

Northern Illinois University
Division of Student Affairs
Women's Resource Center
Assessment Summary Report for 2007-2008
November 2008

1. Departmental History

The Women's Resource Center was created in May 1979 under the name University Resources for Women. The primary function of the office for nearly 30 years was the provision of individual and group counseling services to women students, faculty, and staff. In August of 2004, the WRC became a unit reporting to the Vice President for Student Affairs, and in 2005 the name of the office was changed to Women's Resource Center. Since spring of 2007, the primary function of the office has shifted to more programmatic efforts on campus. With its new focus, the Women's Resource Center continues to serve women students, faculty, and staff with its services.

Currently, the Women's Resource Center has three primary functions: social justice programming, personal advocacy and resources, and referrals. First, the WRC hosts 15 to 20 educational programs each semester focused on raising awareness of gender issues. Aside from the programs listed on each semester's events calendar, the WRC also presents programs in the residence halls and collaborates with a variety of student organizations to assist them in their own programming efforts. All of the programs at the Women's Resource Center are student-driven. The program content is developed, and then implemented, by student staff at the Women's Resource Center as part of the student employment expectations. Second, the WRC continues to provide individual advocacy to students needing assistance with issues such as interpersonal violence, pregnancy issues, and sexual harassment. The WRC continues to provide referrals to campus and community resources to students needing assistance. Finally, the WRC space continues to serve as a central location on campus for student groups to host meetings and events. Women's Resource Center programs, services and space are open to NIU staff and faculty, as well as community members.

2. Mission, Goals and Objectives

Mission Statement: The Women's Resource Center staff is dedicated to gender equity and enhancement of the campus climate for women through advocacy, personal development, and social justice programming. We provide a central space on campus where faculty, staff, students, and community can come together around issues of inclusiveness and activism.

Department Program Goals:

1. Provide resources and programs that promote cross-cultural and cross-community collaborations among women on campus.
 - (a) FY08: Build a women's student leader coalition.
 - i. 75% (estimated baseline) of women attending Women NIUnited will acquire new knowledge about women from other backgrounds, specific to the topic, by completing a program evaluation and identifying three specific cultural issues that were new to them.
 - ii. Three of the women's student organizations will host collaborative programming with new student organization partners as a result of bi-semester meetings to be

determined by follow-up interviews with student organization leaders in attendance at the dinner.

- (b) FY09: Strengthen the women's student leader coalition.
 - i. 80% of women attending the monthly events will be able to list three things they learned about other women's organizations on campus as evidenced by completing a post-event evaluation.
 - ii. 50% of participating women's organizations will see increased support of their events from other organizations and/or co-sponsor an event with another women's organization to be assessed by doing follow-up interviews with participants in monthly gatherings.
2. Provide cutting edge social justice programs and training on gender issues to the campus population in order to create a more welcoming environment for women students.

NOTE: Although no specific Annual Planning Priorities have yet addressed this Department Program Goal, collaboration with the Counseling, Adult and Higher Education (CAHE) department has provided evidence to assist the department in developing programs and services to address this goal.

3. Engage in collaborations with academic departments to provide opportunities for students to apply academic lessons to out-of-class experiences.
- (a) FY08: Develop collaboration with School of Art to showcase women art students and their artwork at the WRC.
 - i. 70% of women art students who participate in the discussion event will indicate an increased knowledge about gender and its effect on the artistic process by completing a program evaluation at the end of the discussion.
 - ii. More than half of the women artists displaying art at the WRC will be able to articulate the challenges and benefits of displaying their work and sharing it with others. Artists will commit, as part of their participation agreement, to submit reflective journals upon completion of the exhibit.
 - iii. 70% of those viewing the art exhibits/displays will be able to express an increased knowledge about women artists at NIU and how gender affects the creative process.
 - (b) FY09: - Provide students with the opportunity to apply classroom education into non-classroom experiences.
 - i. 70% of those who view the exhibit will be able to express an increased knowledge about women artists at NIU by completing an evaluation after viewing the exhibit.
 - ii. More than half of the women artists displaying at the WRC will be able to articulate the challenges and benefits of displaying their work and sharing it with others via reflective participation journals.
4. Collaborate with campus partners to recognize, encourage and reward the contributions of women students.

NOTE: Although no specific Annual Planning Priorities have yet addressed this Department Program Goal, collaboration with the Counseling, Adult and Higher Education department has provided evidence to assist the department in developing programs and services to address this goal.

5. Create and maintain opportunities for students to enhance their academic, social, and civic growth with a special emphasis on an awareness of gender issues and involvement in women-focused organizations at the local, regional, and national level.
 - (a) FY08: Increase student volunteerism with community agencies with particular focus areas in women's issues.
 - i. 70% of students participating in Selfless Saturdays events will demonstrate increased knowledge of community agencies serving women by listing three services the agency provides and identifying obstacles specific to the clientele of the agency.
 - (b) FY09: Provide opportunities to enhance students' academic, social, and civic growth.
 - i. 50% of the volunteers will volunteer at least 4 hours per month for an entire semester (to be measured by tracking of logged volunteer hours).
 - ii. 80% of the interns will learn a new skill that they can put on their resume as evidenced by completing a survey evaluation at the end of the semester, as well as reflective journals to be completed throughout the semester.

6. Provide opportunities for professional development of everyone involved at the Women's Resource Center at all levels, from graduate assistants and student employees to interns and volunteers.
 - (a) FY08: Foster paraprofessional staff development through training and workshops
 - i. 75% of student workers (Graduate Assistants and undergraduates) will report an increased knowledge and understanding of working in diversity units.
 - (b) FY09: Provide resources, programs, and experiences that support and expand student leadership development.
 - i. 70% of program participants will complete a needs assessment at the orientation session and identify what they expect to learn from their experience as a student employee.
 - ii. 100% of participants will identify additional information or training they need in order to make them more effective as a paraprofessional in the Diversity & Equity Community of Practice.
 - iii. 50% of students will be able to articulate new knowledge acquired and how they applied it.

7. Increase the dialogue around, and institutional commitment to, policies and practices that specifically affect women and their success, with an emphasis on issues of interpersonal violence, by participating in university and community committees and activities and providing advocacy services to those affected.

NOTE: Although no specific Annual Planning Priorities have yet addressed this Department Program Goal, collaboration with the Counseling, Adult and Higher Education department has provided evidence to assist the department in developing programs and services to address this goal.

3. Methods

DATA COLLECTION TIMELINE TABLE

Method	Description of Method	Timeline (Frequency)	Person Responsible	Goal/Objective Addressed
Student Surveys	<u>Post-Event Surveys:</u> Distributed after events to assess participant learning outcomes and awareness levels	Ongoing	Director, Graduate Assistants, Student Staff	1, 3, 5, 6
	<u>Needs Assessment Survey:</u> CAHE 572 student group completed survey of women students to determine women students' views on WRC programs and services.	Fall 2007	CAHE 572 Students	1, 3, 4, 5, 6, 7
Participation/ Utilization Rates	<u>Events:</u> Attendance at WRC events recorded via a tracking form	Ongoing	All Staff	1
	<u>Visitors/Callers:</u> Number and purpose of visits to the WRC recorded via a visitor/call tracking log	Ongoing	All Staff	1, 7
Benchmarking	<u>WRC Mission/Vision Statements:</u> Website review to determine wording of best WRC	Summer 2007	Director	1, 2, 3, 4, 5, 7

	<p>mission/vision statements</p> <p><u>WRC Logos:</u> Website review to determine best WRC branding efforts in work with Division Graphic Designer on new WRC nameplate</p> <p><u>WRC Websites:</u> Website audit to determine best WRC sites, as WRC transitioned to new University template</p> <p><u>Divisional Benchmarking:</u> Topic - Interpersonal Violence Advocates in Women's Centers and Other Student Affairs Offices</p>	<p>Fall 2007</p> <p>Fall 2007</p> <p>Spring 2008</p>	<p>Director</p> <p>Director</p> <p>Director, Graduate Assistant</p>	<p>1, 2, 3, 5</p> <p>1, 2, 3, 5, 7</p> <p>7</p>
Needs or Satisfaction Assessment	TBD	Every 5 years, beginning 2009	Student Affairs, Director	N/A
Internal/External Review	<u>CAS Standards Self Assessment:</u> Council for the Advancement of Standards (CAS) review of department including an Internal Review process by an NIU team using the CAS Self-Assessment Guide and an External Review of the	Every 5 years, beginning 2010	Director and Assistant Vice President for Diversity and Equity	1, 2, 3, 4, 5, 6, 7

	Center by a team of appropriate professionals			
Campus Environment and Student Cultures Assessment	TBD	Every 5 years, beginning 2011	Student Affairs, Director	N/A
Focus Groups	<u>Women Student Focus Groups:</u> CAHE 572 student group met with women students to determine their views on WRC programs and services.	Fall 2007	Director, CAHE 572 student group	1, 2, 5, 7

GOALS BY METHODS MATRIX

GOAL	Student Surveys	Participation Rates	Benchmarking	Needs or Satisfaction Assessment	Internal/External Review	Campus Environment/ Student Cultures Assessment	Focus Groups
Goal 1: Promote cross-cultural and cross-community collaborations.	X	X	X	Division of Student Affairs-initiated method, specific outcomes to be addressed not yet determined.	X	Division of Student Affairs-initiated method, specific outcomes to be addressed not yet determined.	X
Goal 2: Social justice programs and training on gender issues.	X		X		X		X
Goal 3: Collaborations with academic departments.	X		X		X		X
Goal 4: Collaborate with campus partners to recognize women students.	X		X		X		X

Goal 5: Enhance academic, social, and civic growth with emphasis on awareness of gender issues.	X		X		X		X
Goal 6: Provide professional development opportunities.	X		X		X		X
Goal 7: Increase dialogue around interpersonal violence issues.	X	X	X		X		X

**4. Evidence by Goal &
5. Use of Results**

Program Goal 1: Provide resources and programs that promote cross-cultural and cross-community collaborations among women on campus.

- (a) FY08: Build a women’s student leader coalition.
 - i. Three of the women’s student organizations will host collaborative programming with new student organization partners as a result of bi-semester meetings to be determined by follow-up interviews with student organization leaders in attendance at the dinner.

Findings:

Attendees of the Women Leaders Dinner were administered an evaluation at the end of the dinner by Women’s Resource Center staff (Appendix A), which included several questions and solicited feedback on suggested improvements to future programs, as well as the suggested frequency of such programs.

Data: 75% of participants agree that the dinner: made them more aware of the female-oriented programs available at NIU; made them feel more comfortable in collaborating with different female organizations on programming; made them want to share this new information with their organizations so that they can better collaborate. Additionally, 39% of participants believe that the WRC should hold a similar type of event three or more times per year, with the rest expressing an interest in attending a similar event one to two times per year.

<p>Sample of student responses to what they found most valuable:</p> <ul style="list-style-type: none"> • “Getting to know all of the organizations that I didn’t even know existed!” • “I was inspired by the speaker to get more involved.” • “I enjoyed learning about the other organizations on campus.” • “Having a Blackboard site for all of the women’s groups is a great idea and a big help.” • “I learned about the importance of women’s leadership.” • “I really enjoyed the presentation! It is encouraging to meet successful women leaders.” • “I liked listening to people talk about their organizations.” • “The most important thing I learned was all the ways to become a stronger leader and ways to

share my programs with others.”

- “I enjoyed meeting the other leaders of women-based organizations on campus.”
- “I learned collaborative ways to work together as organizations at NIU.”

Use of Results:

These data will be used to increase the number of times such an event is held each year to one per semester, giving women’s student organization leaders more opportunities to strengthen ties among women student programs and activities throughout the year. The next Women Leaders dinner will be more interactive and allow more time for networking among the women in attendance, based on the qualitative comments collected on the evaluations. The qualitative data has also been used to investigate ways that the women’s student organizations can keep in touch electronically and promote each group’s event in a collective way online. The goal is to have an electronic women’s events calendar each semester so that each group involved can gather more support for their annual events and programs.

Program Goal 2: Provide cutting edge social justice programs and training on gender issues to the campus population in order to create a more welcoming environment for women students.

Findings:

Goal 2 was met based on several methods of data collection, including benchmarking that was done with other Women’s Centers’ marketing, logos, web sites and mission/vision statements. In addition, a group of students from Counseling Adult and Higher Education (CAHE 572) completed a group project for the Women’s Resource Center. This included a women’s needs assessment student focus group and a student survey (Appendix B), which also helped us gather data on what students want from the Women’s Resource Center in terms of programs offered.

Data: When asked what they saw as problems or concerns for women their age, WRC survey respondents (n=149) said: domestic violence (76%), date rape (77%), eating disorders (77%), STDs (74%), HPV vaccination (58%), and relationship issues (91%). Eighty-five percent of survey respondents were aware of the Women’s Resource Center when surveyed. When asked how students learn about Women’s Resource Center programming, the survey respondents said: they had seen the building (38%), UNIV 101 or 201 classes (36%), and publicity (13%). Only about 7% of survey respondents reported attending a program or using the services at the WRC. Finally, when asked what types of programs the respondents would like to see at the WRC, the respondents replied: self-defense classes (76%), body image discussions/programs (66%), discussions on healthy relationships (61%), informational sessions on STDs (47%), informational sessions on the HPV vaccine (43%), mentoring programs for women in male-dominated career programs (40%), seminars on women and their self-worth (44%), programs on helping friends in abusive relationships (63%), and discussions on eating disorders (46%). Benchmarking other Women’s Center programs and websites results in the adaptation of some programming to our campus, including Girls Under the Hood. Additionally, the website benchmarking was used to determine the number and content of left navigation bars on the new Women’s Center website when it was updated to the new University website template.

Use of Results:

The results of the survey (n=149) and focus group (n=9) have been put to use at the Women’s Resource Center in the year since their completion. Several of the topics discussed by the women in the focus group and in the survey have been planned as programs at the Women’s Resource Center, including a self-

defense program, and programs on body image and women's self-worth. The Women's Resource Center has also been cognizant about sharing the findings with other departments who might utilize these results in their own programming, where overlap occurs, such as eating disorder and other health-related program ideas. In addition, the visibility of the WRC's building has been utilized for increased publicity efforts in fall 2008 with great success.

Program Goal 3: Engage in collaborations with academic departments to provide opportunities for students to apply academic lessons to out-of-class experiences.

(a) FY08: Develop collaboration with School of Art to showcase women art students and their artwork at the WRC.

- i. 70% of women art students who participate in the discussion event will indicate an increased knowledge about gender and its effect on the artistic process by completing a program evaluation at the end of the discussion.
- ii. More than half of the women artists displaying art at the WRC will be able to articulate the challenges and benefits of displaying their work and sharing it with others. Artists will commit, as part of their participation agreement, to submit reflective journals upon completion of the exhibit.
- iii. 70% of those viewing the art exhibits/displays will be able to express an increased knowledge about women artists at NIU and how gender affects the creative process.

Findings:

This particular project has been extended into FY09, due to the slower-than-anticipated progress on the project. The Director and a student staff member working on the project had an initial meeting with a faculty member in the art school in fall 2007. Together, they brainstormed ideas about the benefits and limitations of doing such an exhibit at the WRC (including space restrictions, etc.). A second meeting with another faculty member in fall 2008 yielded additional ideas about potential media that can be shown and the limits of the WRC space for such an exhibit. Additionally, specific details were discussed, such as the use of a jury to judge which artwork should be included. The Director also met briefly with a co-president of the Ars Nova student group, who seemed interested in helping with such a project.

Use of Results:

As a result of these meetings, a potential women's art exhibit for women School of Art faculty and teaching assistants has been proposed for spring 2009, with an undergraduate women's art exhibit to follow in fall 2009.

Program Goal 4: Collaborate with campus partners to recognize, encourage and reward the contributions of women students.

Findings:

Approximately 50 to 100 students each academic year receive an Outstanding Women Student Award from the Presidential Commission on the Status of Women, in collaboration with the Women's Resource Center. No data on the recipients has been collected to this point, though upcoming efforts – including needs/satisfaction assessment, internal/external review, and campus environment/student cultures assessment – have the potential to provide data on this particular goal in the future.

Program Goal 5: Create and maintain opportunities for students to enhance their academic, social, and civic growth, with a special emphasis on an awareness of gender issues and involvement in women-focused organizations at the local, regional, and national level.

- (a) FY08: Increase student volunteerism with community agencies with particular focus areas in women's issues.
 - i. 70% of students participating in Selfless Saturdays events will demonstrate increased knowledge of community agencies serving women by listing three services the agency provides and identifying obstacles specific to the clientele of the agency.

Findings:

Goal 5 was met as evidenced by the following data. Attendees of each Selfless Saturday event were given an evaluation at the end of the volunteer event by staff of the Women's Resource Center (Appendix C), which included several questions.

Data: Upon tabulation of the evaluations completed at each Selfless Saturday event, 76% of participants were able to list three services each agency provides to the DeKalb community (n=60). In addition, of those same respondents, 44% of participants were unfamiliar with the community service agency before participating in the Selfless Saturday event. Of the evaluation respondents, 98% indicated that they would be likely to participate in a future Selfless Saturdays event, while 89% indicated interest in volunteering for the community agency again in the future.

Sample of student responses to their experience while volunteering:

- "I enjoyed cleaning with the other team volunteers. It really showed our team effort."
- "I'm glad the Women's Resource Center has volunteer Saturdays. I do not know of another NIU organization that does that."
- "I had a blast giving back to the DeKalb community."
- "I learned so much I don't know where to begin."
- "I like connecting with people and helping out."
- "Doing community service work allowed me to feel good about positive decisions I've made."
- "I enjoyed branching away from the school to do something positive."

Sample of student responses to the most valuable lesson they learned:

- "I learned that there will always be people who could use your help."
- "I learned that the best thing a person can do is offer their service to someone else."
- "I learned that this agency provides an essential service to its neighborhood."
- "Learning how this agency impacts the community."
- "This agency is doing a great thing in helping people and I love being a part of it."
- "The most valuable lesson I learned is that this agency existed!"
- "The variety of services and programs that benefit local seniors."

Use of Results:

As a result of data collected during FY08, programming changes for FY09 have included a concerted effort to provide information at the beginning of each event on the agency being served. As a result, the target has been raised to 85% for next year's participants to demonstrate their increased knowledge by listing one thing about the community agency on a post-event evaluation that they didn't know prior to volunteering. Included in this presentation will be opportunities for students to volunteer individually with

the agency on a continuing basis. The added agency information should help to increase the percentage of students who indicate a willingness to continue volunteering on an individual basis for the agencies involved. In addition, FY09 Selfless Saturday events will happen in collaboration with the Huskie Paws for a Cause program with Student Involvement and Leadership Development. This collaboration will help to increase participation in the program.

Program Goal 6: Provide opportunities for professional development of everyone involved at the Women’s Resource Center at all levels, from student employees to interns and volunteers.

- (a) FY08: Foster paraprofessional staff development through training and workshops.
 - i. 75% of student workers (Graduate Assistants and undergraduates) will report an increased knowledge and understanding of working in diversity units.

Findings:

Goal 6 was met by having staff within the Community of Practice distribute sixty-second evaluations (Appendix D) to participants of the paraprofessional development seminar at the end of the four-hour session.

Data: The sixty-second survey evaluated what the participants learned during the session, as well as areas where students still lack information or skills. Below are some of the qualitative responses that were collected on the evaluations.

Sample of student responses about what they learned from the paraprofessional training:

- “I learned a lot more about the missions of each office in the COP, a lot of programs sounded very interesting.”
- “All resource centers are ready and willing to do collaborations and stress the importance of diversity through unity.”
- “The various goals and program missions of each of the centers as well as the Assistant Vice President’s office, I like Adam.”
- “Diversity is very important in many aspects, but more importantly in the real world, when I graduate I will be faced with people and situations that are different than what I am used to.”
- “I learned about the different groups all over campus and how we all interact with each other.”
- “I learned that all of the centers within the community of practice strive to make sure that the groups they work with are well represented and that they work together to make sure the students feel comfortable.”
- “I really have no comment, I actually think it’s great that you guys are operating with the ideology of the ”Carnival”, it’s like you’re trying to bring a body of people together, only not temporarily, but into ---- is infinite through similar values and goals.”
- “That we should all make use of resources that we have, we talk about the different centers that we have, but we sometimes don’t make use of them.”

Use of Results:

Future paraprofessional development seminars with students employed in the Diversity and Equity Community of Practice (COP) will be designed to fill in the gaps in information indicated by participants on the sixty-second evaluations, such as additional skill sets the students would like to gain during the

seminars. Specific paraprofessional workshop topics addressing those skill sets will be determined by the Community of Practice in the future. Additionally, upon analysis of the evaluations, it may be determined that a separate paraprofessional training may be needed for undergraduate students and graduate students, given their differing levels of professional skills. It might be possible for graduate students within the Community of Practice to help design and plan the paraprofessional development training for undergraduate students.

Program Goal 7: Increase the dialogue around, and institutional commitment to, policies and practices that specifically affect women and their success, with an emphasis on issues of interpersonal violence, by participating in university and community committees and activities, and providing advocacy services to those affected.

Findings:

This goal was met by an annual benchmarking project undertaken throughout FY08. Benchmarking was done with Women's Centers nationwide with interpersonal advocacy services or dedicated interpersonal violence advocates housed within the Centers. The results of the benchmarking were presented to the Student Affairs Cabinet in May 2008.

Data: Ten schools were selected for benchmarking purposes. The most commonly cited job responsibilities of the interpersonal violence advocates surveyed included: serving as an advocate during the judicial process, assisting with academic advising needs of victims, housing advocacy, and referrals to other departments, such as counseling offices. The advocate positions were funded primarily in five ways: university funds, student service fees, Women's Resource personnel funds, Student Affairs funds, and Department of Justice grant funds. The number of students served by the interpersonal violence advocate on the campuses surveyed ranged from 50 to 150 per year. Of the 10 schools interviewed, only two had volunteer advocates that reported to the full-time interpersonal violence advocate. Only three schools offered after-hours advocacy services like a 24-hour rape-crisis phone line. Additionally, six schools collect data on the services provided by the interpersonal violence advocate.

Use of Results:

The results indicate that student victims of interpersonal violence are best served when they have a centralized location to seek services on campus and an advocate who can help coordinate those services. Based on the findings, the best place to house a victim advocate is a Women's Resource Center, due to the fact that women are disproportionately affected by interpersonal violence. Using data from the benchmarking project, the Women's Resource Center Director wrote and co-submitted a grant with Health Enhancement in the spring of 2008 to the U.S. Department of Justice in the amount of \$300,000.

6. Further Information Needed & Timeline

- Create new 5-year assessment plan and identify measurable, overarching student learning outcomes for all programming events. (Anticipated summer 2009)
- Create assessment methods to track longitudinal data on the benefits of involvement with the Women's Resource Center such as interviews with former employees, volunteers and those receiving advocacy services. (Anticipated fall 2009)

- General student satisfaction survey to elicit student feedback on Women's Resource Center programs and services since the transition to a programming-based resource center. (Anticipated summer 2012)

7. Resources Needed

No resources are requested of the University Assessment Panel at this time.

8. Appendices

A – Women Leaders Dinner program evaluation

B – Women's Center Survey (developed by CAHE 572 students)

C – Selfless Saturdays Evaluation

D – Community of Practice Paraprofessional Development Training Sixty-Second Evaluation

**Women Leaders Dinner
Program Evaluation**

This program made me:

(Check all that apply)

- More aware of the female-oriented programs that are available at NIU.
- Feel more comfortable in collaborating with different female organizations in regards to programs.
- Want to share this new information with my organization so that we may collaborate with other groups.

How many times a year would you like the Women's Resource Center to hold a collaborative program where organizations can come together and share their information?

1-2 per year

3-4 per year

More than 4 per year

Never

Additional Comments:

What information did you find the most valuable?

What are some things that you wish you would have learned during this meeting?

Women's Resource Center Survey

1. **Have you ever heard of the Women's Resource Center?** Yes No
If no please skip to question 5.

2. **If yes how did you hear about the WRC?** (check as many as apply)
 UNIV 101 or 201 class
 Training sessions attended (list sessions) _____
 Saw the building
 Publicity (list the program/event) _____
 Other (please list) _____

3. **What programs have you attended or services have you used, if any?**
 Ugly Betty Night
 Selfless Saturday Event
 Transgeneration Movie Series
 Other (please list) _____

4. **Were these programs beneficial? Please explain how?**

5. **What issues or problems do you believe are concerns for women your age?** (check all that apply)
 Date Rape
 Eating Disorders
 STD's
 HPV vaccination
 Relationship Issues
 Domestic Violence (verbal and/or physical abuse with significant other)
 Other (please list) _____

6. **What programs/services do you think the WRC should host to address problems and concerns of college age women?**
 Self-Defense Classes
 Body Image Discussions/Programs
 Discussions/Speakers on Healthy Relationships
 Informational Sessions on STD's
 Information Sessions on the HPV vaccine
 Mentoring programs for women in male dominated career programs
 Symposium on Women and their Self Worth
 Programs on how to help a friend in an abusive relationship
 Discussions/Programs on Eating Disorders
 Other (please list) _____

7. **After being exposed to the WRC will you consider using the services or attending their programs?** _____yes _____no

8. **Where do you receive information about on campus programs and events?**

- _____ Emails
- _____ Northern Star
- _____ NIU online calendar
- _____ Word of mouth
- _____ Signs on campus (please list where) _____
- _____ Other (please list) _____

What year are you in school?

- _____ 1st year
- _____ 2nd year
- _____ 3rd year
- _____ 4th year
- _____ 5th year
- _____ 6th year

What is your ethnic identity?

Check all that apply.

- _____ African American
- _____ Asian
- _____ Caucasian
- _____ Latina
- _____ Other (please list) _____

**Women's Resource Center
Selfless Saturdays Participant Evaluation**

(Please circle today's date)

February 9 – Senior Services Center
March 22 – DeKalb County Youth Service Bureau
April 12 – DeKalb Park District

Are you:

Student Staff Faculty Community Member

How did you hear about this program?

Flyer/Poster List-serv Friend Volunteer Fair Other

Did you know about this community service agency before today's visit? Yes No

Please list three things this agency does to help women/children in the DeKalb community.

Your experience today was:

Wonderful Good Okay Bad Very Bad

Please explain:

Will you do another Selfless Saturday? Yes No

Please explain:

Will you volunteer for this service agency again? Yes No

Please explain:

What would make this experience better?

What is the most valuable lesson that you learned about this service agency?

What is one question about this service agency that you still have?

**What additional training or skill would make you more effective in doing community service?
Please be specific.**

