

CSUEB Student Affairs Assessment Report Template

<i>Name of Dept/Program</i>	Confidential Advocate
<i>Dept/Program Lead</i>	Shauna Olson Hong
<i>Dept/Program VP</i>	Suzanne Espinoza

1) DEPT/PROGRAM MISSION

(i.e., what are the goals that the dept/program will achieve?):

Dept/Program Mission Statement
<p>The Confidential Advocate provides crisis counseling and advocacy for students, staff and faculty impacted by sexual violence including: sexual harassment, dating and intimate partner violence, sexual assault, stalking, and sexual exploitation.</p> <p>Advocacy services should be culturally sensitive, visible, and accessible to the entire campus community.</p> <p>Advocacy services will be collaborative, with the goal of providing robust support for clients, and contributing toward a campus climate of sexual violence prevention.</p> <p>Programming should pay particular attention to groups and individuals who are the highest need, and/or traditionally underserved.</p>

2) ASSESSABLE STUDENT OUTCOMES

i.e., what measurable impact(s) will students demonstrate/achieve from involvement/interaction with the dept/program? List outcomes as needed.

Student Outcome Statement
1. Students will hear about the Confidential Advocate through workshops and outreach presentations.
2. Campus partners will refer students in need of Advocate support, including Title IX, Student Health and Counseling Services, University Housing, University Police Department, or other faculty or staff.
3. Students who engage with the Advocate will report positive experiences, including that the Advocate responded quickly, was available to meet with them, made them feel comfortable and was easy to talk to, was knowledgeable and helpful, and that they got what they were looking for.
4. Students who engage with the Advocate will report positive outcomes, including that it allowed them to be better students (more focused, better motivation, better attendance, etc), or allowed them to stay in school.

3) SIGNATURE PROGRAMS/SERVICES

i.e., what are the dept/program's key programs or services? Assign the relevant outcome(s) from #2 to its corresponding program/service.

Name of Signature Program/Service	<i>Relevant Program or Student Outcomes</i>
Outreach and Education	<ol style="list-style-type: none"> 1. Students will hear about the Confidential Advocate through workshops and outreach presentations. (Develop learning outcomes?) 2. Campus partners will refer students in need of Advocate support, including Title IX, Student Health and Counseling Services, University Housing, University Police Department, or other faculty or staff. After introductory meetings or workshops with the Advocate, campus partners will understand and be able to implement referral protocol to Advocate.
Advocacy Services	<ol style="list-style-type: none"> 3. Students who engage with the Advocate will report positive experiences, including that the Advocate responded quickly, was available to meet with them, made them feel comfortable and was easy to talk to, was knowledgeable and helpful, and that they got what they were looking for. 4. Students who engage with the Advocate will report positive outcomes, including that it allowed them to be better students (more focused, better motivation, better attendance, etc), or allowed them to stay in school.
Counseling Services	<ol style="list-style-type: none"> 3. Students who engage with the Advocate will report positive experiences, including that the Advocate responded quickly, was available to meet with them, made them feel comfortable and was easy to talk to, was knowledgeable and helpful, and that they got what they were looking for. 4. Students who engage with the Advocate will report positive outcomes, including that it allowed them to be better students (more focused, better motivation, better attendance, etc), or allowed them to stay in school.

4) ASSESSMENT ACTIVITY/DATA ANALYSIS

i.e., how has the department/program evaluated its effectiveness (e.g., surveys, dashboards, other assessment methods) in meeting

the stated outcomes in #2? Please attach or link to the assessment activity/data analysis.

Type of Assessment	Assessment Methods and Data
Confidential Advocate Services Feedback	Survey administered weekly through emailed google form. Sent to all students who had contact with the Advocate that week. Includes questions about experiences (including that the Advocate responded quickly, was available to meet with them, made them feel comfortable and was easy to talk to, was knowledgeable and helpful, and that they got what they were looking for), and outcomes (allowed them to be better students (more focused, better motivation, better attendance, etc), or allowed them to stay in school).
SHCS Patient Services Feedback Survey	Survey administered daily through emailed google form. Sent to all students who attended appointments that day. Includes questions about overall experience in today's appointment, and freetext field for additional comments.
Wellness Ambassador Feedback Survey	Survey administered after each Wellness Ambassador workshop through emailed google form. Include questions about learning outcomes, and freetext field for additional comments.

5) CONTRIBUTION TO DIVERSITY/EQUITY/INCLUSION

i.e., how does the department/program contribute to enhancing a culture of DEI at CSUEB and what data have been collected/assessed related to advancing DEI?

Contribution to/Impact on DEI	<i>Data/Evidence of contribution/impact</i>
<i>Creating a culture of safety and support for those impacted by sexual violence.</i>	Satisfaction survey results indicate that students who have worked with the Advocate feel this support - that the Advocate was responsive and available, made them feel comfortable and was easy to talk to, was knowledgeable and helpful, that working with them helped them

	<p>to be a better student and stay in school, and that they got what they were looking for from the Advocate.</p> <p>Qualitative comments from Advocate clients included:</p> <ul style="list-style-type: none"> ● “The confidential advocate really helped me during a time when I needed the most help, especially at the end of the semester when I was dealing with finals. She was there for me and provided me support in many ways. She was there to support me when I had to make a report to UPD and even let me know that she could support me in anything else I needed. She made me feel really comfortable and heard. She even checked in with me a couple of days after my situation and let me know that she will be there if I ever needed to talk. She is one of the few people on campus that I genuinely felt cared as she didn't make me feel like I was bothering her or didn't minimize my feelings. She is literally amazing.” ● “I'm grateful for the time and attention that Michelle has given me during our appointments. She's very informative and supportive of every concern I had by answering my questions and listening to me. I felt very comfortable discussing my concerns with her.” ● “I felt much better after talking to the advocate.”
<p><i>Partnering with DISCRAC to outreach to student affinity groups</i></p>	<p>The Advocate partnered with Counseling Services and the Latinx Student Success Center to offer three programs, reaching over 60 students.</p> <p>She partnered with Counseling Services and the UndocuResource Center on one program, reaching 15 students.</p> <p>She also connected with the Black Student Success Center during a program on intimate partner violence in the Black community,</p>

<p><i>Targeted outreach to Faculty and Staff Affinity Groups</i></p>	<p>The Advocate reached out to the following Faculty and Staff Affinity Groups in Spring 2023:</p> <ul style="list-style-type: none"> ● African Ancestry Faculty and Staff Association, ● Asian/Pacific Islander Faculty and Staff Association ● UndocuAllies Collective ● Chicax/Latinx Faculty and Staff Association
<p><i>Demographics of Confidential Advocate clients</i></p>	<p>Historically marginalized communities often have lower rates of engagement in supportive services, both because these services have not been accessible, and/or have not felt culturally relevant. The Confidential Advocate is working to address these gaps by providing targeted outreach to communities on campus that have typically had lower levels of engagement in supportive services, including especially Black, Latinx, Asian/Pacific Islander, and undocumented students.</p> <p>(Results from demographic data merge)</p>

6) EVIDENCE OF EFFECTIVENESS/AREAS OF GROWTH (i.e., what have your assessment results/findings showed re: departmental/program effectiveness, or what have your assessment results indicated about the ways that you can improve/enhance departmental/program effectiveness?). List at least 3 takeaways related to effectiveness/areas of growth and identify what next steps (e.g., actions, audiences to share findings, etc.) you would like to take related to your takeaways.

<p>Key Takeaways</p>	<p><i>Assessment findings that justify effectiveness/area of growth</i></p>	<p><i>Implications for practice/Next steps</i></p>
<p>1) Re-establishing a dedicated Confidential Advocate position at Cal State East Bay in Spring 2023 resulted in a dramatic increase of referrals and services provided, as compared to the limited contract with an outside agency the previous year.</p>	<ul style="list-style-type: none"> ● This year’s Advocate provided 150% more intake sessions than the contracted services had been able to provide last year. 	<p>These results clearly show the impact of having a full time staff in this position, rather than contracting outside campus for services. A dedicated, on campus Advocate is able to form relationships</p>

	<ul style="list-style-type: none"> • Current Advocate is able to provide services like Title IX, law enforcement, and court accompaniments that were not available through the limited contract. 	<p>with campus partners and to be available in a way that a contracted staff cannot.</p>
<p>2) Direct campus partnerships with an Advocate embedded in the campus resulted in a dramatic increase in referrals received.</p>	<ul style="list-style-type: none"> • This year saw a 250% increase in referrals, in comparison with the limited contract the previous year. • The majority of referrals received were from Title IX, Counseling Services, and the CARE team - the three entities with whom the Advocate was working most closely. As the Advocate builds additional relationships across campus, we expect that more campus partners will refer cases to her. • Advocate has reached out to campus partners offering to speak at department meetings, has hosted trainings for staff and faculty, has partnered during student workshops, and has participated in outreach around sexual violence prevention. 	<p>These results clearly show the payoff of having an employee of East Bay in the Advocate role, as opposed to contracting with an outside agency. The relationships and knowledge of campus resources that an East Bay employee is able to build are invaluable.</p>

3) Client feedback about Advocate services has been very positive.

Responses from clients were 100% positive on the following statements:

- The Advocate responded quickly to my emails and phone calls.
- The Advocate was available when I needed to meet with them.
- The Advocate made me feel comfortable and was easy to talk to.
- The Advocate was knowledgeable about my issue and about resources that could help me.
- Working with the Advocate allowed me to be a better student (more focused, better motivation, better attendance, etc.)
- Working with the Advocate helped me stay in school.
- I got what I was looking for from the Advocate.

Although positive, feedback to our satisfaction survey was also limited during this first semester. We will continue to solicit feedback from Advocate clients in order to assess the impact of her services.