

DIVISION OF STUDENT AFFAIRS



**ASSESSMENT
REPORT**

2023-2024



MESSAGE FROM STUDENT AFFAIRS



**MICHELLE
DELANEY**

Vice President for Student
Affairs

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

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

Learning outcomes

- Development of measurable goals and 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 OUTCOMES

Increase students' access to information of services offered in the OAS while decreasing the number of inquiries made to staff

ASSESSMENT PLAN & CRITERIA

The Office of AccessAbility Services (OAS) engaged in several activities to reach their goal of increasing students' access to information of services offered while decreasing the number of inquiries made to staff. Such activities included the following:

- Updating the OAS website regularly and monitoring that this was done through reports submitted by staff.
 - Collaborating with various campus departments to ensure awareness of steps for students to access OAS services.
 - Using Digital A11y toolkit development and distribution of digital best practices training to offer to campus stakeholders.
 - Working with Accommodate client manager to determine specific office workflow.
- Students were surveyed to determine if they found OAS's website layout accessible.
 - A thorough assessment of digital compliance was conducted along with general usage of the services.
 - OAS tracked by email how many students were needing to be redirected to the website.

EVALUATION

- The Office of AccessAbility Services (OAS) was able to meet their goal to increase students' access to information of services offered in the OAS while decreasing the number of inquiries made to staff.
- In tracking the number of e-mails sent to redirect students to the website, OAS discovered that there were about 52 e-mails that had to be sent out as compared to 100 in 2023 and previous years.
- The OAS Testing Center continue to see an increase in the number of exams proctored.
- In fall 2023, proctoring data showed 408 exams scheduled, and 397 exams proctored at the OAS Center.
- In spring 2024, proctoring data showed 403 exams scheduled, and 370 exams proctored at the OAS Testing Center.

FUTURE PLANS

- While OAS did meet the goal of increasing students' access to information of services, OAS will plan to make a greater effort in effectively distributing event surveys and collecting completed surveys. OAS will do this by building in extra time at events for participants to complete the surveys.
- OAS will continue their efforts in making sure the website remains up-to-date and easy for students to navigate. OAS will also continue to give presentations for multiple departments to maintain and further increase awareness of OAS' services and physical space.

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

Increase the social media presence of Eastern's Athletic Department

ASSESSMENT PLAN & CRITERIA

To assess their goal to increase the social media presence of Eastern's Athletics Department, the staff took the following actions:

- Implemented Instagram's new "collaborative" feature, which allows multiple profiles to cross-post content to reach more than one audience.
- Assigned a videographer at every home game to provide consistent content to highlight the success of athletes in video format via Instagram reels and YouTube videos.
- Consistently took photography of all home games that was shared on social media platforms.
- Mic'd up players during practices to get more engagement outside the game setting.
- Drone footage of our athletic facilities.
- Student interns who manage individual programs social media pages.

The Athletics Department measured their progress by doing the following:

- Monitor the number of followers added each month.
- Monitor the number of accounts reached each month.
- Monitor the number of accounts that were engaged each month.

FUTURE PLANS

The Department of Athletics plans to continue monitoring the social media presence by again hiring a University Assistant who will take on this responsibility.



EVALUATION

Based on the monthly review of followers gained, accounts created, and the engagement activities, the Director believed that the department met their goal to increase the social media presence of Eastern's Athletics Department.

By December 2023, data indicated the following:

- Followers increased by 241 (6%) with a total of 4,309.
- An average of 24,975 accounts were reached each month.
- An average of 2,134 accounts were engaged each month.
- An average of 7,130 views were shown for video content (total of 50 videos).

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 OUTCOMES

Increase the number of unique students volunteering through the CCE

ASSESSMENT PLAN & CRITERIA

- To increase the number of unique students who volunteer through the Center for Community Engagement (CCE), more programs were added providing more opportunities for community service.
- The E-Live Software was used to count unique attendees – (unique differences versus recurring).
- CCE looked at the count of unique attendees weekly.
- A thermostat game among staff was conducted to guess what the numbers would be, and the one who guessed closest to the actual number received a \$10 certificate to the Student Center.
- CCE also collaborated with departments on campus, mainly clubs and the Athletics Department.

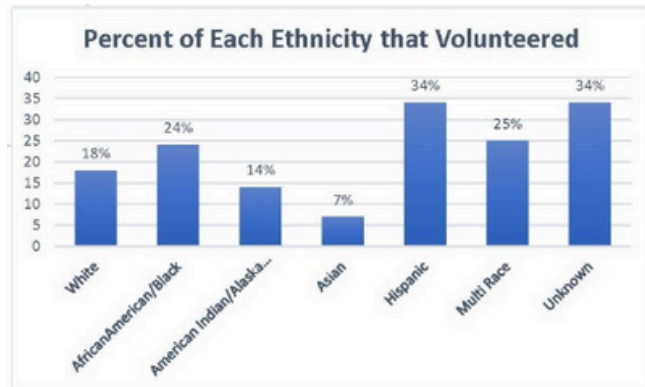
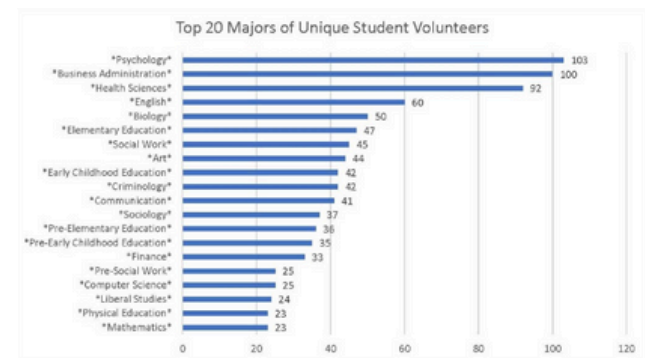
EVALUATION

- The Center for Community Engagement was able to meet their goal to increase the number of unique students who volunteered through the CCE.
- The CCE reached their goal of 800 unique student volunteers with the final number of the semester totaling 880 unique student volunteers. This was an increase of 39% from last year's number of 632.
- The CCE also learned that collaborating with other departments and groups on campus helped to spread the word and create new volunteer events and programs thus increasing the unique number of student volunteers.
- See chart for the unique number of volunteers data in 2023-2024.

FUTURE PLANS

- As a result of their findings, CCE will continue to look at the report of the breakdown of unique student volunteer numbers, which shows groups that they have not reached out to, such as certain athletic teams, majors, and campus clubs.
- Working directly with faculty and providing service-learning experiences needs to be looked at and revisited so that these numbers can be increased as well. The CCE currently gives 15 classroom presentations per school year, however, few faculty utilize the volunteer programs in addition to classroom work for service-learning opportunities, and CCE would like to increase this.

51% of Athletes Volunteered through the CCE this year – for a total of 242 unique student athletes. A 6% increase from last year.



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

Improve student functioning by decreasing distress impairment

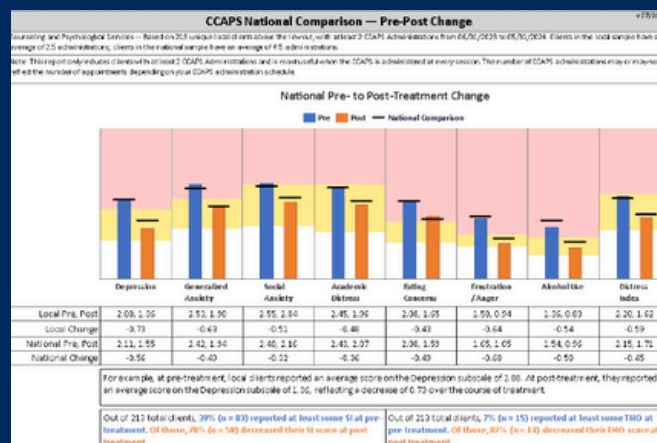
ASSESSMENT PLAN & CRITERIA EVALUATION

- To help improve student functioning by decreasing distress impairment, the Office of Counseling and Psychological Services (CAPS) scheduled weekly individual sessions with over 4500 appointments attended for 432 unique clients.
- CAPS also offered group counseling with two weekly therapy groups populating for 3-8 students at each.
- CAPS was able to utilize research-based interventions and offered CBT, DBT, EMDR, ART, client-informed, relational therapies supported by research.
- Students completed the CCAPS assessment at the start of Treatment and at the end of Treatment.

FUTURE PLANS

- As a result of their findings, CAPS will continue to provide high quality and effective professional counseling services to students, evidenced by the data collected. CAPS plan to improve Termination Summary data form to improve data capturing; operationalizing mild, moderate, and marked improvement ratings; include Evidence Based Practice (EBP) and Treatment Modality options in termination summary.

Students reported being mostly satisfied with the level of access to CAPS, counselor characteristics, and the positive impact of CAPS services on their academic and personal functioning. Students also reported reductions in distress experienced. Client satisfaction surveys were completed by students at the end of the fall and spring semesters. Results were reviewed by each clinician and the team as a whole. The data from fall and spring semesters were generated in May 2024.



Self-Reported Distress Levels: C-CAPS Pre-Posts Comparisons 2023-2024

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 OUTCOMES

Decrease student response times for appointments and treatments

ASSESSMENT PLAN & CRITERIA

- Student Health Services (SHS) have markedly improved in access and availability by increasing staff, streamlining the intake process and giving the nurse more responsibility.
- To continue improvement in decreasing student response times for appointments and treatments, Student Health Services created protocols to eliminate a midlevel or MD signature.
- Student Health Services was able to hire a new APRN allowing better access to health care.
- For most students, this is their first experience with a healthcare provider without a parent. SHS aims to instill confidence and show the importance of self-reliance.
- SHS also spends extra time ensuring the patient understands their diagnosis, prognosis, and treatment plan. They assist their clients with any potential barriers to the student's well-being. Students are given ample time at the end to ask questions. Prior to the end of the visit, all the patients are asked if there is anything else SHS can do to help them.

EVALUATION

- Student Health Services, for the most part, felt that they had met their goal of decreasing student response times for appointments and treatments.
- With 90% of student respondents indicating that they would recommend SHS to a friend for medical care, SHS is able to show its commitment to students and their health.
- Based on their findings, Health Services found that 94% of students felt the check-in and check-out were satisfactory or very satisfactory.
- 88.6% of student respondents were satisfied with the ease of making an appointment.
- 90% were satisfied with the friendliness, courtesy, and helpfulness of registering for their appointment.

FUTURE PLANS

- Student Health Services will continue to educate its staff on the latest medical knowledge and information to better inform students about their illnesses, treatments, and prognoses.
- SHS is committed to providing the same level of care where students are satisfied with the services rendered.

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

Increase the number of returning students who pay the housing deposit and participate in the housing selection process in spring 2024 as compared to spring 2023

ASSESSMENT PLAN & CRITERIA

- The Office of Housing and Residential Life took the following actions to encourage returning students early payment of their housing deposits for participation in the housing selection process:
 - Sent monthly priority point updates to students.
 - Sent notice in the fall and spring reminding students of the Housing Deposit Due Date.
 - Continued to allow commuter students go through Housing Selection Process.
 - Starting mid-semester, students were notified about lifting holds.
 - Housing tracked the progression of deposits made via a weekly deposit update.
 - Housing used the number of students who made deposits by the housing selection deadline to determine whether they met their goal of increasing the number of housing deposits received.

EVALUATION

- Based on the number of deposits of 1222 made in 2023 by the housing selection deadline (3/31/23) compared to the number of deposits of 1261 made in 2024 by the housing selection deadline (3/31/24), Housing and Residential Life did meet their goal of having more paid housing deposits from continuing students.
- Housing did a good job this year of keeping students in the loop about their earned points. They sent weekly e-mails about the housing selection process and what a student may have been missing from their profile (e.g., deposit and/or application).

FUTURE PLANS

- The Office of Housing & Residential Life will continue to make every effort to increase paid deposits by the deadline for students to participate in the housing selection.
- Housing will also pursue some “outside-of-the-box” strategies and develop a list of ideas to determine what else can be done that would allow for an increase in the number of students paying housing deposits.

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 OUTCOMES

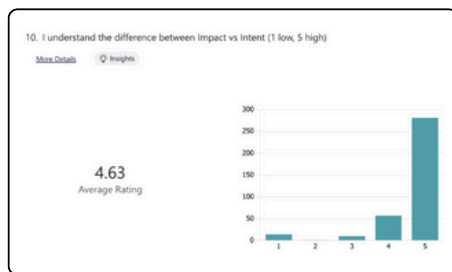
Increase opportunities for more student engagement and enhance the overall experience of students who participate in the Intercultural Center events

ASSESSMENT PLAN & CRITERIA

- In order to determine if the Intercultural Center (IC) met their goal of increasing more student engagement opportunities that enhanced students' experience in their participation, the IC used attendance data and surveys.
- The IC made plans to provide more program opportunities and events and to conduct more classroom presentations, trainings, and activities where they use feedback from professors to determine effectiveness.
- Actions taken by the IC included the following:
 - Document all the program attendances for the events from Fall 23 and Spring 24.
 - Collect attendance data for events sponsored.
- Provide volunteer opportunities for students, one opportunity an academic internship, and an opportunity for three students to do an internship.

EVALUATION

- Based on attendance data and survey results, the IC was able to meet their goal in increasing the opportunities given to students for more engagement with cultural events and enhancement of the overall experience.
- The IC was able to put on 40 events for AY24 with an average attendance of 47.23 participants.
- Concerning events with collaborations, the IC saw an increase to 26 unique collaborations with an average attendance of 63.39 in AY24.
- The IC Coordinator was able to provide the "DEIB & You" workshop presenting to 363 unique student athletes as compared to 299 unique student athletes in AY 22-23.
- Based on the following results, and as compared to past data, the IC learned that students are engaged and are willing to have more conversations around DEIB.



FUTURE PLANS

- As a result of their findings, the Intercultural Center will continue their efforts in the area of increasing opportunities to provide for an enhanced experience with the Intercultural Center.
- The Intercultural Center will also focus on specific groups of students by creating affinity groups to connect with more students and communities across campus.

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

Increase visibility of Eastern's LGBTQ+ Inclusivity

ASSESSMENT PLAN & CRITERIA

- The PRIDE Center (PC), for the first time, embarked on bringing to campus the QYTE (Queer Youth to Eastern) Conference as one strategy for increasing the visibility of Eastern's LGBTQ+ inclusivity and providing local queer youth with access to identity-based resources on campus.
- Each attendee received a pre-test and post-test. The pre-test focused on determining if attendees were aware that Eastern had a PRIDE Center and gauging if the students were interested in college. The post-test aimed to mostly determine if the students felt the QYTE conference was beneficial and if it encouraged them to go to college knowing that they would have resources and spaces available.

FUTURE PLANS

- The PRIDE Center will host this event again but will make adjustments to the event content integrating the feedback received from participants in order to maximize students' engagement, reflection and relationship building during their half-day visit to Eastern's campus.
- Because the event fell at a good time of year, the PRIDE Center will once again host the QYTE Conference in early March with increased involvement of the Admissions Office in marketing the event.



EVALUATION

- The Pre-Test results revealed that 26 high school students registered to attend the Conference and 8 local High Schools were represented. Of the 36 participants, which included students and faculty chaperones, 23 did not know that Eastern had a PRIDE Center. Fourteen students said they were interested in college, and after the post-test was completed, the number went up to 16.
- All respondents are likely to recommend the QYTE Conference to others and all respondents indicated they were likely to attend the QYTE Conference again.
- A total of 24 respondents were highly satisfied with the conference and 2 were somewhat satisfied. Comments made also revealed an overwhelming positive response and appreciation for the QYTE conference indicating that the time spent was fun, informative, and comfortable.

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 OUTCOMES

Improve the skill development of student employees and grad interns to better articulate what they are learning

ASSESSMENT PLAN & CRITERIA

- The Student Activities Office used learning development and self-evaluation tools to assess how student employees and grad interns were articulating or demonstrating what skills they were learning and developing.
- The Director of the Student Center staff held spaces and meetings to have conversations around skill development of the staff and grad interns.
- The previous year's evaluations were used if necessary to compare the progress of continuing employees and then also completed current evaluations by the end of the semester, which included open-ended questions.



EVALUATION

- The Student Activities (SA) Office did meet their goal to improve the skill development of student employees and grad interns to better articulate what they are learning.
- SA successfully collected self-evaluations of 16 students from Spring 2023 to Spring 2024 on the Campus Activity Board and Student Center Staff. Most students indicated a satisfactory or excellent self-reported ranking for Communication, Decision Making, Initiative, and Adaptability.
- The Student Activities Office was able to effectively identify a baseline of graduate intern self-reflection and self-reporting based on three graduate interns submitting self-reflections during November 2023.

FUTURE PLANS

- The Student Activities (SA) Office will continue to collect student employee self-evaluations each year in the spring semester to check for self-reported improvements. Supervisors will also conduct annual evaluations of employees to ensure a consistent recognition of growth in the position.
- Next year, the Graduate Interns will complete the same evaluation form so that their self-reported responses can be compared from Year 1 to Year 2. SA will also have their new graduate interns complete their self-evaluation baseline document during Fall 2024. All graduate intern supervisors will continue to engage in individual meetings and provide additional training in areas that graduate interns self-report need improvement.

STUDENT CONDUCT

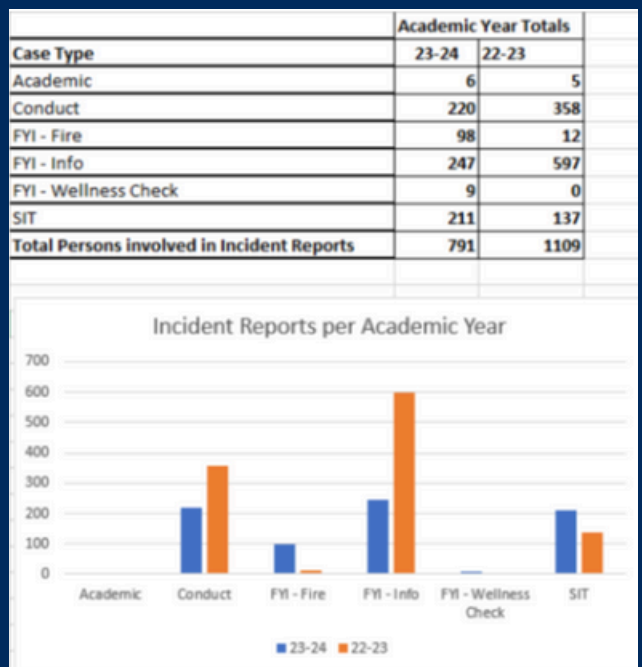
The MISSION of the Student Conduct Office is to support students as they learn Eastern’s core values and how to act as responsible adults in a community-based living and learning environment. Students are encouraged to take responsibility for their actions as they learn that the University is a community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

LEARNING OUTCOME

Establish a more positive correlation between the Student Conduct Office and the campus community

ASSESSMENT PLAN & CRITERIA

- To assess if they were able to establish a more positive correlation between the Student Conduct Office and the campus community, the Director reviewed effectiveness of intervention to reduce repeated offenses or additional student conduct violations (How many follow ups are made with the same students?), captured the wrap-around student engagement and use of student support services – ex. SIT., and tabled at SOAR and to speak to parents.
- Student Conduct measured and monitored their progress by comparing SIT referrals to conduct referrals, identifying repeat offenders of prior year ‘24 to that of ‘23, and having fewer disgruntled parents.



EVALUATION

- The Student Conduct Director was able to determine that the goal to establish a more positive correlation between the Student Conduct Office and the campus community was achieved.
- One observation from the data collected was that some reports are not being classified correctly. A large number of FYI-Info reports were actually SIT (Student Information Team) cases. Either way, it’s obvious that there has been an increase in Tell Somebody Reports (the majority being SIT-related).
- Compared to AY 2023 with 358 conduct cases, there were only 220 amount of conduct cases in AY 2024, resulting in the Student Conduct Office seeing a decrease in conduct cases. (See chart above.)

FUTURE PLANS

Student Conduct will work with the Hearing Officers to ensure that the reports are being coded correctly in Maxient. The numbers introduce a new problem. With the increase in SIT referrals, we also have an increase in referrals to the Counseling office and this has put an undue stress on those resources. Not all SIT referrals (mental health related) need to be addressed by a licensed clinician. As such, we now see the need for more training of our non-clinical staff members, so that some of these referrals can be handled through them.

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 OUTCOMES

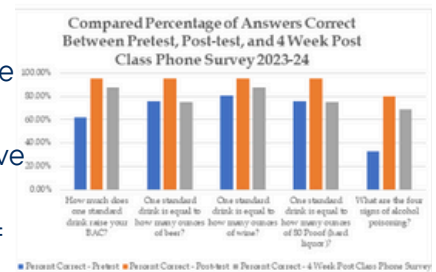
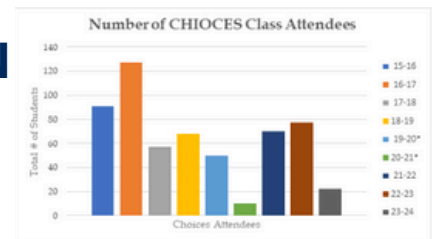
Increase student knowledge of strategies for reducing risks associated with substance use and the potential for harm

ASSESSMENT PLAN & CRITERIA

- The Wellness Education Office in order to assess and accomplish their goal of increasing student's knowledge of strategies for reducing risks associated with substance use and the potential for harm, the Coordinator took the following actions:
- Provided Alcohol & Other Drug (AOD) prevention strategies to students.
- Students completed post-presentation/training quiz.
- Attendance is mandatory, so cross-referenced list with any student conduct/drug related (plan to look at correlation with those who did not complete mandatory training)
- CHOICES classes are scheduled at a rate of two per month.
- The Wellness Education Coordinator measured and monitored progress by doing the following:
- Students found in violation attended Choices class, so WEP measured their pre-test knowledge and post-test knowledge.
- The WEP staff then followed up 6 weeks later with a call capturing this information to use to measure knowledge gained.

EVALUATION

- For the most part, the Wellness Education and Promotion Coordinator determined that the goal was met. The following results give credence to the accomplishment of the goal:
- 93% of all new students to the University completed alcohol and drug education AOD policy review, possible sanctions. Of this 100% all resident students completed. Average post test results of AOD education for new students: 92%
- 22 students were sanctioned for alcohol violations in the 2023-24 academic year and required to attend a harm reduction class (CHOICES). 2 were first year, 7 second year students, 8 third year, 5 fourth year. Of those students in violation of the alcohol or drug policy, 12 students did not complete the mandatory AOD training when new to the Eastern campus.



FUTURE PLANS

- As a result of the findings, the Wellness Education and Promotion Coordinator recommends the following:
- Data indicates second and third-year students may need a review of potential risks associated with high-risk drinking as we see an increase in sanctions for these students.
- It is recommended that all students continue alcohol and drug education in the spring semester of the sophomore year. This could be done with a mandated online educational tool.

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 spaces for connecting and building partnerships to increase programmatic impact on students

ASSESSMENT PLAN & CRITERIA

- To improve their spaces for the purpose of increasing programmatic impact on students, the Women Center (WC) offered signature events, realigned programs and conducted satisfaction and impact surveys.
- The WC implemented five signature events throughout the academic year. Events included the Unity Wing & Student Center Block Party (September 2023), HERfest (October 2023), Friendsgiving (November 2023), the Unity Wing Showcase (January 2024), and Galentine's Day (February 2024).
- Programs were designed to help cultivate "the sisterhood" amongst women at Eastern. Initial programs included "Yes, and Sisterhood," "SHE Leans In," and "Women & Health" series. However, the WC Director made the strategic decision to include "Sisterhood Meetups" and removed the Women & Health" series to focus on establishing connections and building partnerships.



WOMEN'S CENTER (CONT.)

EVALUATION

- The Women's Center (WC) did reach their goal in creating and improving spaces that cultivate connections and foster partnerships increasing the impact of their programs.
- On a scale of 1 to 5, participants' overall satisfaction with "SHE Leans In" averaged to be a 4.8.
- All responding participants unanimously agreed that "SHE Leans In" helped them understand the importance of having a mentor.
- Implementing this initiative brought students together with faculty across disciplines including Drs. Geeta Thapa (Health Sciences and Nursing), Kimberly Ward (Mathematics), Tanya Moorehead (Education), Racheal Pesta (Sociology), and Christina Garcia (English), all with different backgrounds and members of different academic departments.
- Between Fall 2023 and Spring 2024, a total of sixteen participants attended the improv series. Ten students joined us in the Fall 2023 semester and in Spring 2024 we welcomed our second cohort of eight participants including two returners. This initiative was led by the Women's Center in collaboration with Kristen Morgan, professor in Communication, Film and Theatre department.
- During the Fall and Spring semesters, the WC introduced "Sisterhood Meetups" as an opportunity to bring women in the academy together to affirm, bond, and celebrate each other. A total of six Sisterhood Meetups convened with over 35 women in the academy. One of the most well attended sessions was held with members of the American Association of University Women (AAUW). The four members of the AAUW that attended (average age 70) sought to learn more about students' experiences and ways they can help to support them as women in the academy.

FUTURE PLANS

- To Improve System for Feedback, instead of using pre and post event surveys, the Women's Center Director will consider alternative methods including focus groups, after event testimonials, and even real-time feedback during the event.
- For the SHE Leans in Program, the Director will strengthen this program by identifying strategies to build confidence in students to initiate conversations with faculty and staff to serve as a mentor. Along with creating these spaces for students to connect with potential mentors, the Director will consider adding a workshop in the mix.
- For the Yes, and Sisterhood Program, the Director maintains the key goal of this effort being to increase student's confidence and ability to say 'no'. The Yes, and Sisterhood program will continue as a one-time workshop per semester versus a bi-weekly or multi-monthly experience.



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 OUTCOMES

Increase students' satisfaction on the Early Morning Series' productive use of the time spent during each session

ASSESSMENT PLAN & CRITERIA

- The Early Morning Series, also called “Finishing Strong” takes place during each semester right before mid-term exams. About six to eight 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.

EVALUATION

- Attendance data revealed that the “Finishing Strong” Early Morning Series did support and encourage students to return for the next semester and graduating seniors successfully completed their degree program.
- Suggestions for improvement centered around incorporating a variety of activities for more interactions and accountability.

Finishing Strong Early Morning Series with Dr. P Fall 2023: October 10, 24, 31 | November 7, 14, 28 | December 5

UNIQUE PARTICIPANTS: 45

EVENT EVALUATIONS: 35

➤ **Event Usefulness:** From a scale of 1 – 5, with 5 being the highest, 33 of 35 students scored the usefulness of this event as a 5

➤ **Time Management:** From a scale of 1 – 5, with 5 being the highest, 30 of 35 students scored the time used for this event as a 5

➤ **Refreshments:** From a scale of 1 – 5, with 5 being the highest, 34 of 35 students scored the food served at this event as a 5.

➤ **Future Participation:** Thirty-five out of 35 students responded with Yes.

REGISTERED FOR SPRING 2024: 42 + 1 (DEC. GRAD)

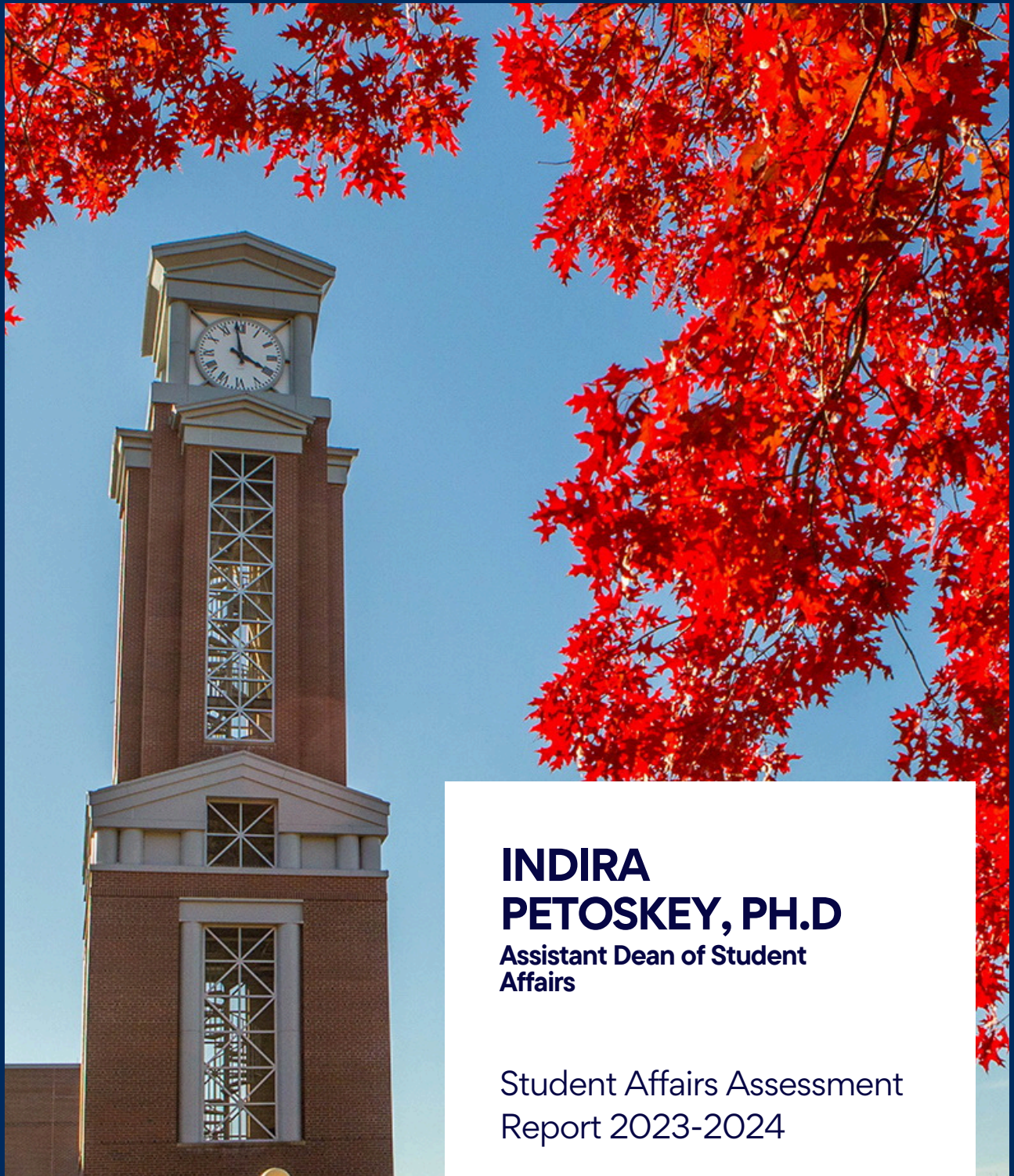
FALL '23 GPA SUMMARY: 30 (ABOVE 3.0) | 12 (ABOVE 2.5)



FUTURE PLANS

- Based on students' feedback to the question, “What can we do better?”, the agenda will be further revised to include more variety in the activities conducted in the sessions that will provide for increased peer-interactions and accountability.

**SUBMITTED
BY**



**INDIRA
PETOSKEY, PH.D**

**Assistant Dean of Student
Affairs**

Student Affairs Assessment
Report 2023-2024