

There has been a 37% increase in the number of students who report awareness of the University's alcohol and drug prevention initiatives/programs.

# The Office of AccessAbility Services

The Office of AccessAbility Services (OAS) guides its work with best practices under the strategic plan of the University and the Division of Student Affairs. OAS services are designed to meet the unique educational needs of students with documented permanent and temporary disabilities such as ADHD, ASD, learning disabilities, psychological disabilities, deafness and hearing impairments, blindness and visual impairments, and physical disabilities.

The philosophy and mission of the program is to encourage independence, assist students in realizing their academic potential, and to facilitate the elimination of physical, programmatic, and attitudinal barriers. The OAS staff is here to assist individuals with disabilities in meeting their educational challenges successfully.

The Office of AccessAbility Services is most proud of reaching goals related to visibility and outreach initiatives. OAS provided seven workshop events, co-sponsored five outreach events, implemented new social media accessibility initiatives, and advised a new club on campus, DiversAbility Club. This is considerable growth in efforts related to increasing visibility and awareness regarding disability culture and identity aimed to improve the campus and community climate surrounding students with disabilities.

ACADEMIC YEAR	#OAS REGISTERED STUDENTS	#EXAMS PROCTORED BY THE TESTING CENTER	#NOTE-TAKERS NEEDED	#LOA'S CREATED
2014-15	336	619	238	1135
2015-16	422	680	263	1290
2016-17	463	802	339	1356
2017-18	509	894	472	1470

\*Please note: As of 9/14/18, 578 OAS-Registered students, this is a 69 student increase from May 2018-September 2018 alone\*

# The Office of Student Conduct

The Office of Student Conduct is located on the second floor of Wood Support Services on the Eastern Connecticut State University campus. It is a part of the Division of Student Affairs and is administered by the Interim Director, Christopher Ambrosio. The purpose and function of the Office of Student Conduct is different from the criminal justice process.

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.

**76**

Percent of students could identify where to find the student code of conduct.

**80**

Percent of students felt respected during the conduct process (*an additional 8% were neutral*)

**76**

Percent reduction in spring semester off campus arrests in the local community from spring 17 to spring 18.

**41**

Percent reduction of students found responsible for code of conduct violations from Academic Year 16-17 to Academic Year 17-18

**50**

Percent reduction in amount of students being found responsible for more than one code of conduct violation from Academic Year 16-17 to Academic Year 17-18.

# The Office of Student Activities

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.

Involvement comes in many different shapes and sizes, all through which students have opportunities to develop new ideas, discover hidden talents, build interpersonal relationships, and work to accomplish collectively what could not be done individually. Life-long learning, leadership development, personal growth, and even future careers are informed by involvements in these student organizations and other involvements.

**1604**

Students participating  
in Fall organizations (*up  
from 1594 Fall 2015*)

**92**

Knowledge about differ-  
ence cultures

## GPAS FOR SPRING 2017

Those that participate  
in clubs

**3.03**

**VS**

not in clubs

**2.75**

*(a difference of .28).*

A robust Commuter Challenge was developed for the Fall and Spring Semesters. The Fall program was successful and was managed by a graduate assistant who then left in January. This combined with the maternity leave of a staff member lead to a drop off in the Spring program. Numbers not being tracked correctly, publicity was effective.

**1087**

Fall Commuter Challenge  
Attendance

**227**

Spring Commuter Chal-  
lenge Attendance

# The Office of Student Affairs

The Office of Student Affairs seeks to engage our students in meaningful ways, connecting them to experiences that separate them from their peers in higher education and provide both an intellectual epiphany and a competitive edge in the marketplace. Facilitating first year students to become engaged and then graduate four years later as significantly more sophisticated and articulate leaders for our society is an outcome that we seek for our students. The Eastern Experience, grounded in the liberal arts, is what separates this University from its peers and is what will foster the potential of each of our students. The strategic initiatives identified will inform our work and will challenge us to provide the best experience for our students. The strategic initiatives are designed to augment students' meaningful interactions outside of the classroom. These interactions are centered on co-curricular learning, health and safety, and leadership development. We believe that active engagement in each of these areas is a crucial component of the Eastern liberal arts experience.

**Step-Up Training** As detailed in the table below, student-athletes that participated in Step-Up training improved their knowledge of appropriate ethical behavior and effective bystander intervention by

**12%**

## STEP UP! PROGRAM ANALYSIS

Question	Pre Test: Correct	Pre Test: Incorrect	Post Test: Correct	Post Test: Incorrect
<b>1</b>	<b>90</b>	<b>50</b>	<b>122</b>	<b>26</b>
<b>2</b>	<b>99</b>	<b>41</b>	<b>114</b>	<b>34</b>
<b>3</b>	<b>68</b>	<b>72</b>	<b>105</b>	<b>43</b>
<b>4</b>	<b>127</b>	<b>13</b>	<b>140</b>	<b>8</b>
<b>5</b>	<b>65</b>	<b>74</b>	<b>102</b>	<b>46</b>
<b>6</b>	<b>132</b>	<b>8</b>	<b>139</b>	<b>9</b>
<b>7</b>	<b>115</b>	<b>25</b>	<b>135</b>	<b>13</b>
<b>TOTAL</b>	<b>696</b>	<b>283</b>	<b>857</b>	<b>179</b>
<b>TOTAL RESPONSES</b>	<b>979</b>			<b>1036</b>
<b>TOTAL PARTICIPANTS</b>	<b>PRE TEST</b>	<b>140</b>	<b>POST TEST</b>	<b>148</b>
<b>TEST PERCENTAGE</b>	<b>71%</b>	<b>29%</b>	<b>83%</b>	<b>17.28%</b>

## RATE OF CHANGE 12% INCREASE IN CORRECT RESPONSES

<b>POST TEST</b>	<b>106</b>	<b>41</b>	<b>1</b>
As a result of the training, I am more likely to help:	More than before	Same as before the training	Less than before the training

# The Veterans Education & Transition Services Center

The mission of the Veterans Education and Transition Services (VETS) Center is to provide comprehensive support services to prospective and current students, including community college transfers, who are members of the U.S. armed services. In addition, the Center will provide assistance to student Veterans in dealing with and resolving their unique academic and life issues. The VETS Center is open to veterans, their family members and the Eastern Connecticut State University community.

**Welcome Back Workshops (WBW), Coffeehouses, and Activities** Activities at the Veterans Center are development to allow Veterans to be introduced to the Center, become familiar with resources on campus, resources within the community, and to begin a relationship with other Veterans and the staff at the center. These activities are in direct relation with the strategic goal to engage personal developed and make connections with students, Veterans and faculty.

**10**

The Veterans Center sees approximately 10% of the campus Veteran Population.

**26**

Of that population, 26% attend the Veterans Center events.

To assess interest and usage of the Veterans Center, attendance is taken (sign in roster/ ID swiper) when students visit the Center. The number of Visitors seemed to remain the same from the Fall to Spring Semester 2016-17. *(Data prior to Fall 2016 was not captured)*

**87**

Data shows a growing interest of 44% from Fall 2016 (87 Visits)...

**125**

To Spring 2017 (125 Visits).

# Student Orientation, Advising & Registration SOAR

As a first-time, first-year student, you will participate in an overnight SOAR (Student Orientation, Advising & Registration) program in the summer before your fall enrollment, and the Fall Warrior Welcome program in August before you begin your fall semester. The primary goal of the orientation program is to provide various opportunities for new students to learn methods for academic and social success at Eastern Connecticut State University. Our programs are designed to support incoming students as they: meet other new students and current student leaders, become familiar with the faculty and staff, as well as services and resources available on campus, prepare for academic advisement, registration and other pertinent aspects of course selection, and learn the importance of displaying civility, respecting diversity and minimizing risky behaviors.

## SUMMER 2016 253 RESPONSES

Navigating Campus

Campus Traditions

Campus Involvement

Willimantic & Surrounding Community

Sense of Belonging at Eastern

**16**

**7**

**2**

## FULL-TIME, FIRST-TIME FRESHMEN GRADE POINT AVERAGES & RETENTION RATES BY SOAR SESSION

1 Year Retention	FALL 2014				FALL 2015				RETENTION RATE TOTALS		
	Count	Retained	Ret. Rate %	Ave. GPA	Count	Retained	Ret. Rate %	Ave. GPA	Count	Retained	Ret. Rate %
SOAR 1	143	99	69	3.02	169	139	82	3.13	312	238	76
SOAR 2	129	106	82	2.80	177	140	79	2.56	306	246	80
SOAR 3	141	98	70	3.02	166	123	74	3.05	307	221	72
SOAR 4	146	105	72	3.10	157	118	75	2.97	303	223	74
SOAR 5	129	102	79	2.83	122	88	72	2.93	251	190	76
SOAR 6	135	98	73	1.79	120	92	77	2.97	255	190	75
No SOAR	43	24	56	2.45	44	25	57	2.55	87	49	56
<b>TOTAL</b>	<b>866</b>	<b>632</b>	<b>73</b>	<b>3.00</b>	<b>966</b>	<b>732</b>	<b>76</b>	<b>2.90</b>	<b>1832</b>	<b>1364</b>	<b>74</b>