

# DIVISION OF STUDENT AFFAIRS



# MESSAGE FROM STUDENT AFFAIRS



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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 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

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# OFFICE OF ACCESSABILITY SERVICES (OAS)

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

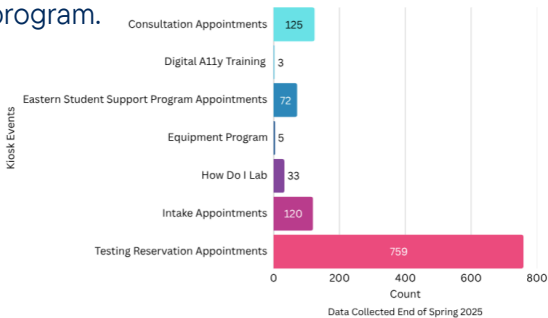
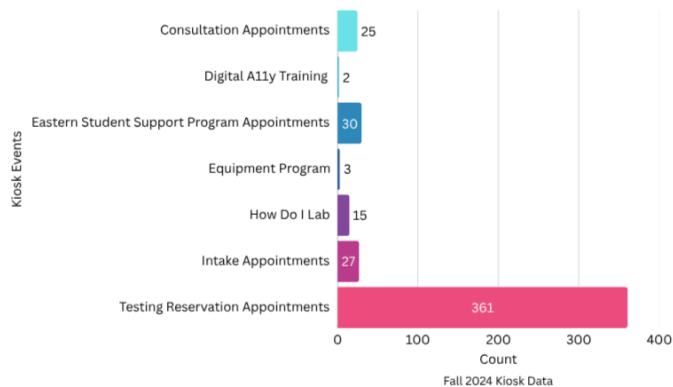
Increase the usage of services underutilized by students

### ASSESSMENT PLAN & CRITERIA

- To identify the categories of services that were being underutilized, the Office of AccessAbility Services (OAS) collected and reviewed information through data entered into the Kiosk. Once the underutilized services were identified, the following actions were taken to increase usage of those services:
  - Intentional outreach was made to students marketing the Eastern student support program.
  - Staff were prompted to enter virtual appointments in the Kiosk.
  - Front desk staff completed increased training and ensured accurate check-ins within the Kiosk.

## EVALUATION

- The Office of AccessAbility Services (OAS) met their goal to implement the use of a Kiosk, identify underutilized services, and increase the utilization of those services.
- Data collected from Kiosk usage revealed that there was a steady increase in students utilizing the “How Do I Lab.” Outreach efforts and the guidance of front desk staff were the key factors that contributed to the increase in more students using the Kiosk.
- From Fall 2024 to Spring 2025, there was a 120% increase in students utilizing the “How Do I Lab.”
- Due to extensive outreach efforts on ground and via social media, in the spring of 2025, OAS saw their numbers tripled in student participants of the Eastern Student Support program.



## FUTURE PLANS

- The Office of Accessibility (OAS) plans to continue efforts towards ensuring that the Eastern Student Support Program captures as many virtual appointments as possible within the Kiosk.
- While there were more appointments captured in the Kiosk throughout the semester, OAS will have to reinforce that front desk staff ensure that students are signing in the Kiosk.
- The OAS staff members have made it a continued goal to better streamline the process for capturing all virtual and in person connection points to the office.



# ATHLETICS, INTRAMURALS & RECREATION



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 assure the assimilation of student-athletes into the general student body.

## LEARNING OUTCOME

Improve student athletes', staff's, and coaches' knowledge, awareness, and involvement in campus engagement

## ASSESSMENT PLAN & CRITERIA

The Department of Athletics, Intramurals & Recreation took the following actions to assess the goal of improving student athletes', staff's and coaches' knowledge, awareness, and involvement in campus engagement:

- Coaches tracked team involvement among individual teams on an excel document, where they were able to monitor the hours student athletes participated in campus engagement activities.
- The Student Athlete Advisory Committee (SAAC) developed a community outreach position on its executive board responsible for presenting campus-wide events at SAAC meetings and organizing opportunities for student athletes to become involved.
- As an incentive to increase fan engagement, the Athletics Department used giveaway items such as product/service donations that they solicited and received from local businesses.

## EVALUATION

The Athletics Department successfully improved the knowledge, awareness, and involvement of student athletes, staff, and coaches in campus engagement. The department was more intentional in tracking team involvement and was able to collect the following data:

- Student athletes, staff and coaches participated in a total of **44 events**, which resulted in **2,571 hours of active engagement** on campus and in the community.
- SAAC was able to collaborate on the fall festival with the Center for Community Engagement, which resulted in majority of student athletes volunteering. Based on the data collected and tracked for this event, teams were actively involved with the community. The donations received from local business were well-received by students contributing to the increase of fan engagement.

## FUTURE PLANS

The Department of Athletics, Intramurals & Recreation plans to partner with SAAC to develop a yearlong campus-wide engagement campaign for student athletes to participate, which will also serve as a way of gathering data on campus involvement.

# CENTER FOR COMMUNITY ENGAGEMENT (CCE)

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

Improve students' relationships and develop a shared sense of purpose, strengthening their sense of belonging at Eastern and within the local community

### ASSESSMENT PLAN & CRITERIA

- To improve student relationships and strengthen their sense of belonging, the CCE provided student-led, semester-long volunteer opportunities to help Eastern student volunteers in community programs develop a deeper understanding of local community needs and available resources.
- CCE student leaders collected 126 completed reflection surveys at the end of the Fall 2025 semester and 119 completed reflection surveys at the end of the Spring 2025 semester from their Eastern student volunteers for a total of 245 responses.
- In addition to gaining a deeper understanding of local community needs and resources, the CCE introduced a new question this year: *"How has volunteering contributed to your sense of belonging?"*

### EVALUATION

- The CCE successfully achieved its goal to foster a sense of belonging and build more meaningful relationships among students—both at Eastern and within the broader community—through shared volunteer experiences and reflection. Based on the collected feedback from 245 Eastern student volunteers, the CCE learned that while many expressed a greater awareness of local resources, they felt that volunteering through the CCE fostered a sense of connection.
- Out of 245 students who responded to the survey, **234 (96%)** reported that their volunteer experience contributed positively to their sense of belonging.

The ways in which students described the impact of volunteering through the CCE are outlined below:

- 66 students (27%) reported feeling more connected to their peers as a result of their volunteer experience.
- 76 students (31%) stated that volunteering helped them feel more connected to the broader community.
- 69 students (28%) expressed that volunteering gave them a sense of shared purpose with others.

## FUTURE PLANS

- Building on the success of their goal and reflecting on what they've learned, the CCE will continue offering semester-long volunteer programs for Eastern students. The CCE remains committed to identifying new opportunities within the local community where college student involvement can make a meaningful impact, while also cultivating new and existing partnerships with community partners.
- The CCE plans to increase student engagement by enhancing campus-wide collaboration and promoting awareness of service opportunities. They plan to partner with faculty and have already begun collaborations particularly in the departments of Education, Social Work, and Sociology, to involve students through subject-specific community programs.

# COUNSELING AND PSYCHOLOGICAL SERVICES

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

Increase and expand access and availability of individual, group, and crisis counseling services, along with medication management offered to students

## ASSESSMENT PLAN & CRITERIA

- CAPS addressed the increased demand for counseling by prioritizing individual sessions and intake availability and providing urgent hours on weekdays not only during the fall and spring semesters, but also during the winter and summer sessions. They also expanded outreach and education efforts to raise awareness of services. These initiatives were tracked using various methods to ensure timely and effective support for students.
- CAPS measured and monitored their progress by
  - Tracking the number of individual counseling sessions, intake slots and urgent hours utilized and then compare year-over-year data.
  - Recording the number of outreach sessions conducted and the number of individuals reached to assess effectiveness.
  - Tracking the number of therapy groups established and the total number of group appointments held to determine participation success. Feedback from group members were also gathered.
  - Filling trainee positions and tracking the counseling services provided by trainees.
  - Regularly reviewing session data, treatment plans, and medical necessities of clinical services.

## EVALUATION

- From June 1, 2024, to May 31, 2025, CAPS successfully prioritized clinical hours for individual sessions and intake slots, providing over 2,500 individual counseling sessions to 436 unique clients.
- CAPS conducted 296 intake sessions, including updates and urgent intakes. Outreach efforts were extensive, with CAPS staff conducting 59 sessions that reached 2,298 individuals.
- Urgent hours were offered Monday through Friday, resulting in 145 unique clients attending 177 urgent appointments during the 2024-25 academic year, an increase from previous years.
- The increase in urgent appointments and the establishment of three therapy groups demonstrated a growing demand for diverse counseling services including the Men's Group, Creating Connections Group, and Queer and Now Group, highlighted the importance of tailored therapeutic offerings.

## FUTURE PLANS

- CAPS plans to continue advocating for the retention and expansion of their space in Webb Hall, as the central location has proven to improve access to counseling services and enhance staff cohesion.
- To increase awareness of CAPS services and promote student mental well-being, the CAPS director has created a social media plan, which will be managed by the Administrative Assistant.
- CAPS will also continue to share information about counseling services through various channels, including first-year orientation sessions, the student handbook, the CAPS website, classroom presentations, and email communications.

# HEALTH SERVICES

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 the overall medical care of students

### ASSESSMENT PLAN & CRITERIA

- The Health Services staff of Eastern is dedicated to enhancing quality of care through the application of evidence-based medicine. This commitment involves the continuous review of current research and medical findings, ensuring that pertinent information is disseminated to the health services staff.
- Regular participation in Medical Grand Rounds and Table Rounds facilitated the discussion of complex cases and kept the staff abreast of the latest medical advancements.
- Patient surveys were provided and reviewed to gather feedback and improve service delivery.
- Health Services staff reviewed patient Electronic Medical Records (EMR) to analyze diagnoses and the annual number of students seen for each diagnosis.
- The institution also tracked and reviewed staff education credits and monitored the use of “UpToDate” for Continuing Medical Education (CME).

### EVALUATION

- Health Services did appear to meet their assessment goals for improving patient satisfaction with the care given and the overall professionalism of staff.
- Additional findings showed that regular dissemination of medical information and case studies enhanced collective knowledge.
- Based on their findings, Health Services found that **90% of students rated services as 4 or 5**, aligning with community-based office standards, and 88% rated the amount of time spent with students as high.
- Monthly surveys improved satisfaction ratings and allowed for immediate adjustments.
- Staff consistently met and often exceeded required education standards, utilizing UpToDate for Continuing Medical Education (CME) and significantly surpassing the required credits.
- Through the analysis of diagnoses and treatment failures, patterns were identified in certain illnesses, enabling targeted education and improved diagnostic accuracy, ensuring the delivery of high-quality, evidence-based care.

### FUTURE PLANS

- Student Health Services will continue to monitor staff education credits biannually to ensure ongoing professional development.
- Establish monthly Grand Rounds with staff to review interesting cases.
- Further development and implementation of monthly emails to faculty and staff titled “A Medical Minute” will cover relevant campus illnesses and breakthrough medical research.



# HOUSING & RESIDENTIAL LIFE

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 student services by better integration with other offices and systems within the Housing Department

## ASSESSMENT PLAN & CRITERIA

- The Office of Housing and Residential Life took the following actions to achieve the outcome of improving student services:
  - Monitored no contact orders in collaboration with the Equity & Diversity and Student Conduct Offices.
    - Measured quantity of incoming complaints from an individual living in the same building of a persons issued a no contact order.
  - Utilized digital and in-person programming in conjunction with survey data to fill rooms/apartments with preferred roommates to reduce the number of room change requests after move-in dates.

## EVALUATION

Overall, the goal of improving student services was achieved, and steps have been taken to meet students' needs for the 2024-2025 academic year. This has been met in the following manners:

- Communication has improved with the Office of Student Conduct and the Office of Equity and Diversity. A process and tool were created to help ensure that residents that have no contact orders with other residents are identified and that these individuals are not living in close proximity to one another.
- The Office of Housing & Residential Life is in the process of changing housing software to better meet the needs of students and to provide them the opportunity to identify potential roommates based on their preferences of preferred roommate traits. Additionally, we will host programs in the spring semester to help facilitate in person and online roommate matching to have more students fill all possible apartment room openings.

## FUTURE PLANS

- The Office of Housing & Residential Life will continue to educate students with the quantity and type of rooms available on campus for the room selection process.
- For the 2025-2026 academic year, there will be the creation of a new room selection process for Low Rise and High Rise apartments in order to accommodate larger roommate groups.
- The Office of Housing & Residential Life plans to identify ways to reduce future waitlists for room changes.

# INTERCULTURAL CENTER

The MISSION of the Intercultural Center is to create a more 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, celebrates identities and fosters everyone's cultural awareness. We partner with Eastern's community to support marginalized students, create a sense of belonging for all, and welcome everyone to be a part of our mission.

## LEARNING OUTCOME

Increase students' awareness of professional opportunities and best practices outside of Eastern

### ASSESSMENT PLAN & CRITERIA

- Two key events were hosted in the 2024-2025 academic year to help students build their professional development and networking skills.
  - "The Huddle" event was hosted with the goal of enhancing students' professional etiquette and featured the Miami Dolphins' Director of Community Engagement who spoke about maintaining professionalism and authenticity.
  - "The Black Expo" was hosted and centered around POC entrepreneurs sharing their business experiences to help students of color explore different career paths.
- Students filled out feedback surveys to share their takeaways from each event.

### EVALUATION

- Based on attendance data and survey results, the Intercultural Center was able to increase students' professional development skills.
- **153 students** attended "The Black Expo," which helped students of color better understand the structural challenges they may face in education, the workplace, and society at large while validating their lived experiences.
- **16 students** attended "The Huddle"; students gained practical insights into workplace professionalism, networking, and career readiness. The event emphasized students building confidence in their personal identity and values. Students were also inspired by a successful professional of color in a leadership role, encouraging them to pursue leadership opportunities themselves.

## FUTURE PLANS

- As a result of their findings, the Intercultural Center will continue to grow the professional and informal mentorship program, providing students with opportunities to explore career development and professional growth in a comfortable and familiar setting.
  - The Intercultural Center aims to pair students in the mentorship program with mentors who reflect their identities and lived experiences. Eastern alumni will be contacted in order to have a more diverse array of mentors for the future iterations of the program.

# PRIDE CENTER

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

Improve community building among Eastern students and the Pride Center

## ASSESSMENT PLAN & CRITERIA

- The Pride Center (PC) created a Discord server to improve community within the Center.
- Clear community guidelines were established to reflect the Center's values.
- The server was promoted through signage, social media posts, and regular reminders in the Pride Center weekly email.
- Student feedback and evolving needs were used to evaluate and adapt the server.



## EVALUATION

- The Pride Center successfully launched a Discord server with the goal of creating, managing, and moderating a safe and affirming online space for Eastern Connecticut State University students. This initiative aimed to expand our reach beyond the physical space of the Center and to cultivate greater accessibility to LGBTQIA+ affirming spaces and resources.
- **69 students** joined the Pride Center Discord server over the course of the 2025 Academic year, with membership increasing steadily throughout the year.
- Within Discord, a diverse array of channels was created to allow students to engage in conversations on a range of topics, including, but not limited to, current events, resources, celebrations, crafting, gender euphoria, and more.
- Launching and managing a Discord server for the Pride Center gave valuable insights into how digital platforms can enhance community-building and student engagement, namely by extending the Pride Center's availability to students during evenings or university breaks.

## FUTURE PLANS

- Launching the Pride Center's Discord server met the learning outcome and also strengthened the Pride Center's capacity to meet students where they are. The Pride Center now has a sustainable, student-informed tool that supports community-building, peer connection, and access to resources.
- Continued evaluation of the space will ensure that it remains a vibrant and safe digital extension of the Pride Center's mission. The Pride Center will continue to market the Discord server in hopes of growing the membership over the next academic year.

# STUDENT ACTIVITIES

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 commuter participation in programs offered on campus



## ASSESSMENT PLAN & CRITERIA

- Events were promoted via the department's Instagram that contained a commuter-specific highlight reel and through weekly email newsletters.
  - Email newsletters were sent through the platform, Constant Contact, which allows for tracking of users' clicks and opens of sent newsletters and surveys.
  - At the conclusion of each newsletter, a unique question was included to gather input for improving commuter offerings.
  - Participation was assessed by tracking event attendance and distributing surveys.
- Commuter events including, Brunch, Commuters Run on Donuts, Southern Grab and Go, Teatime in Wonderland, and Finals Survival Kits events had an attendance ranging from 36 students (Southern Grab and Go and Teatime in Wonderland) to 66 students (Finals Survival Kits).
  - Commuter locker usage went up from ~50% of lockers used in the 2023-2024 year to full capacity at 45/45 lockers used during the 2024-2025 academic year.
  - Based on Spring newsletter engagement data, ~30% of commuters open the newsletters each week.
  - Responses from the commuter newsletter questionnaire showed commuter students wanted events programmed on specific times and days of the week as well as more food inspired events. We were able to incorporate these ideas and requests into the spring events.

## FUTURE PLANS

- Reinstating a commuter Instagram could be beneficial. Despite marketing efforts, such as weekly emails through the commuter newsletter, flyers, day of reminders, and constant word of mouth marketing, many students say they didn't know about certain opportunities, such as commuter events, shuttle services, library resources, food pantry hours, or other meal plan options.
- Student Activities will consider a commuter leadership board to mobilize commuter students who typically don't have the time to go to other club events but still want to be a part of the Eastern community.
- Student Activities will engage with more departments for cross-promotion and host a commuter mixer before the Commuter Challenge begins.

## EVALUATION

- The Student Activities Office successfully increased commuter student participation during the 2024-2025 academic year.
- The Student Activities Office held 7 commuter events; the average number of attendees being 52 students per event. The Campus Activity Board (CAB) hosted many daytime events to accommodate commuter schedules.
- Fall and Spring Commuter Challenge participation is as follows:
  - Fall 2024: 25 teams and 26 students, compared to 8 students in Fall 2023.
  - Spring 2025: 19 teams and 23 students, compared to 14 students in Spring 2024.



# STUDENT CONDUCT

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

Enhance the training and procedures for hearing officers (Hall Directors) and resident assistants to raise awareness of implicit biases that could influence adjudication documentation

## ASSESSMENT PLAN & CRITERIA

- To assess if they were able to improve bias awareness, the Student Conduct Office conducted a needs assessment and a focus group by surveying hearing officers, RAs, and students regarding the conduct process. Current adjudication policies were reviewed.
- A Task Force was established to guide training development, ensure diverse perspectives, and monitor conduct policy implementation. The Task Force was made up of the Director of Student Conduct, a Residence Life Coordinator, a Senior Resident Assistant, and a Student Conduct Intern.

## EVALUATION

- The goal of enhancing the training and procedures for hearing officers and resident assistants was met. The focus group emphasized the importance of establishing trust with participants to ensure they feel comfortable sharing sensitive information.

## FUTURE PLANS

- Student Conduct will continue to host Task Force meetings in order to continually improve the adjudication process.
- Training modules will be designed and implemented by the Student Conduct Office focusing on topics such as:
  - Understanding Implicit Bias
  - Cultural Competency and Inclusive Practices
  - Equity in Documentation and Sanctioning
- An evaluation rubric will be created to assess whether participants can effectively apply the concepts from the training(s) they have completed.
- A survey will be released to hearing officers and resident assistants to track if individuals' confidence has improved in regard to identifying and mitigating biases throughout the adjudication process after completing training modules.

# WELLNESS EDUCATION & PROMOTION

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 the visibility and use of the VETS Center

### ASSESSMENT PLAN & CRITERIA

- To work toward completion of this goal, the director took the following actions:
  - A sign-in sheet was used to track the dates and times that students signed in to use the VETS Center.
  - Sign-ins were tracked in an Excel file for each semester to tally the collected data.
  - The director would send various email communications to veteran students in order to allow students to become familiar with her name as the new director and to see events/information from the center.
  - An open house was held in October to allow students to learn where the VETS Center is and what resources were available.
  - A pizza party social event was held in the spring to connect students to each other.
  - Posts were consistently made/used on social media platforms.
  - A survey was created and sent to all 99 vets.

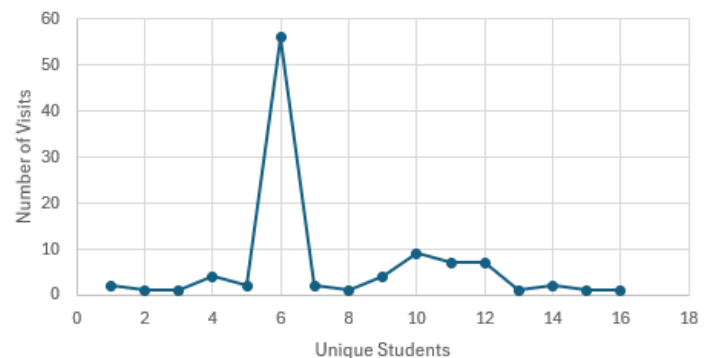
## FUTURE PLANS

- A survey will be sent to students within the first two weeks of the fall semester to gather information on programs and other events they would like to see from the VETS Center.
- Another goal will be to create programs for students who are using a parent/spouse's benefit who may feel the space is not for them.
- The office will focus on increasing the use of the VETS Center by surpassing the number of sign-ins and unique students the center had this year.

### EVALUATION

- The goal of increased visibility and use of the VETS Center was met.
  - There were **101 total sign-ins** for the VETS Center, with 16 of them being unique students. A spring 2024 sign-in sheet with 16 sign-ins for the entire semester was used to determine this goal.
  - An open house was held in the fall, and six students attended; while that number is low, five out of the six students were students who had not visited the VETS Center before.
  - A total of eight emails were sent specifically to our veteran students about programs, opportunities for employment/education, financial aid and navigating the job market throughout the academic year. Moving forward, students will begin to recognize the director's name, and the center will continue to assist students who reach out for support.

VETS Center Sign-In by Unique Students



# WOMEN'S CENTER

The MISSION of the Women's Center is to foster a space for belonging by affirming and honoring the experiences of women and supporting justice and equity for all. We use an intersectional framework to guide interventive efforts, cultivate solidarity, and to promote networking amongst women in the academy and beyond. Through community outreach and engagement, workshops, thematic programming, advocacy resources and more, we aim to effectively champion gender equity and combat interpersonal violence.

The Center provides support services, including crisis intervention, for all survivors affected by such violence. Together, we affirm, honor, and empower through solidarity and advocacy, Rooted in Power.



## LEARNING OUTCOME

Improve opportunities for collaboration and partnership with women in the academy and community agencies to strengthen programmatic impact on students

## ASSESSMENT PLAN & CRITERIA

- The Women's Center continues to offer a dynamic and inclusive range of programs each academic year, designed to engage and support a diverse and evolving population of women in the academic community. These programs aim to foster personal, academic, and professional development through intentional engagement and collaboration.
- During the 2024–2025 academic year, a focused assessment was conducted on the Center's signature programs. This evaluation identified opportunities for growth, particularly in the areas of partnership development and program relevance.
- Focus was placed on reviewing current partnerships for effectiveness, identifying new potential collaborators across campus, and enhancing the impact of the range of programs offered.
- Programming was reviewed on a regular basis throughout the academic year. Adjustments were made as needed to ensure offerings remain relevant, inclusive, and impactful. This iterative process supported continuous improvement and responsiveness to the needs of the community.
- The Women's Center expanded its partnerships to include departments and offices like Financial Aid and Academic Services, while maintaining collaboration with the student organization FEMALES.
- A list of partners, attendance at events, and a mid-year survey were given for data collection purposes.
- Monthly Sisterhood Meetups, an initiative that brings women in the academy together through meaningful conversations and shared activities, and "She Leans In" events, which feature faculty members at Eastern who share their personal story and journey through higher education with students, occurred.

# WOMEN'S CENTER

## EVALUATION

- The Women's Center (WC) did reach their goal in broadened collaboration with student organizations and enhanced our partnerships with community agencies. Through programs and collaborations, **over 1,000 students** were reached.
- Over 70% of programming and events organized by the WC included at least one collaborator. This allowed for connection with over forty unique individuals, resources, departments, and organizations.
- Events such as, "She Leans In," Sisterhood Meetups, and a financial literacy series have consistent attendance while providing a space for collaboration with other organizations such as the Film & Media Club, Financial Aid Office, and Women's Rugby.

## FUTURE PLANS

- Building on the success of cross-disciplinary and community-based collaboration, we will continue to expand our programming to support the holistic development of women in the academy. Based on strong student interest, we will place greater emphasis on the Financial Literacy Series, Mentor Relationships, and a Women and Health initiative.
- The Women's Center will implement a follow-up system within our mentoring program to foster stronger student-faculty mentorship connections. This will include a networking component designed not only to help students establish meaningful mentor relationships, but also to model effective follow-up strategies. More structure will be brought to the mentorship experience, "She Leans In," to foster a stronger network for sustained mentorship. The newer initiatives that were organized, including the Women of Color Retreat and Latina Excellence initiative, will be further developed to make the networks of support more visible, while deepening belonging and strengthening retention for women in the academy. The Women's Center plans on working towards improving more connection amongst women in the academy including alumni, nontraditional students, mothers, returning students, and more.
- The signature social programs such as Sisterhood Meetups, Girls' Night Out, and HerFest will continue forward with changes that strengthen the quality of the programs and the connection that students make with each other and how they utilize the Women's Center. The Center plans to implement themed meetups that remain casual but are more interest-based gatherings that allow women to connect organically around specific themes.
- A core goal of this work is to empower women in the academy to see their potential and to think intentionally about their future. The Center anticipates hosting at least one career focused fair that highlights a specific academic or professional field. The Center is also exploring the idea of organizing our own conference for women in the academy or identifying an outside conference to attend as a group.





# EARLY MORNING SUPPORT SERIES



The MISSION of the Early Morning Support Series is to provide students with opportunities that foster student success, help them build community, and develop the whole student academically, socially, mentally, and professionally for continued future success.

## LEARNING OUTCOME

Increase students' satisfaction and participation in the Early Morning Series' productive use of time during each session.

## ASSESSMENT PLAN & CRITERIA

- The Early Morning Series, also called “Finishing Strong,” takes place during each semester before mid-term exams. About seven to nine sessions are held each semester.
- At the end of the last session, each student was given a basic event satisfaction survey, which included rating the effectiveness of the time spent during each session, the refreshments served, and likelihood of future participation.
- Pre- and post-assessments were also given at the beginning and end of the program.

## EVALUATION

- Attendance data revealed that the “Finishing Strong” Early Morning Series did increase the number of unique participants from 59 in Fall 2024 to 81 in Spring 2025.
- Event evaluation forms for each semester were given:
  - In Fall 2024, 92% evaluations taken stated that the event usefulness was a 5, 84% scored the time used during this series a 5, and 96% would participate in the future.
  - In Spring 2025, 90% of students rated the event usefulness as a 5, 87% rated the time used within the program as a 5, and 96% would participate in the future.
- Students expressed the desire to gain skills in productivity and time management by participating in this program. Post-assessment surveys gathered data that aligned with previous students' desires. They gained motivation, organization, productivity, and accountability.
- Suggestions for improvement centered around incorporating a variety of activities for more interactions and accountability.

### Finishing Strong Early Morning Series with Dr. P

Fall 2024: October 15, 22, 29 | November 5, 12, 19 | December 3

Unique Participants: 59

Event Evaluations: 26

- **Event Usefulness:** On a scale of 1-5, with five being the highest, 24 of 26 students scored this event's usefulness as a 5.
- **Time Management:** On a scale of 1-5, 22 of 26 students scored the time used for this event as a 5.
- **Refreshments:** On a scale of 1-5, 22 of 26 students scored the refreshments served at this event as a 5.
- **Future Participation:** 26 out of 26 students responded with yes.

Fall 2024 GPA Summary:



### Finishing Strong Early Morning Series with Dr. P

Spring 2025: March 4, 11, 25 | April 1, 3, 8, 15, 22 | May 6

Unique Participants: 81

Event Evaluations: 32

- **Event Usefulness:** On a scale of 1-5, with five being the highest, 29 of 32 students scored this event's usefulness as a 5. (90%)
- **Time Management:** On a scale of 1-5, 28 of 32 students scored the time used for this event as a 5. (87%)
- **Refreshments:** On a scale of 1-5, 29 of 32 students scored the refreshments served at this event as a 5. (90%)
- **Future Participation:** 31 out of 32 students responded with yes. (96%)

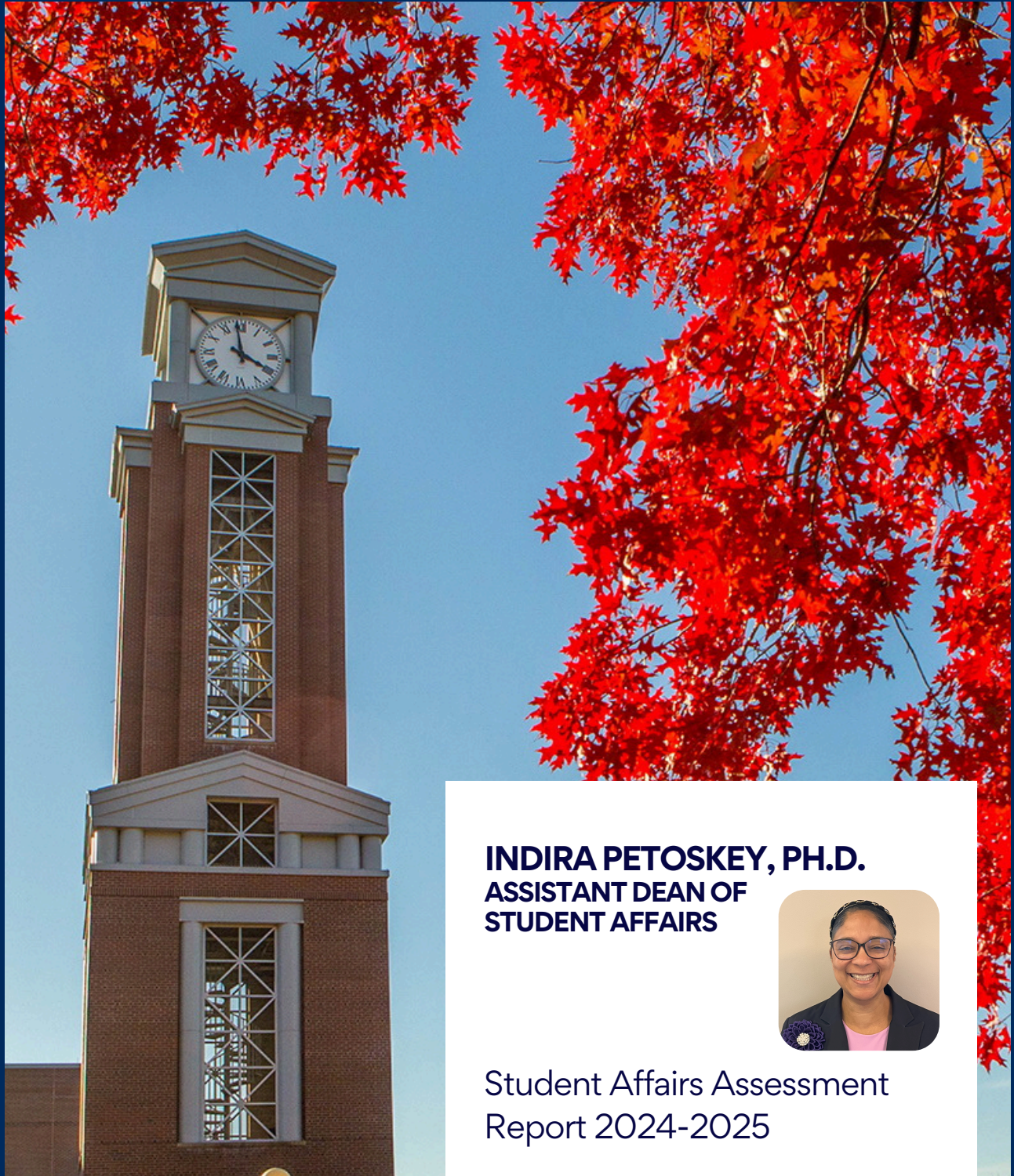
Fall 2024 GPA Summary:



## FUTURE PLANS

Based on students' feedback to the question, “What can we do better?”, the agenda will be further revised to include a greater variety of activities in the sessions, aimed at increasing peer interaction and accountability.

# SUBMITTED BY



**INDIRA PETOSKEY, PH.D.**  
**ASSISTANT DEAN OF  
STUDENT AFFAIRS**



Student Affairs Assessment  
Report 2024-2025