

Women's Center Outcomes Assessment Report 2007 – 2008

Common Student Learning Goal Addressed	University document to which Learning Goal is tied	Student Learning Objective	Program or Activity targeted	Expected Outcome	Instrument Utilized	Actual Outcome, using metrics	Conclusions, Next Steps
<p>Offer co-curricular experiences that compliment academic programs in helping students achieve high levels of personal and intellectual growth</p>	<p>Student Success Plan</p> <p>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 identity formation, particularly in women.</p>	<p>The Women's Center Film Series:</p> <p>Films:</p> <ul style="list-style-type: none"> ▪ <i>A Mighty Heart</i> (11/01/07) ▪ <i>The Wonderful Horrible Life of Leni Riefenstahl</i> (04/17/08) <p>The Tea & Lecture Series:</p> <ul style="list-style-type: none"> ▪ <i>Prosecuting Rape –Lesson from the Glen Ridge Gang Rape Trial</i> (5/1/08) 	<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.</p>	<p>Responses to the post-program surveys in both assessed activities indicated that the respondents were able to identify multiple factors interplaying in identity formation.</p> <p>Activity 1: Tea & Lecture Series: <i>Prosecuting Rape – Lesson from the Glen Ridge Gang Rape Trial.</i></p> <p>22 students completed the assessment.</p> <p>100% identified "ability" and 91% identified "gender" as the identity formation factors that played a pivotal role in the event.</p> <p>51% identified the connection between the larger context (society, community) and the development of the actors' identity.</p> <p>Students' responses</p>	<p>Implement activities and programs that match/support/complement academic learning goals particularly relevant to the goals of the Women's Center.</p> <p>Provide a clear and relevant conceptual context in connection with the objectives and goals of the Women's Center when implementing activities and programs that are not planned as an academic complement or co-curricular component.</p>

						<p>were indicative of clarified values (i.e., the influence of societal norms on the construction of personal values (77% - 95%) and the influence of personal beliefs and values on behavior (91%).</p> <p>Activity 2: Film Screening: "A Mighty Heart"</p> <p>9 students completed the assessment</p> <p>100% of the students identified 'nationality' and 'religion' as the key identity formation factors playing a role in the event.</p> <p>56% established the underlying link between these identity formation factors and the events portrayed in the film.</p> <p>89% were able to name such connection based on the events portrayed in the film.</p> <p>56% identified "gender" as an identity formation factor downplayed in the events portrayed in the film.</p>	
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