

The Women's Center - Final Assessment Report 2008-2009

Common Student Learning Goal Addressed	University document to which Learning Goal is tied	Student Learning, Customer Service/Satisfaction, or Process Objective	Program or Activity targeted to measure stated objective	Expected Outcome	Instrument Utilized	Actual Outcome, using metrics	Conclusions, Next Steps to integrate results (close the loop)
<p>Offer co-curricular experiences that compliment academic programs in helping students achieve high levels of personal and intellectual growth. [STUDENT DEVELOPMENT PLAN G1, SH].</p> <p>Help prepare our students to function competently in a multi-cultural global society [DIVISIONAL]</p>	<p>Student Success Plan Goal 1: Student Achievement William Paterson University will make the academic and professional success of students its defining characteristic with programs and strategies that reflect best practices.</p> <p>Objective S8: Offer co-curricular experiences that complement academic programs in helping students achieve high levels of personal and intellectual growth.</p>	<p>To implement and support programs and services that explore:</p> <ul style="list-style-type: none"> • The formation of identity, particularly women's identity. • The influence of gender in shaping social structures and structuring individual experiences • Issues that disproportionately affect women 	<p>Activity 3: Tea & Lecture Series: <i>The Gorgon Medusa Part II</i> (04/01/08)</p> <p>Activity 4: Programs with Student Organizations (Mu Sigma Upsilon) <i>Enough is Enough: Stop Domestic Violence</i> (4/07/09)</p>	<p>Students will identify the intersecting identity formation dimensions of gender, race, ethnicity, class, socio-economic status, age, religion, ability, and sexual orientation.</p>	<p>Post-program surveys designed to assess students' awareness of the multiple dimensions intersecting in the formation of identity. [See attached]</p>	<p>The intersection of identity formation and other relevant factor in general and issues directly connected to female identity formation in particular are being identified by the majority of students attending the lectures [see specific results for activities 3 & 4 below).</p>	<p>Results from the assessment of these particular activities are mainly positive (details provided below). However, the findings are limited in their capacity to provide a more conclusive assessment of how well the Women's Center is fulfilling its goals and objectives. Other activities and programs of the Women's Center need to be included as part of the outcomes assessment</p>

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Following learning outcomes assessment during 2007-2008 and 2008-2009, the Director of the Women's Center came to the conclusion that an exclusive focus on student learning outcomes is too narrow for all of its programs and limited in their capacity to provide conclusive evidence of how well the Women's Center is fulfilling all of its goals. That assessment work was overly centered on programs with content learning as the main objective, such are those that I develop with academic departments, particularly the Women's and Gender Studies program. Based on the that conclusion, assessment plans were developed for 2009-2010 with an aim on producing evidence that the overall goals of the Women's Center are being fulfilled, including two goals that match the CAS Standards for Women Student Programs and Services.