Evaluability Assessment

Presented to

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Executive Summary

Background
The creation of Women*s Center (W*C) is to close social injustice gaps and provide a safe and supportive environment for women and other marginalized groups of society. The Washington State University (WSU) W*C was created in 1912 as the Association for Women Students (AWS), located within the Division of Student Affairs and Leadership. The program was designed to assist students and advocate for social justice within WSU campuses and outside. Currently, the program serves students, individuals from the community, and faculty. For over hundred years, the WSU W*C has been the voice of marginalized persons and provided a supportive environment for disadvantaged individuals within the educational environment.

Methods & Findings
In order to determine whether W*C is ready for evaluation, the Evaluability Assessment (EA) team used four primary methods of data collection (a) semi-structured interviews, (b) observations, (c) data capacity, and (d) document analysis. Through these methods, the EA team discovered a “bottom-up” communication structure where patrons and staff raise issues and concerns to the W*C leadership, cultivating a familial cultural within the program. Team observations of Rosario’s Place, W*C Library, Study Lounge, Lavender Lounge and Cougar Safe Rides reveal that the program’s patrons were mostly women, some men, and regular volunteers present during hours of operation. The engagement of these individuals echo the values upheld by the program as a welcoming, safe, multidimensional and inclusive space. Document analysis revealed that the W*C is in the initial stages of developing comprehensive documents to summarize the program’s goals and objectives. Some inconsistencies were found across program materials and artifacts. The EA team examined data capacity, revealing that while data does exist for the center’s events and resources, the coalitions and partner organizations are the owners of the data, which may be a major barrier in the event of a full evaluation.

Recommendations
Based on data collection through interviews, observations, and document analysis, the EA project team concluded that W*C does not yet display readiness for full evaluation. The EA team outlined four recommendations that would guide the W*C for future evaluation:

● Define and provide consistent program identity
● Practice internal data collection, particularly patron feedback
● Document team planning for progress monitoring and alignment of goals and objectives
● Create a comprehensive calendar informing readers of events and available resources
Introduction

Around the world, gender equality is understood and supported as a human rights issue, yet women continue to face injustice and marginalization. For instance, the gender pay gap began converging around the 1970s, but gender equality has still not been reached, and women continue to earn considerably less than their male counterparts (Bleu & Khan, 2007). Trends in career advancement reveal that women also tend to hold fewer leadership positions in industry and academia (Jamieson, 1995). Moreover, women are underrepresented in many fields including STEM, where only 24% of jobs are held by women (Beede et al., 2011; Noonan, 2017). On an alarming level, psychological, physical, relational, and emotional violence affects nearly 35% of women worldwide at some point in their lives (Abrahams et al., 2014). Evidence demonstrates that, although women have made strides since the women’s rights movement began over 100 years ago, women remain marginalized in society.

Women on college campuses face additional challenges in the form of deeply rooted and institutionalized discrimination based on gender, ethnicity, and sexual orientation. In fact, leading colleges and universities established and administered by men over many centuries are slow to the evolution of sex roles, creating a significant barrier for women (Malkiel, 2017). Minority college women, often first-generation students, are further restrained by language, stereotype threat, and differences in cultural backgrounds (Campbell & Rodriguez, 2013). College women also face an increased risk of social and sexual violation with little recourse due to pervasive “bro” or “frat culture” and anachronistic attitudes towards sex and violence (Decker & Baroni, 2011). The prevailing social contexts on college campuses, especially within fraternities and male-dominated athletic programs, contribute to a rape-prone culture (Martin, 2015). In fact, college women are five times more likely to experience sexual assault than other females (Carey, Durney, Shepardson & Carey, 2015). The injustice experienced by women in university settings calls for gender-responsive initiatives to educate about, validate, and mitigate these offenses. Many colleges have begun to answer this call and have prioritized gender-responsive initiatives valuing inclusion, security, resilience, and humanitarian action (UN Women, 2017).

The Women*s Center (W*C) at Washington State University is one of many responses to the social injustice college women experience. The program’s mission is to engage with the multi-dimensional experiences of women, challenge patterns of injustice for people of all genders, and provide a welcoming and inclusive space. The objective of the program is to transform the educational environment into a more inclusive and progressive institution by assisting, supporting, and mentoring women at Washington State University. To this end, the W*C hosts various activities addressing gender, race, class, and the intersectionality among these identities, acknowledging social injustice impacting women in the community. The center was created in 1912 as the Association for Women Students (AWS), located within the Division of Student Affairs and Leadership. Director Amy Sharp recently changed the name to “Women*s Center,” with the intentional asterisk in the name to symbolize any and all individuals who recognize, support, and advocate for the social justice of women (A. Sharp, personal communication, September 20, 2018).
Today, the W*C works with larger constituency districts to act as exchange agents for a more diverse and inclusive education system offering resources, services, and events for students on campus (Women*s Center at Washington State University, 2018). “Week Without Violence,” “Take Back the Night,” and “Cougar Safe Rides” are a few of the events and services provided by the Women*s Center in partnership with Alternatives to Violence on the Palouse to raise awareness and prevention of sexual assault, trafficking, harassment, and gender-based violence against women. Additionally, “Mom’s Weekend,” “International Women’s Day,” “Mom of the Year Award,” “Women of Distinction Awards,” “Woman of the Year Award,” and “Women’s Leadership Conference” are hosted by the W*C in partnership with the University of Idaho to publicly recognize women’s diverse experiences and accomplishments. The services and events offered by the Center are open to students, staff, faculty, and local community members of all ages and sexes. Through thoughtful and responsive program planning, the center fosters a dynamic community and elevates marginalized voices. This report delineates the findings of an Evaluability Assessment determining whether the WSU W*C is ready for evaluation, based on alignment of the activities, objectives, and goals of the project, as well as the data capacity of the program and availability of resources.

Methods

In order to determine whether the WSU Women*s Center (W*C) is ready for evaluation, the Evaluability Assessment (EA) team utilized four primary methods of data collection: interviews, observation, data capacity, and document analysis. The four methods are described in detail below.

Interviews. In gathering information regarding data capacity for the W*C, the EA team conducted 2 interviews. The first interview was conducted with the Director and Program Coordinator on September 20th, 2018. This interview focused on team introductions and clarification of responsibilities for the evaluability assessment. The second interview was conducted on November 7, 2018 with Amy Sharp, Director, and Jennifer Murray, Program Coordinator. This interview focused on eliciting data capacity. Both interviews took place at the center’s campus location in Wilson-Short Hall. A complete list of questions and responses are listed in Appendix A.

Observations. The EA team scheduled weekday participatory observations in the W*C between the dates of November 5-9, 2018, to observe the daily operations of the program. The following activities were observed: Rosario’s Place, W*C Library, Study Lounge, Lavender Lounge, and Cougar Safe Rides.

Data Capacity. In order to gather information regarding data capacity, the EA team conducted an interview with the Program Coordinator on November 7, 2018, in the W*C.
Document Analysis. In addition to interviews, program documents were reviewed and analyzed. Specifically, content analysis was performed on the following documents (a) Women*s Center 2018 Overview (updated May 2018), (b) Women*s Center Learning Outcomes, Mission Statement and Expanded Description (August 2018; see Appendix B), (c) Women*s Center Website (October 2018), (d) Women*s Center Weekly Newsletter (October and November 2018), (e) Social Media; Facebook and Twitter (October and November, 2018) and (f) KXLY.com Interview; WSU food pantries help thousands of students in need (November 2018). Information from these documents was compiled, saved and reviewed to further the evaluability assessment of this program.

Findings

This section includes results from the Evaluability Assessment team’s analysis of the interviews, program observations, content analysis of program documents, and review of data capacity from 2016-2018 academic years.

Interviews. There are five staff employed at the Women*s Center (W*C), with twelve volunteers who provide support as needed. The program communication method is bottom-up; that is, patrons and students raise issues and concerns to the W*C staff and leadership. The W*C staff are well-informed about the activities of the center and are described as generalists (i.e. competent in different areas and activities). The W*C does not prioritize data collection data for events and activities provided by the program. However, they may be able to access some data collected from events and activities hosted with partners and coalitions, if a full evaluation were to take place. See Appendix C for a complete list of interview questions and participant responses.

Observations. Between November 5th, 2018 and November 9th, 2018, the EA team scheduled dates and times for 15-60 minute observations of the W*C. Observations of the main lounge, Rosario’s Place, Lavender Lounge, Center’s Library, and Study Lounge were made by each member of the EA team. These observations provided EA team members with varied opportunities to view how W*C’s staff communicates with patrons, operates the program, and is utilized by guests of the center. Patrons were observed engaging in individual and group study, enjoying casual conversation, resting, dining, checking out books, and accessing the food pantry. The majority of patrons were women, although a few men participated in conversation and also volunteer their services for Cougar Safe Rides. The EA team’s observations underscore the familial nature of the W*C’s environment. That is, patrons of the center appear to be close-knit and supportive of one another both academically and socially. This family environment upholds values expressed by W*C and is clearly valued by patrons of the center. Additionally, the food
pantry (i.e. Rosario’s Place) has its own separate location with a private entrance just off to the side of the Center. This layout is intentional so to respect the privacy of patrons.

On November 29, an EA team member observed Cougar Safe Rides in operation. Contact was made through texting WSU-267-SAFE. The text response was immediate, concise and professional. A car arrived in a timely manner and was within one minute of the dispatcher’s estimated time of arrival. Both the driver and navigator were professional and required no information beyond a name and drop off location. The EA team member was thanked for using Cougar Safe Rides and encouraged to continue to be safe and to call again. Safety of the Safe Ride volunteers was addressed by traveling in a pair and by frequent radio communication with a dispatcher. Minor confusion resulted from conflicting reported hours of operation on the Cougar Safe Rides’ Twitter account and Women*s Center’s webpage.

Data capacity. Based on interviews conducted with the program director and program coordinator, it appears that some information is collected about the patrons who use the services provided by W*C. Events such as Mom’s Weekend, Women’s Recognition, and Women’s Leadership Conference require students to register with their demographic information (e.g. names, emails, demographic information) to purchase a ticket. However, opportunities for patrons to provide feedback about the quality and scope of these activities do not exist. In fact, many of the events hosted by WC are products of collaboration with coalitions and other stakeholders (e.g. University of Idaho, YWCA). This data is not collected or housed by the Center itself. For example, data collected from events held with partners like Women Recognition, Mom’s Weekend, International Women’s Day etc., are not available at the Women*s Center because these data were collected by either partners or coalitions. Cougar Safe Rides is a community service activity the Women*s Center participates in that has some level of data collection. However, data collected on customer satisfaction surveys is not accessible because it is not collected directly from the center’s website, rather through partners. Future internal data collection could provide W*C with information about number of calls, duration and distance of trips and peak hours. Rosario’s Place is an example of current data collection. Last year, the Center focused on creating an inventory of donations and products being used by patrons. Recently the center has started weighing the food donations, a method that staff says is a common practice in other food pantries.

Document Analysis. The following section presents a document analysis for the W*C at Washington State University (WSU). The following documents were analyzed: (a) Women*s Center 2018 Overview, (b) Women*s Center Learning Outcomes, Mission Statement and Expanded Description, (c) Women*s Center Website, (d) Women*s Center Weekly Newsletter, (e) Social Media; Facebook and Twitter, and (f) KXLY.com article; WSU food pantries help thousands of students in need (November 2018). Information from the documents was compiled, saved and reviewed to further the evaluable assessment of W*C.
(a) **Women*s Center Overview 2018 (updated May 2018).** The information in this document covers a broad array of topics including a thorough history of the W*C and a longer mission statement that has since been revised. It also includes a list of program initiatives focusing on resources available to participants, programs offered and the respective activities of six affiliated Coalitions for Women. Also included in this document is an organizational hierarchy flowchart and a brief budget outline, specifying operations and maintenance costs, salary and benefits paid to the director and a breakdown of the total Services and Activities (S&A) fees requested by W*C for the 2018-2019 academic year. The Overview document also includes recommendations from an unknown source, calling for revision to program design, objectives, management, resources, data capacity, and activities. There is no mention of whether revisions have been made.

(b) **Women*s Center Student Learning Outcomes, Mission Statement and Expanded Description (August 2018).** The document offers guide words, “strengthening community” and “envisioning justice”, meant to capture the values held up by W*C and lead to both a focused short mission statement and a long mission statement. The document also states 5 program goals in support of the mission followed by objectives designed to ensure they are met. The goals and objectives are clearly defined in the document but are not labeled as such. Mission statements, goals and objectives can be found, verbatim, in Appendix B. Also included in this document is a short list of assessment evidence for all learning outcomes and a long list of questions for assessment of individual outcomes. The document does not specify how the evidence is to be collected nor how, when or by whom the questions are to be asked.

(c) **Women*s Center Website (October 2018).** The W*C website provides students with an overview of the Center’s 6 programs, 9 resources (including Cougar Safe Ride) and 6 coalition groups. A coalition is described as being comprised of distinct groups or persons in alliance for joint action. Additionally, each program, resource, and group has its own web page and features images of past events, dates for upcoming events, relevant links and information about the intended purpose of each. Included in the overview of programs, is an extended mission statement. The website also provides information about all W*C staff members and employment/volunteer opportunities. Students interested in these opportunities are directed to an online employment application. While the dates and times of upcoming events can be found on individual pages, missing from the website is a complete event calendar. An exhaustive list of programs, resources and coalition groups linked on the W*C website can be found in Appendix A.

(d) **Women*s Center Weekly Newsletter (October and November 2018).** This electronically delivered newsletter includes advertisements for upcoming events, listed in no particular
order. The newsletter offers a brief description of advertised events and is well linked to pertinent information regarding each event. Advertisements remain in the newsletter until the events occur. Also included in each publication is information for Cougar Safe Ride and meetings scheduled by coalition groups. At the end of each W*C newsletter delivered in the months of October and November is a reminder to like them on Facebook and follow them on Twitter. Missing in these newsletters is a calendar of events hosted by W*C or other events that may be of interest to participating students.

(e) *Facebook Page and Twitter Feed (October and November 2018).* W*C’s Facebook page includes information regarding their mission and physical location as well as contact information and links to the official website. Visitors to the Facebook page will find a list of events that includes many past events but as of November 6, 2018, no upcoming events are listed. On the Facebook page, visitors can sign up for newsletters, browse pictures, and read positive and informational posts from staff, volunteers and students alike. These posts cover a variety of topics, including reminders to vote, invitations to visit the center, invitations to casual get-togethers (pumpkin carving) and event information. Visitors to W*C Facebook page are also directed to related pages, many of which are pages for coalition groups. Followers of W*C on Twitter receive exposure to frequent tweets regarding any topic that might be of interest to women and minority groups. These tweets sometimes link to a relevant Ted Talk, pertinent article or video. Tweets also advertise local, international and even global events pertaining to W*C values.

(f) *KXLY.com interview; WSU food pantries help thousands of students in need (November 2018).* KXYL reporter, Nikki Torres, interviews the Program Coordinator for W*C about the need filled by two food pantries on campus. This article informs the greater community of the need for food pantries and very roughly estimates that one of the two pantries serves about 100 students per week. The articles specifies location and hours of operation for each of the pantries. The pantries are stocked through community partnerships and donations. The article serves to inform on items offered in addition to food, such as paper products and personal hygiene products, as well as to direct future donors to proper drop-off locations. Additionally, the interviewer recognizes the W*C food pantry as a successful model in the community for which other organizations can turn to for advice.

**Summary.** Overall, the document analysis suggests W*C is in the initial stages of developing comprehensive documents to clarify the role of the center within WSU and the broader community and to illustrate the nature of W*C’s partnerships with organizations with shared values. The program successfully communicates the mission, goals, and objectives of the W*C. However, ensuring repeated information is consistent across all documents will be useful for
future evaluations. The documents also demonstrate the program’s outreach to the community in which they operate, via the website, weekly newsletters and social media. During analysis of documents, the EA team was unable to obtain information regarding the targeted population, a mission to action plan, a hierarchical model or clarification of the specific nature of Women*s Center’s many partnerships.

Summary of findings

A review of findings show that the Women*s Center has a strong program identity and friendly communication among staff and patrons. Regular patrons enjoy a positive and supportive environment within the W*C. However, the EA project team has found fundamental gaps in data capacity through careful examination of W*C, including interviews, observation and document analysis. Findings reveal a need for increased data capacity; specifically, record keeping of activities provided by W*C and resources used by the center’s patrons. Currently, Women*s Center is unable to provide data regarding who and how many participate in activities or the impact and success of those activities. It is also unable to provide data on media outreach, usage and impact. Finally, there is a need for a working hierarchical structural model, identification of a target population, accountability for data collection and management, and clarification of a mission statement aligned to goals and objectives. Given this evidence, the EA team has outlined key recommendations in the next section that will be useful for preparing the W*C for a full program evaluation.

Conclusion

Based on the findings of the evaluability assessment, the Women*s Center at Washington State University does not display readiness for a formal program evaluation. Currently, the Center has strong program identity and partnerships with like-minded organizations, cultivates a familial culture within the program, and strives for meaningful impact on the greater community. However, inconsistent documentation of goals, objectives, and activities across program materials will make a full evaluation difficult in that W*C’s prioritizes are unclear. This critical information is inconsistent or missing on the Center’s website, a major marketing tool for new patrons and potential collaborators. A criticism already stated by the program’s staff is the sparsity of measurable outcomes of W*C’s activities, specifically the lack of data capacity. It is clear that many of the resources, activities, and events hosted by the program are in alliance with community partnerships and coalitions, and therefore the type and accessibility of data are not in control of W*C staff. Of the data available, only a limited amount of information can be used to determine how well the center is operating. For instance, while demographic data allows the center to understand the frequency of who is attending activities, little is known about the quality of these activities and how well they serve the target population and greater community. Consequently, decisions regarding improvement of services and activities are not informed by
available data. Based on this evaluability assessment, the EA team provides the following recommendations for future program evaluation.

**Recommendations**

1. **Program identity.** It is this team’s recommendation that the mission, goals, and objectives be labeled as such and consistent across all documentation. For instance, the mission statement is included in the Program Overview on the W*C website, however it is two paragraphs longer than that represented in the Learning Outcomes document. The EA also recommends highlighting the mission statement on a separate tab on the website, so the information is clearly stated and accessible to everyone, including future program evaluators. To further establish program identity, W*C should consider documenting the targeted population, a mission-to-action plan, and clarification of the specific nature of their partnerships.

2. **Data collection.** Based on the evidence for data capacity, the center does not have in place a systematic process of data collection, gauging the program’s service, experiences, and feedback from patrons. The EA team advises the W*C to focus collecting this information for future program evaluation. Additionally, sharing this data on the W*C website and other social media platforms could enhance transparency for community patrons as well.

3. **Team planning.** The EA team advises the W*C to document regular meetings for leadership, staff, and volunteers in order to maintain goal-oriented objectives and clarify individual responsibilities and roles. Recording and archiving meetings can be useful as accountability tools and for progress monitoring. A hierarchical model describing the roles and responsibilities of staff would be beneficial for program evaluators.

4. **Calendar of Events.** To further W*C’s stated objectives of raising awareness of social justice issues and increasing participation in activities and discussions, it is recommended the program provide a current calendar of events and other pertinent information (e.g. supporting organizations and coalitions) on the website and in a prominent location in the center’s location. Providing this resource will be beneficial for all patrons, especially those who have not subscribed to the center’s social media accounts.
References


Women*s Center at Washington State University. (2018). Overview of Women's Center 2018. Pullman, WA.

Appendix A

1. Programs

Week Without Violence (YWCA)
Take Back the Night (Coalition for Women Students)
Mom’s Weekend (WC and CWS organize Mom’s Weekend Brunch)
International Women’s Day (WC organizes Press for Progress, an art show)
Women’s Recognition Luncheon (National Women’s History Project)
Women’s Leadership Conference (WSU and UI)

2. Resources

Cougar Safe Rides (WSU)
Food Pantry at Rosario’s Place (WC)
Gender, Women’s, and Sexuality Studies (A department of WSU)
Lavender Lounge/Lactation Space (WC)
Library (WC and Glenn Terrell Library)
Rosario’s Place (WC)
Scholarship Opportunity (WC)
Study Room (WC)
Women’s Center Main Room (WC)

3. Coalitions For Women Students

Association of Pacific and Asian Women
Black Women’s Caucus
Men for Social Change
Mujeres Unidas
Native American Women’s Association
YWCA at WSU
Appendix B
WC’s Student Learning Outcomes, Mission Statement, and Expanded Description

Guide Words:
Strengthening Community, Envisioning Justice

Short Mission:
Our mission is to engage with the multi-dimensional experiences of women, to challenge patterns of injustice for people of all genders, and to provide a welcoming and inclusive space.

Long Mission Statement:
Our mission is to engage with the multi-dimensional experiences of women, to challenge patterns of injustice for people of all genders, and to provide a welcoming and inclusive space. We elevate all marginalized voices while prioritizing prerogatives to learn, organize, and support one another as peers and mentors, and we foster a community dynamic both within and beyond the Women’s Center that is collaborative, creative, and inclusive.

A. Students will create safe and supportive activities that enable women to engage as full and active participants
   1. Attending organizational meetings and events
   2. Volunteering time within the Women’s Center

B. Students will develop programming to celebrate women’s diversity and contributions
   1. Partnering with organizations to celebrate International Women’s Day
   2. Participating in Women’s History Month
   3. Recognizing Awareness and Heritage Months
   4. Being mindful of accessibility for all students at events, meetings, and in the Center

C. Students will offer resources and educational programs for a more diverse and inclusive educational system
   1. Sharing information about Women’s Center resources such as Rosario’s Place, Library and Lavender Lounge
   2. Being knowledgeable about free safe sex products that the Center gives away
   3. Creating bridging programs and events that involve multiple CWS organizations or outside collaborations

D. Students will develop skills which positively build relationships with peers, staff, and faculty and prepare students for the world outside of academics
   1. Working with the Coordinator on a regular basis for financial and program support
   2. Giving regular feedback to the Director over processes and policies
   3. Inviting peers, staff, and faculty to meetings, programs, and events

E. Students will foster a community of social justice leaders
   1. Actively participating in the Center’s activities and discussions
   2. Using Women’s Center resources to learn about the issues and how to organize around them
   3. Raising awareness of social justice issues through other student media resources
   4. Planning and participation in awareness activities, events, and programs
Appendix C

Program administrators

1. What are the administrators of the Women*s Center (WC) qualifications?
   ○ To be considered for employment at the W*C, people must know what it means to be a feminist and a social justice worker. They must also have some expertise coming into this position in some area of these two topics. For instance, Jennifer came in with experience working with Alternatives To Violence on the Palouse and Kaylee (Program Assistant) has experience in women’s studies with her coursework. Definitely having an open mind and understanding of why there is a W*C is a requirement for working here. The program has a smaller number of staff members, so it means that we are all generalist. Meaning staff have to up and run with tasks, but staff do have strengths for specific tasks.

2. What are the key roles of each individual in the program? Are there “implicit” roles not listed on the W*C website?
   ○ Jennifer does a lot of work on program outreach and making community connections. She is also really good about managing and engaging with volunteers, as well as organizing the materials. She is seen as the voice of the W*C. For instance, she spoke with KXLY in an interview about the W*C a few weeks ago. She also helped out an individual in Spokane campus who reached out for strategies on starting their own pantry. Amy drives the W*C’s vision, helps the program define how the W*C sees itself. She also supports students and really directing them and all aspects of the Center. Kaylee is the Program Assistant is to theoretically complete tasks that Amy and Jennifer cannot get to. Independently, she works with the W*C’s social media presence, personality, and story-telling. The program does not intentionally recruit volunteers, it is more than people are interested and motivated to reach out and take part in the W*C. The response then to these see if they are committed individuals and then make sure that their activities here are long-term - building ownership. Other implicit roles include Jill and Ben from IT support the website, Sue and Erica with the WSU Libraries, Shane the from WSU Facilities, students in leadership who have ownership, host tours, etc., and Amy and Matthew from GIESORC.

Staff-specific

3. How many staff members does W*C have? What is the hierarchy?
   ○ Amy is the overseer who deals with the official budget and financial issues, but she is not seen as a dictator or micro-manager, and realistically there isn't much hierarchy here. The program function pretty well, just having transparent and continuous communication is key and but so is autonomy.” Students and staff here do not need micro-management, they need guidance and staff are willing to put that work in if there is something students get something out. Communication
in the Program really operates from the bottom up- students will let Amy know what they need directly and then share out in the newsletter.

4. **How are staff and volunteers trained (in-services, off-site, literature...)?**
   - There are roughly a handful of volunteers for Rosario’s Food Pantry, but because of the recent hires through Work Study funding, the need for volunteers is not high. There would be maybe 12 people the W*C can call upon to help out if help is needed.

5. **What is the hiring process like for staff?**
   - Work staff here mostly come from word of mouth (e.g. sorority sisters). There is an application for employment where potential hires answer the question of “why do you want to work here, etc.” but the staff really join because of the W*C’s mission and values. The last time there was a position publicize online and it did increase campus interests, which were forwarded to Cougar Safe Ride.

6. **Does your program meet together (i.e. staff, leadership meetings)? How often do you meet? (i.e. weekly, monthly, annually). What are the topics covered in this meeting?**
   - Staff wanted to stick with a meeting every 2 weeks, but this is idea sort of fell out over time because smaller meetings and communication comes straightforward and informally through face-to-face interactions or emails. Would like to continue this in the future so things are clearer (i.e. events, tasks, program needs, individual activities). The meetings pertain to updates on all of the W*C’s activities, needs of people in the campus/community, and also creates some face-to-face responsibility and ownership of the tasks.

*Client-Specific*

7. **What are the demographic characteristics of student participants in your program?**
   - The W*C has a pretty large gamut of “non-traditional” patrons: marginalized students from all shapes, sizes, and colors. There was a genius behind the Women's Coalition who worked with students letting them know that they are wanted here and there are resources here to support them. Clearly, college students who have been or are marginalized from multiple backgrounds, ways, and times are our patrons. Young women of color, people who are non-binary, men for social change, and transgender students are patrons here. Interestingly, Rosario’s Place has increased our “non-traditional” population because of the children and family resources offered. Built-in trust for the center. Very gender and queer inclusive, “multiply-marginalized” individuals, and individuals with different genders who face social challenges. But truly, a patron is anyone who is interested in feminism.

8. **Do your patrons differ from those you want to serve and are there populations you’d like to reach that you haven’t yet?**
The program would like to reach out to more international students. There was a graduate student connection with Cougar Safe Rides, but that was about it. The W*C does have some collaboration with GIESORC which is great. We also recognize that there is a need to reach out to STEM students too. The program wants to connect with STEM students because most of our patrons are from the humanities and social sciences. We don’t hear really from VetMed, Chemistry, etc., and it is a little concerning because these fields of study also face challenges about gender in the sciences. However, we recognize that we have “limited capacity,” therefore “limited human beings,” so it is important for us to build long-term relationships with our patrons and community partnerships and growth does happen slowly.

9. Are there barriers to reaching these populations?

- The program would like to see in the future, language translation of marketing materials to be more inclusive to address the struggle for campus engagement, especially if we want to reach our international students. Student not knowing that the W*C exists is a major barrier, but also not feeling comfortable with the idea that they are welcome. This is where sharing our information in multiple language would be helpful to communicate inclusiveness because language is such a huge barrier.

Data Capacity

10. Regarding the following activities below, what data are collected?

- **Week Without Violence.** Student event/run in partnership with the Young Women’s Christian Association (YWCA) to host signature Clothesline Project display on Terrell Mall for one week in October, however no data recorded for this event

- **Take Back the Night:** student march against sexual and domestic violence once a year, however no data recorded for this event.

- **Mom’s Weekend Brunch.** In partnership with the Coalition for Women Students, but the event itself is predominantly run by the Coalition and they have the data. Demographic data is only collected, no feedback on the event.

- **Women’s Recognition Luncheon.** Tickets are sold, but this year the W*C may do host free of charge. Only demographic information is collected, but no feedback

- **Women’s Leadership Conference.** The event is in partnership with the University of Idaho, so tickets and registration lists exist. There exists some feedback data on this activity, but not grounded in literature.

- **Cougar Safe Rides.** Each night patrons phone number collected in order to contact them. Other data include the number of calls, the number of trips made, length of time to meet up with a person, and length of time to destination. Amy and Jennifer are interested in documenting patterns in calls and records (i.e. people
cause problems, misusing the service, areas in the community that are concerning, etc.). Patrons are sent a brief follow-up review; this data is reviewed by leadership (unclear who) but the data is unavailable for the W*C.

- **Rosario’s Place (Food pantry).** The W*C deliberately chooses not to collect identifying information for this service to ensure low-barrier access to food and privacy. Recently, the center started to weigh the donated food. This is usually how food pantries work. Last year we did shelf inventories, but no one has done anything with the data. Would like to work on this so that the W*C can make projections for what items are needed the most during what times of the year. In the future, it would be beneficial to have an AmeriCorps help manage Rosario’s.

  “Community of giving,” is the story behind Rosario’s Place. The story around a woman who worked at the W*C. Her daughter passed away from SIDS in 2012 and the community came together to collectively as a place came baby clothes, food, and other resources. This center came out of the love for the baby and love of the community. Demographic information is collected but not feedback on the use of the resource.

11. **Is the program collecting data about patrons?**

  - The program is testing out an optional “card swipe” by the door, this is something they are testing out and will work on this operationally next semester. The program is looking for new technological advances to help collect the data about what services are being used and when. A survey is needed and an advisory committee with community members, students, and specialists to help advise the center. The program went through a restructuring last year (this semester was the first fully operational semester) so the W*C shied away from doing a program use survey, but this type of feedback would be great to collect moving forward.

12. **Does the program engage in reflections of program goals and objectives?**

  - There are “self-evaluation questions” written over the summer, however staff have not gone through them yet being as it is the first semester fully running operationally.