

CSUEB Student Affairs Assessment Report Template

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| Name of Dept/Program | Confidential Advocate |
| Dept/Program Lead | Shauna Olson Hong |
| Dept/Program VP | Suzanne Espinoza |

1) DEPT/PROGRAM MISSION

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

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| Dept/Program Mission Statement |
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The Confidential Advocate provides crisis counseling and advocacy for students, staff and faculty impacted by sexual violence.

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 |
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| 1. Students will hear about the Confidential Advocate through workshops and 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 | Relevant Program or Student Outcomes |
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the stated outcomes in #2? Please attach or link to the assessment activity/data analysis.

| Type of Assessment | Assessment Methods and Data |
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| Confidential Advocate Services Feedback | Survey administered weekly through emailed google form. Sent to all students who had contacted the Advocate that week. Includes questions about experiences (including that the Advocate responded quickly, was available to meet with them, made them 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 |

to be a better student and stay in school, and that they got what they were looking for from the Advocate.

Qualitative comments from Advocate clients included:

“The confidential advocate really helped me during a time

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| <p>Targeted outreach to Faculty and Staff Affinity Groups</p> | <p>The Advocate reached out to the following Faculty and Staff Affinity Groups in Spring 2023: African Ancestry Faculty and Staff Association, Asian/Pacific Islander Faculty and Staff Association UndocuAllies Collective Chicanx/Latinx Faculty and Staff Association</p> |
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| <p>Demographics of Confidential Advocate clients</p> | <p>Historically marginalized communities often have lower rates of engagement in supportive services, both because these services have not been accessible to them.</p> |
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| | <p>Current Advocate is able to provide services like Title IX, law enforcement, and court accompaniments that were not available through the limited contract.</p> | <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> | <p>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> | <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. Although positive, feedback to our 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.