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<th>Women's Center</th>
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<td><strong>Department Name:</strong></td>
<td>Women's Center</td>
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<tr>
<td><strong>Program or Service:</strong></td>
<td>Campaign Weeks (C.A.R.E. and Love Your Body)</td>
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| **Brief description of program or service:** | **Concerned About Rape Education (C.A.R.E.) Week**  
*Concerned About Rape Education (C.A.R.E.) Week* focuses on raising awareness about sexual assault and intimate partner violence on and off campus. Programs in the past have focused on educating the BC community about the prevalence of sexual assault and rape on college campuses; what consent is; ways to recognize and navigate unhealthy relationships; and how to help a friend who may have survived sexual assault. Throughout the week, students are informed of the on-campus resources available to them, namely SANet (Sexual Assault Network), Boston College Police Department, University Counseling Services, University Health Services and the Women’s Resource Center. |
| **Date:** | 6/1/2016 |

1. State the formal learning and/or operational outcomes for the program, service, or department:

   Learning goals & outcomes
   After attending one or more CARE Week activities students will be better able to:
   - Create a community of support for sexual assault survivors, which fosters empathy, encourages advocacy, and is conscious of individual potential to positively impact the community.
   - Interpret cultural messages and systems that condone and perpetuate sexual violence
   - Know and apply BC resources in a given situation for oneself and peers.
   - Indicate increased awareness of how sexual violence operates among different racial and ethnic communities.
   - Recognize and intervene in different forms of sexual assault.
   - Educate peers regarding sexual violence.

   **Love Your Body Week (LYBW)**
   LYBW is a week of programming dedicated to promoting healthy body image on the Boston College campus. The week is hosted every fall semester by the Women’s Center and provides a time for students to consider their relationships with their bodies.
   Learning goals & outcomes
   After attending one or more LYBW activities students will be better able to:
   - Recognize what characterizes healthy and unhealthy relationships with one’s body
   - Identify strategies and develop a motivation to build a healthier relationship with one’s body and transform their way of thinking
   - Evaluate the false and problematic ways that our society and media presents the body and manipulates our understanding of beauty.

2. Where are these learning outcomes published? Be specific. (Where are the Women’s Center and VPSA websites)
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<th><strong>3. What data/evidence is used to determine whether participants have achieved the stated outcomes? (What method did you use? What were you measuring?)</strong></th>
<th>We use event specific paper assessments designed to address the specific learning outcomes of the event through open response questions. We choose 4 events during each campaign week to formally assess in this manner. We also conduct a focus group with our Women's Center staff to discuss each event in details, whether it met its intended learning goals and outcomes and the changes that we would make for the future to improve the event's effectiveness.</th>
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<td><strong>4. Who collects and interprets the evidence? When and how often does this occur? Who assists in interpreting and analyzing the data?</strong></td>
<td>The Director and the Assistant Director of the Women's Center collect all of the data and then create a full report on the campaign week using that information. This report is used annually to inform how we conceive of and implement events for future campaign weeks. The interpretation of this data occurs within a month of the completion of the campaign.</td>
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| **5. Individuals with whom the data is shared (list primary and secondary stakeholders and narrative as to why):** | Associate Vice President, Student Affairs  
Assistant Director, Women's Center  
Graduate Assistant, Women's Center  
Student Staff, Women's Center  
Project Stakeholder, Assessment Coordinator  
Project Stakeholder  
Collects and analyzes data  
Collect and analyze data |
| **6. What changes have been made as a result of using the data/evidence? (What was the change? What data led you to make that change?) If no change, indicate why:** | **Changes 2013-2014:**  
Based on written, direct and anecdotal feedback collected by students in advance of this campaign week, changes were made to our hallmark event, Take Back the Night, to be more gender-inclusive in our language during didactic portions of the program. Much of the language previously implied or explicitly named victims as female-identified, and the program previously called specifically upon men to "pledge" not to be complicit with various forms of sexual violence.  
Students petitioned for both a program and a pledge that was inclusive of students of all genders, and we as an office have continued to generate more gender-inclusive language and programming around all activities pertaining to CARE Week and sexual misconduct prevention programs in light of students' wishes.  
**Changes 2014-2015:**  
At the conclusion of our 2014-2015 CARE Week Campaign, several students offered direct, in-person feedback, which they reflected was representative of themselves and additional peers, that they wished to see the resources from one of our semi-annual programs, The Clothesline Project, reallocated in order to provide more environmentally sustainable, and more widely-reaching programming. |
Students reflected that this would not only allow the Center to utilize funds saved on bringing in popular subject matter experts to speak to the broader community, but that an awareness campaign utilizing social media (versus t-shirts, paint and various facilities resources) would be more culturally relevant, easy to share, and ultimately, more aligned with the intended learning outcomes of an awareness raising campaign.

We thus eliminated the Clothesline Project from our schedule of campaign week activities and replaced it with a Bystander Intervention Social Media campaign, which engaged 280 students who directly participated and was consumed via social media by thousands of students.

**Changes 2015-2016:**
After reviewing student evaluations of each of our programs from 2014-2015, we will be adding an annual, standing event to our campaign week calendar, along with our Bystander Intervention Social Media campaign and Take Back the Night. This added program is "Where We Stand," a panel that includes student conduct officers, student Title IX coordinator, Women's Center advocate, and a primary sexual misconduct investigator. Students reflected that putting faces to names and the procedural elements of the University's sexual misconduct policy was highly effective in increasing their understanding of the adjudication process and their comfort in seeking support, resources and information from University staff.

| 7. How do you know that the changes have resulted in improved learning outcomes? (continuous improvement evidence): | }
