SECTION I: Mission, Objectives, and Outcomes

Women’s Center Mission
The NC State Women’s Center is a catalyst and resource that advances gender equity and social justice through education, advocacy, and leadership for the campus community.

Objectives

- **Education**: Facilitate efforts to ensure equity and opportunity and increase awareness of diversity by providing and supporting programs, services, and research opportunities that focus on gender-related issues
- **Advocacy**: Strengthen relationships across diverse groups by providing programs, services, and research opportunities that connect individuals and communities
- **Leadership**: Develop critical thinking and leadership proficiencies that advance gender equity & social justice

Outcomes

**Education (measured 2017-2018)**

a) The NC State community will engage in a variety of programs, services, and research opportunities that emphasize gender and the intersectionalities of identity including race, class, ethnicity, socio-economic status, ability, sexuality, religion, etc.

b) Programs and services will help participants identify important gender-related problems, questions, and issues and provide opportunities for participants to critically examine previous assumptions

**Advocacy (measured 2016-2017)**

a) Participants will model a social justice-oriented community that offers individual-level support and advocacy and provides programs, services, and research opportunities that connect individuals and communities

b) Participants will demonstrate self-awareness and exhibit interpersonal competence to connect personal experience, academic learning, and policy action

**Leadership (measured 2015-2016 & 2018-2019)**

a) Participants will reflect improved critical thinking through identifications of gender equity and social justice-related questions as well as the consideration of alternative perspectives and solutions

b) Participants will report improved confidence to guide and assist an individual, group, or community in meeting its goals and communicating purpose that encourages commitment and action in others

SECTION II: Reflections of Past Actions: Report on actions taken based on decisions made and reported in past report in 2014-2015, using the following template for each outcome. (*Use this template for each outcome measured in 2014-15 section III.*). Use this template to also reflect on decisions made based on the Section V: (OPTIONAL) Additional Outcome reported in 2014-15 Assessment Report.

*Section V: (OPTIONAL) Additional Outcome is now titled Section V: (OPTIONAL) Additional Data*

<table>
<thead>
<tr>
<th>Outcome: Education</th>
<th>The NCSU community will engage in a variety of programs, services, and research opportunities that emphasize gender and the intersectionalities of identity including race, class, ethnicity, socio-economic status, ability, sexuality, religion, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Decisions:</td>
<td>Intersectionality was a focus for 2014-2015. We intentionally tried to incorporate a number of intersectional themes in our programming. We will continue to provide intersectionally based programming in topic and through collaborative partnerships.</td>
</tr>
<tr>
<td>2015-16 Actions:</td>
<td>The center strives to continue this focus and grow in new intersectional opportunities that foster more student engagement. This year, we partnered with the Beautiful Project to provide an image activist workshop for women of color – which also resulted in a new photography art display in the Women’s Center and an internship opportunity for one of the student participants. We recruited through campus partners such as TRIO, Diversity</td>
</tr>
</tbody>
</table>

1 Henceforth, NC State “Community” shall be defined as NC State students, faculty, & staff
Officers, College of Sciences Diversity offices and OIED sister centers. We also initiated a Women’s History Month with intentionality in programming such as our panel Asian American Women: Perceptions, Values, and Stereotypes with the Alpha Phi Gamma, and Kappa Phi Lambda and our International Women’s Day program that was created and facilitated by an intern in coordination with SCALE AmeriCorps members and Omega Psi Phi fraternity. The film, Girl Rising, was also shown to raise awareness of the role of education and girls in developing countries - ordinary girls who confront tremendous challenges and overcome nearly impossible odds to achieve their dreams. Read to LEAD programming continued intersectional programming and was intentional in introducing conversation about gender internationally as well as abilities and interfaith dialogue. Social Justice January programming continued.

**Result of Actions**

The Women’s Center is committed to not only raising awareness but also working through an intersectional lens in its relationships, programs and services. Kimberly Crenshaw noted, “Intersectionality was a lived reality before it became a term. Today, nearly three decades after I first put a name to the concept, the term seems to be everywhere. But if women and girls of color continue to be left in the shadows, something vital to the understanding of intersectionality has been lost.”

- Awareness is a key first step but action is required in order realize OIED’s mission, vision and goals. While the Center added intentional programming efforts this past year, additional work still needs to be done.
- There were increased discussions of intersectional programming in staff meetings
- In order to continue our work in this area, the Center will
  - Foster relationships/collaboration with other identity based sister centers (on and off campus) in order to help students understand doing diversity and equity work from an intersectional perspective
  - Listen to students and work with them/their ideas regarding intersectional programs
  - Utilize high impact practices

<table>
<thead>
<tr>
<th>Outcome: Education</th>
<th>Programs and services will help participants identify important gender-related problems, questions, and issues and provide opportunities for participants to critically examine previous assumptions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summary of Decisions:</strong></td>
<td>During the 2014-2015 Academic year, participants self-selected to complete program evaluations in ALL Women’s Center programs (signature, one time and multiple intervention), and the method chosen focused on specific questions from assessment. A decision from that assessment effort included providing continued awareness and critical thinking opportunities for the campus community. The Director of the Women’s Center will review the Chancellor’s First Year Student Leadership Program curricula with strategic campus partners as well as Women’s and Gender Studies faculty to see how to best provide opportunities for critical thinking.</td>
</tr>
<tr>
<td><strong>2015-16 Actions:</strong></td>
<td>The decision was made to put the Chancellor’s First Years Student Leadership Program on hold for spring 2016. In addition, the Center continued to utilize our program evaluation and review critical thinking scores across programs. We will continue to Ensure programs are meeting outcomes and/or make changes as needed</td>
</tr>
<tr>
<td><strong>Result of Actions</strong></td>
<td>The decision was made to put the Chancellor’s First Years Student Leadership Program on hold for spring 2016. Critical thinking will continue to be fostered and measured in all other educational programs.</td>
</tr>
</tbody>
</table>
SECTION III: Reporting Present Outcomes: Report on at least two outcomes measured in 2015-2016, using the following template for each outcome. (Each outcome measured can usually be summarized in one page or less.)

<table>
<thead>
<tr>
<th>Outcome: Leadership</th>
<th>Participants will reflect improved critical thinking through identifications of gender equity and social-justice related questions as well as the consideration of alternative perspectives and solutions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Item/Course/ significant activity</td>
<td>Read to L.E.A.D., Women of Welch, Chancellor’s First Year Student Leadership Programing</td>
</tr>
<tr>
<td>Method for Assessment</td>
<td>Per directions noted – Women’s Center program assessment question 5a (What did you gain from this program – improved critical thinking about gender equity?) was utilized as the self-reported measurement tool. Assessment was not completed for Women of Welch (no data collected) or Chancellor’s program (no data collected for fall 2015 and program was discontinued spring 2016). Assessment results from self-report on Women’s Center evaluation for Read to LEAD (fall 2015-spring 2016, n=52) noted:</td>
</tr>
<tr>
<td></td>
<td><img src="" alt="Critical thinking about gender equity" /></td>
</tr>
</tbody>
</table>
| Brief Summary of Results | • Read to L.E.A.D., Women of Welch and any new programs created will utilize our assessment tool and continue to strive for growth in these areas.  
• The self-reported data indicates that 88% of participants find Read to LEAD positively impacts their critical thinking about gender equity. |
| Interpretation: | Read to LEAD does a good job of improving critical thinking about gender equity with participants that don’t always enter the program with a pronounced gender equity interest (primary motivation is often mentoring a child). Results might be higher if students understood gender as a broader concept embedded in everyday thoughts and actions. For example, explicit lessons that use the terminology “gender equity” (such as equal pay day lesson) vs. implicit context (i.e., activism lessons that explicitly chosen to feature strengths-based stories of girls of color creating positive social change in their communities [data shows children’s literature severely lacks in positive portrayal of children of color and girls in nontraditional gender narratives]. It would be helpful to have more comparative data to see if/how participants perceived differences amongst programs. I would assume Women of Welch would have a higher score on this measure since it is one of their primary goals to foster thinking about this specific topic whereas Read to LEAD and Chancellor’s include a wider array of other lessons. |
| Decisions | ● Ensure program survey is utilized by all programs  
● It may behoove us to further break down this question into a two part question to see if answers would vary (i.e., a.) critical thinking through identifications of gender equity and social justice & b.) critical thinking through consideration of alternative perspectives and solutions  
● We may also want to define critical thinking (in alignment with NCSU initiatives) to ensure we have a common understanding amongst students |
| Comparison of Findings to Determine Improvement: (if applicable) | N/A |
| Time Frame to Reassess | 2018-2019 |

<table>
<thead>
<tr>
<th>Outcome: Leadership</th>
<th>Participants will report improved confidence to guide and assist an individual, group, or community in meeting its goals and communicating purpose that encourages commitment and action in others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Item/Course/ significant activity</td>
<td>All Women’s Center Programs – Signature programs, multiple intervention programs and one-time events</td>
</tr>
</tbody>
</table>
Method for Assessment

Per directions noted – Women’s Center program assessment question 5 (What did you gain from this program – b. leadership skills to help others meet their goals & c. improved confidence to encourage commitment and action in others) was utilized as the self-reported measurement tool.

<table>
<thead>
<tr>
<th></th>
<th>SD</th>
<th>Disagree</th>
<th>Agree</th>
<th>SA</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Leadership Skills</td>
<td>1%</td>
<td>7%</td>
<td>41.5%</td>
<td>42%</td>
<td>8%</td>
</tr>
<tr>
<td>C. Improved confidence</td>
<td>1%</td>
<td>3%</td>
<td>42.9%</td>
<td>50.4%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

Brief Summary of Results

• Self-reported data indicates that 83.5% of participants find that the Women’s Center programs positively impact their leadership skills to help others meet their goals and 93% of participants find that the Women’s Center programs improved their confidence to encourage commitment and action in others. The Center could invest in identifying which leadership skills participants perceive as essential to helping them help others meet their goals to improve this score.

Interpretation:

• We should continue to evaluate all our programs and ensure the question/terminology utilized is clearly explained.
• We are doing an excellent job (as reported from participants) in helping to improve confidence to encourage commitment and action in others but could improve by figuring which leadership skills we should delve further into that would help students better help others meet their goals.

Decisions

• The utilization of Read to L.E.A.D.’s program assessment survey would also provide invaluable insight at a more granular level. Read to L.E.A.D. program evaluation is based on work of C. Seemiller’s (2014) *The Student Leadership Competencies Guidebook: Designing Intentional Leadership Learning and Development*. This book gives a common competencies language and is based in comprehensive academic research. Would suggest we review/utilize this tool moving forward.
• Look at survey utilized to see if we could offer an open ended question that would afford us qualitative data to enhance our understanding of their choices. This might allow us to review comments (qualitative) in relation to 5B to see why 8% found N/A and/or 7% disagreed with the statement.

Comparison of Findings to Determine Improvement: (if applicable)
N/A

Time Frame to Reassess
2018-2019

Section IV: Anticipated Outcomes: Identify the remaining outcomes to be measured, using the following template for each outcome.

Note:
1. Please be sure you are not measuring the same outcomes every year.
2. Over the course of a 3-year period, you should have measured all your Unit level outcomes.

Unit Outcome

*Advocacy* - Participants will model a social justice-oriented community that offers individual-level support and advocacy and provides programs, services, and research opportunities that connect individuals and communities
<table>
<thead>
<tr>
<th>Courses/Action Item(s)/Significant Activity</th>
<th>Method for assessment &amp; how you plan to implement it:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Movement Peer Educators</td>
<td>• Self-report on Women’s Center Assessment #4 (What did you gain from this program [Advocacy A – connecting personal experience to what you have learned in class/scholarship activities], #6 – As a result of this program, I will:, &amp; #7 I feel confident I can apply what I learned)</td>
</tr>
<tr>
<td>• Read to LEAD/Sister Circles</td>
<td>• Read to LEAD program evaluation responses to A:2,3, 5 and B:3,4,8, 9)</td>
</tr>
<tr>
<td>• Women of Welch</td>
<td></td>
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**General Timeline:** Conclusion of 2016-2017 academic year

**Person/Role Responsible:** Director

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**SECTIONAL V: (OPTIONAL) Additional Data:** Other data your unit uses for decisions may be included in this section. Include a brief summary of the data and decisions made. Examples: CAS Standards, climate surveys, graduating senior survey, course-taking patterns, retention data, participation data, satisfaction data, transfer statistics, assessment practices, etc.

**Brief Summary of Results:** Women’s Center focus groups were conducted in spring of 2016 in partnership with graduate student Dawn Culpepper. The purpose of these focus groups was to assess student perceptions of the Women’s Center in order to a) understand how and why students become involved the Center; b) evaluate ways to enhance outreach to NC State’s diverse student population; and c) consider gaps in programs and services that the Center might address in the future. Major findings included:

- For students who are involved, the Women’s Center’s programs are valuable and
unique

- In general, students who are not involved with the Women’s Center reported low levels of knowledge about what its role is on campus
- Need to improve access to physical space
- NC State institutional culture plays a role in the low visibility of the center
- Among involved students, relationships with staff are vital elements of their commitment to the center.

**Decisions:**

Pursue recommendations intentionally in programs and relationships for 2016-2017:

- Collaborative programming
- Targeted outreach – women of color, first year students, male students
- Create opportunities to open the Women’s Center’s physical space to students

**SECTIONAL VI: (OPTIONAL) Appendix:** Attach any raw data, graphs, or evaluation results from the assessments of any action item you wish to include.