

Northern Illinois University
Division of Student Affairs
Asian American Resource Center
Assessment Summary Report for FY 2005-FY 2008
January 25, 2008

I. History

Northern Illinois University holds the distinction of establishing the first-stand alone Asian American Center within the northern Illinois region, and September 9, 2007, marked its third-year anniversary. The Asian American Resource Program was initially established as a part-time program in March 2000 under the auspices of the office now known as Student Involvement & Leadership Development. The part-time program moved to the Jacob House in September 9, 2004, and was re-named the Asian American Resource Center (AARC). The opening of this center represented a significant step toward establishing a “home away from home” for a growing population of Asian American college students (nearly 7%) attending NIU. The Asian American Resource Center opened its doors for full-time operation on July 1, 2006.

This current location consists of 1400 square footage of usable space: 2 office spaces, resource room, fireside room, a reception area, multi-purpose basement, a small computer room, and a kitchenette. The AARC staff includes one full-time director (1.0 FTE supportive professional staff); one full-time secretarial staff (1.0 FTE civil service staff); one twenty hour graduate assistant (.50 FTE); part-time student employees and interns (.25 FTE).

The Asian American Resource Center provides student-centered services through its close working/advising relationships with seventeen (17) Asian American student-run organizations, including four (4) Greek letter organizations. The center continues to attract high utilization and significant participation from the Asian American student population. The center documented 1,288 users in FY 2007.

The Asian American Pilot Peer Mentor Program, a signature program of the Asian American Resource Center, was recognized nationally by the National Association of Student Personnel Administrators (NASPA) and received the NASPA Excellence Bronze Award in 2006. To date, the Asian American Pilot Peer Mentor program recruits, on average per year, 35 mentors and 60-70 protégés, develops assessment tools to measure student learning outcomes and satisfaction levels for program participants, implements training sessions for mentors, and provides programs and services to engage all participants.

The AARC enhances student learning by providing leadership opportunities, student partner/employee positions, and internships. The center developed fifteen internship opportunities focusing on areas for alumni connections, event planning, facilities management, budgeting, writing, marketing, media development, resource maintenance, outreach, peer mentoring, professional development, and Web page design.

The AARC helps to establish an inclusive environment by serving students of various Asian ethnicities including, but not limited to: Burmese, Cambodian, Chinese, Filipino, Hmong, Hong Kong, Indian, Indonesian, Japanese, Korean, Laotian, Malaysian, Pakistani, Taiwanese, Thai, and Vietnamese. The center establishes an inclusive community through its outreach efforts with Asian-based student organizations and through its diverse program offerings. The center staff documented outreach to 111 student organizational meetings, planning meetings, and/or campus events in FY

2007. Also, with the establishment of the Diversity & Equity Community of Practice, the center collaborates with the Latino Resource Center, LGBT Resource Center, Center for Access-Ability Resources, Center for Black Studies, and Women's Resource Center on the following initiatives intended to help raise awareness of the diverse populations NIU: "Rock tha' Mic: Huskie Talent Jam!," Paraprofessional Training Program, and the 2nd Annual Diversity Awards Gala.

The AARC develops collaborative relationships with numerous departments on campus including: Foreign Language Programs, Career Services, Center for Burma Studies, Communication Department, Center for Southeast Asian Studies, Counseling & Student Development Center, Family Consumer Nutrition Sciences, Health Enhancement, History Department, Holmes Student Center, Housing & Dining, International Programs, Latino Resource Center, LGBT Resource Center, Materials Management, Physical Plant, Student Involvement & Leadership Development, and Unity in Diversity. These departments collaborated with the AARC to assist with providing programs, services, building maintenance, outreach, program development and implementation, and/or resource acquisition.

II. Departmental Mission

In support of the academic mission of Northern Illinois University and the Division of Student Affairs, the AARC creates an inclusive environment where Asian American students cultivate a strong sense of community at NIU, and where campus and community partners collaborate to raise awareness about the rich cultural heritage of Asian Americans. The Asian American Resource Center strives to enhance the quality of college life for Asian American students as they reach their academic goals by providing student-centered services, student learning opportunities, leadership development, student organizational advisement, and educational/cultural programs. In short, the Asian American Resource Center provides a welcoming environment and a "home away from home" atmosphere for the Asian American student population.

III. Program Goals

The following goals have been recently established to reflect the programs and services offered. Asian American Resource Center's program goals are to:

- 1) Support university efforts to recruit and retain Asian American students at NIU; provide student-centered programs and services to a diverse Asian American student population;
- 2) Provide programs and services that enhance student learning opportunities through leadership opportunities, student partner/employee positions, and internships;
- 3) Establish an inclusive environment by providing outreach and advisement to Asian American student organizations and by raising awareness of the rich culture, heritage, and various ethnicities of Asian American college students;
- 4) Engage staff in ongoing professional development and service to the field and encourage students' professional development as well;
- 5) Manage resources through effective management of Asian American Resource Center's facility, equipment, and human resources;
- 6) Utilize relevant technological resources and services.

IV. Methods (See Table 1)

Table 1: Methods				
Method	Description of Method	Timeline (Frequency)	Person Responsible	Goals Addressed
Benchmarking	a. Benchmark Web research of 13 Peer Mentor Programs was conducted to compare and assess departmental Peer Mentor Programs.	Periodically	GA	1,2
	b. Benchmarking visits of Asian American Cultural Centers are conducted by staff to compare and assess departmental programs and services.	Annually	All Staff	1,2,3,4,5,6
Document Reviews	a. Weekly Reports/Unit Reports are completed by all staff members to assess how divisional core values and departmental goals are being achieved through weekly programs and services.	Weekly/Monthly	All Staff; Director	1,2,3,4,5,6
	b. Quarterly Budget Reviews are completed every three months to assess budget allocations, expenditures, and resources.	4x per year	Secretary; Director	5
	c. Mid-Year Review: all unit reports, weekly reports, programs, outreach, projects, and assessment tools are reviewed to assess progress towards achieving departmental goals.	Fall Semester	Director	1,2,3,4,5,6,
	d. Annual Planning Priorities: departmental priorities are set on an annual basis and reviewed periodically throughout the year to assess progress towards achieving these priorities.	Annually	All Staff	1,2,3,4,5,6
	e. Annual Report: weekly reports, unit reports, programs, outreach, projects, and assessment tools are reviewed to assess progress towards achieving divisional and department goals.	June	All Staff	1,2,3,4,5,6
	f. Annual IBHE Report on Underrepresented Groups is pursuant to Public Acts 85-283 and 90-73 and subsequent legislation that directs and requires public institutions of higher learning to plan and implement programs that increase the participation and success of minorities, women, and individuals with disabilities.	Annually- Nov	Diversity & Equity Directors	3
Focus Groups	a. Department of Teaching and Learning Focus Group: J. Lieberman conducted focus groups within each Diversity & Equity Community of Practice to assess challenges and barriers high school students faced and overcame to attend college.	Fall FY 2006	Department of Teaching and Learning & Diversity & Equity Directors	1
	b. Counseling Adult & Higher Education Focus Group: doctoral students from CAHE conducted a focus group to assess behaviors relating to alcohol use among Asian American students.	FY 2005	Counseling Adult & Higher Education; Director	1

Internal/ External Audits & Reviews	a. Technology Audit: is conducted to assess needs for hardware and software.	Annually	Secretary Marketing Intern	6
	b. Website Audits: are conducted and statistical reviews are used to assess user-friendliness and ongoing maintenance.	Monthly	Secretary & Website Intern	6
	c. Council for the Advancement of Standards Self-Assessment and External Review Team Site Visit.	Every 5 years, beginning in 2009-2010	All	1,2,3,4,5,6
Interviews	a. Interviews are conducted to assess satisfaction levels and learning outcomes of peer mentors.	Annually- Dec	Director	1
	b. Interviews are conducted by staff to assess satisfaction levels and learning outcomes of protégés.	Annually- Dec	GA	1
	c. Interviews are conducted by staff to gain student feedback regarding departmental Web-based tools.	Periodically	Director & GA	6
	d. Interviews are conducted by staff to assess skill level/ interest among students to develop departmental videos.	Periodically	GA	6
Observation	a. Observations are conducted by staff at peer mentor planning and advisory committees to assess leadership skills of interns and peer mentors.	Weekly	Director & GA	
	b. Observations are conducted by staff at two Peer Mentor Training Retreats to assess peer mentors' application of leadership skills during role play scenarios and facilitation of small groups.	2x per year (Apr & Aug)	Director & GA	2
	c. Observations are conducted by staff during student employees' on-the-job training to assess application of skills.	Weekly	Director	2,4,5
	d. Observations of staff diversity, relating to ethnicity and gender of staff members, student partners/employees, interns from FY 2005 to FY 2007, were documented;	Annually	Director	3

Participation Rates/ Utilization numbers	a. Participation rates are documented to measure number of prospective students visiting departmental informational table at NIU recruitment events (Open Houses, Minority Reception, and Summer Orientation).	Periodically	Director, GA & Event Intern	1,
	b. Participation rates are documented to measure number of students, faculty, and staff attending departmental programs and events.	Ongoing	All Staff	1, 3
	c. Participation rates are documented to measure number of diverse programs, events, and partners involved with Asian American Heritage Month.	Annually- April	Director	3
	d. Participation rates are documented to measure number of students, faculty, and staff participating in Asian American Heritage Month programs and events.	Annually- April	Director	3
	e. Participation rates are documented to measure number of students, faculty, and staff participating in “Rock tha’ Mic” Welcome Day’s Event.	Annually- Aug	Diversity & Equity	3
	f. Participation rates are documented to measure number of student organizational programs and meetings staff attended for outreach and advisement purposes.	Weekly	All Staff	1
	g. Participation rates are documented to measure number of mentors and protégés involved as members of the Peer Mentor Program.	Annually- Aug	GA & Peer Mentor Intern	1
	h. Participation rates are documented to measure number of student mentors engaged in training workshops and retreats for the Peer Mentor Program.	Ongoing	Director	2
	i. Participation rates are documented to measure number of protégés engaged in Fireside Chat Series and Study Skills Series.	Fall Semester	Director & GA	2
	j. Participation rates are documented to measure number of protégés who applied to become peer mentors for the following year.	Annually-April	Director, GA, & Peer Mentor Intern	2
	k. Participation rates are documented to measure number of students engaged in internships at the center.	Annually- May	Director	2
l. Participation/Utilization numbers are documented to measure number of students, faculty, and staff utilizing the AARC facility.	Weekly	Secretary	5	

Portfolio/ Co-curricular Transcript	a. Portfolios and transition manuals are submitted by student interns to demonstrate completion of projects.	2x per year (Dec & Apr)	Director	2
	b. Portfolio projects are submitted by parent and student volunteers to demonstrate translation of departmental brochure into Asian languages.	Periodically	Director	3
	c. Extracurricular transcripts are documented for interns concurrently enrolled in Career Services Coop-Ed Internship Program; interns received internship credit on their academic transcript.	Annually	Director & Interns	2
Program Evaluations	a. 60-Second Evaluations (Paraprofessional training): student employees/interns complete 5-item short answer evaluation after each paraprofessional training workshop to assess student learning outcomes of student employees and interns.	Ongoing	Diversity & Equity	4
	b. 60-Second Evaluations (Rock tha' Mic): audience complete 3-4 short answer evaluations to measure student learning outcomes of participants.	Annually- Aug	Diversity & Equity	3
	c. 60-Second Evaluations (Rock tha' Mic): performers complete 3-4 short answer evaluations to measure student learning outcomes of performers.	Annually- Aug	Diversity & Equity	3
	d. 60-Second Evaluations (CA Training): participate in developing and distributing 3-4 short answer evaluations to measure student learning outcomes of Community Advisors for Housing & Dining.	Annually- Aug	Diversity & Equity	3
	e. 60 Second Evaluations (GA Training): participate in distributing 3-4 short answer evaluations to measure student learning outcomes of Graduate Assistants for Housing & Dining.	Annually- Aug	Diversity & Equity	3
	f. 60-Second Evaluations (Peer Mentor Training Sessions): peer mentors complete 4-item short answer evaluations after each training session to assess student learning outcomes.	Ongoing	Director & GA	2
	g. Asian American Welcome Night Program Evaluations: participants complete a 5-item Likert scale evaluation to measure level of satisfaction.	Annually- Sept	All Staff	1, 2, 3
	h. Fireside Chat Workshop Evaluations: protégés complete 4-item short answer evaluations after each workshop to measure student learning outcomes.	Ongoing	Director	2
	i. Peer Mentor Program Evaluations: peer mentor and protégé participants completed 13-item Likert scale and short answer evaluation at the end of the programs to assess student learning outcomes and satisfaction.	Fall 2005	2	Director & GA

	j. Study Skills Workshop Evaluations: participants complete 4-item short answer evaluation after each workshop to measure student learning outcomes.	Ongoing	Director	2
	k. Training Program Evaluations: peer mentors completed 5-item Likert scale evaluations to measure levels of satisfaction for training retreats.	Ongoing	Director & GA	2
Reflective Journals	a. Bi-Weekly Reflection Journals (Interns): interns complete 5-item short answer reflection journals to assess interns' expectations, experiences and learning outcomes.	2x per month	Secretary	2
	b. Bi-Weekly Reflections (Student Employees): student employees complete 5-item short answer reflection journals to assess expectations, experiences, and learning.	2x per month	Secretary	1, 2
	c. Alumni were asked to respond to a 4-item reflection card and submit demographic information, current job, and respond to the following items: <i>What was your most memorable college experience and why? What are you currently doing now, or what do you hope to do in the future career wise?</i> Cards were distributed at the Alumni Banquet.	Periodically	Director	1
	d. Peer Mentor Reflection Journals (online): peer mentors complete 5-item short answer reflection journals to assess expectations, experiences, and learning outcomes.	Fall- Oct	Director & GA	2
	e. Protégé Reflection Journals (online): protégés complete 5-item short answer reflection journals to assess expectations, experiences, and learning outcomes.	Fall- Oct	Director & GA	2
Surveys & Questionnaires	a. Asian American Welcome Night (new student survey): incoming students complete an 8-item short answer and Likert scale questionnaire to measure demographics and perceptions students have of the staff.	Annually- Sept	All Staff	3
	b. Asian American Welcome Night (returning student survey): returning students complete an 8-item short answer and Likert scale questionnaire to measure demographics and perceptions students have of staff.	Annually- Sept	All Staff	1, 3
	c. Diversity & Equity Survey: AARC distributed a 6-item questionnaire to measure the level of student awareness about the diversity centers.	2x per year (Sept & Apr)	Director	3
	d. Peer Mentor Training Survey: peer mentors participate in a pilot survey and complete a 50-item short answer and Likert scale questionnaire to measure the learning outcomes and to provide feedback regarding the training aspect of the Peer Mentor Program.	Annually (Pilot-Fall 2006)	Director	2

	e. Protégé Participant Survey: protégés participate in a survey and complete a 50-item short answer and Likert scale questionnaire to measure student learning outcomes and to provide feedback regarding the Peer Mentor Program.	Annually (Pilot- Fall 2006)	Director	2
	f. Skill Inventory: student employees and interns complete a skill inventory to assess level of skills they possess and desire to acquire.	Annually-Aug	Director	2

V. Goals by Method (see Table 2)

The following grid summarizes Goals and shows how progress toward each will be measured:

	Benchmark	Document Review	Focus Group	Internal External Review	Interview	Observation	Participation Utilization	Portfolio Review	Program Evaluation	Reflective Journals	Surveys
Goal 1: Recruitment, retention, programs and services	x	x	x	x	x		x		x	x	x
Goal 2: Enhance student learning		x		x	x	x	x	x	x	x	x
Goal 3: Inclusive environment		x		x		x	x	x	x	x	x
Goal 4: Professional development		x		x		x	x		x	x	x
Goal 5: Manage resources	x	x		x	x		x				
Goal 6: Utilize technology		x		x			x				

VI. Evidence by Goal & Use of Results (Results, Available Data)

The following table utilizes assessment data collected to show the extent to which objectives are met. Evidence is linked to each objective (see Table 3):

Table 3: Evidence by Goals: (Results & Available Data)	
A. Goal #1:	<i>Support university efforts to recruit and retain Asian American students at NIU; provide student-centered programs and services to a diverse Asian American student population.</i> Goal #1 has been met as indicated by the evidence presented below:
Benchmarking	<p>a) A graduate assistant conducted Web research to benchmark 13 Peer Mentor Programs offered by Asian American Centers/Programs.</p> <p><u>Results:</u> a comparison for the following items was completed: name of program, number of participants, budget, recruitment for participation, procedures, programs offered, training offered, structure of program, number and position of staff implementing program, reporting structure. Original data was collected by FY 2005 GA and is no longer available.</p> <p><u>Use of Results:</u> Results are being used to enhance the Pilot Peer Mentor Program:</p> <ul style="list-style-type: none"> ▪ Developed a Peer Mentor Advisory Team where peer mentor leaders will take an active role regarding the direction and planning of the Peer Mentor Program; ▪ Implemented a Peer Mentor Small Group Model: the center implemented a Small Group Model in order to develop leadership skills, enhance teamwork, improve communication among peer mentors and protégés, and to create a stronger sense of community among peer mentors;
Document Reviews	<p>a) Annual Plan: departmental planning includes goals that support university efforts for recruiting/retaining Asian American students and/or goals that provide student-centered programs/services:</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ FY 2005-2006: Develop and implement monthly programs for Asian American students; ▪ FY 2006-2007: Engage Peer Mentors to further develop the Peer Mentor Pilot Program; ▪ FY 2007-2008: Develop a Student Advisory Committee. <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ FY 2005-2006: Develop and implement monthly programs for Asian American students; <ul style="list-style-type: none"> - Developed Fireside Chat Workshop Series, Study Skill Workshop Series, Brown Bag Luncheon Series and Leadership Workshop Series to enhance protégés’ first-year experience at NIU; ▪ FY 2006-2007: Engage Peer Mentors to further develop the Peer Mentor Pilot Program; <ul style="list-style-type: none"> - Developed a Peer Mentor Advisory Team; implemented a model where peer mentor facilitators took significant roles to each lead one of six small groups consisting of five to six peer mentors per group; developed a peer mentor internship position; - Developed a structure where student organizational executive committees can appoint a student representative to serve on the Student Advisory Committee to provide feedback for enhancing programs/services and engage in developing a 3-year plan for the AARC;

	<ul style="list-style-type: none"> ▪ FY 2007-2008: Develop Student Advisory Committee. <ul style="list-style-type: none"> - Developing goals for committee; - Developing student feedback; - Informing student organizations of plan; ▪ Other <ul style="list-style-type: none"> - Develop systematic way to focus on different divisional goals and assessment methods each year to meet departmental objectives; - Develop learning outcomes for each departmental objective;
	<p>b) Annual Report: documents achievement of annual planning goals that support university efforts for recruiting/retaining Asian American students and/or provide student-centered programs/services.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ FY 2005-2006: documents six programs/services that achieved the above goal: <ul style="list-style-type: none"> - Diversity & Equity Survey - Diversity & Equity Focus Groups - Visitor Satisfaction Survey - Harry S. Cannon Fellowship - Student Partner/Employee Feedback - Asian American Pilot Peer Mentor Program ▪ FY 2006-2007: documents two programs/services that achieved the above goal: <ul style="list-style-type: none"> - Pilot Peer Mentor Program - Outreach Efforts ▪ FY 2007-2008: data will be available in June 2008. <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Periodic review of Annual Report will continue in order to assess the type and scope of programs that document efforts toward recruitment, retention, and student-centered services.

c) Peer Mentor Applications: Mentors indicate reason for being a mentor by responding to the following question: "I want to be a mentor because..."

Results:

- I want to serve as a source for people. I want to be the person people can go to and not be afraid. But most of all I want to leave NIU knowing that I've made a difference in peoples' lives whether it's big or small.
- I want to be there for someone because someone took the time to give me a chance. Help someone become a leader in the community and grow in their life.
- I want to help freshman/transfer students feel like they can call NIU their home. I want to help them be familiar with the campus, organizations and the different resources around NIU. And most of all, I want them to meet lots of new people that could potentially be life-long friends.
- It's not about what I want to become it's what I will become.... Honestly though, I want to be able to help individuals have fun and memorable time.
- I want to make the transition easier and more welcoming for incoming freshman and transfer students. Have them meet new people and get involved.
- I know how difficult it is to start college and I would like to help incoming students transition smoother and help them anyway I can. I want to teach them everything I know about NIU plus more, and also help them develop their leadership.
- I want to help other students get comfortable with the school and surroundings through their transition to NIU.
- I understand being new in a scary environment and hope that I can help in making the transition as easy as possible.
- I remember when I was a freshman and everyone with the Asian Center welcomed me. I want to do the same for the incoming freshmen, making them feel "at home."
- I want to make a difference in the world.
- I'm a big believer in this community. Mentorship is key to making a successful community happen.
- It is an opportunity for me to share the knowledge and experience that I have gained throughout my study at NIU. To empower others!!!
- I want to make a difference!
- I just want to be able to help someone make their transition to NIU a great and memorable experience.
- I know I can help develop the skills you need to inspire others.
- The peer mentor program really helped me get out there and meet people and also helped me getting used to college life so really I just want to sort of return the favor and help the incoming freshmen.
- I want to help new students at NIU become more involved in the Asian community.
- I want to help others. I want to meet new people and help them. It sounds fun to be a mentor. I want to get involved in the Asian community.
- I know I can help and maybe even make a difference to my protégés first taste of the real world.
- I want to show new NIU students our community, meet new friends, show resources, and have fun.
- I feel I can use my experience to help shape future leaders of the Asian American community. Strong leaders have strong mentors that pave the way.
- Forming friendships and helping students become acclimated with the campus can make a difference in their college experience.
- It's a great opportunity to give back to incoming freshman and transfer students the important things I've learn here at NIU. I think it will give freshmen an opportunity to be more involved and continue the legacy of those who came before them.
- Making a difference in someone else's life and in the community is making a difference in my life as well. Being a mentor is an opportunity given to be a helping hand.....to be a friend.
- I want to help my protégés with their first year of their college experience. And to make them feel comfortable and welcomed to the NIU community.

	<p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Data is used to create flyers to help recruit following year’s mentors; ▪ Data is used on departmental Web page; ▪ Data is used in marketing strategies for the program.
Focus Groups	<p>a) Diversity & Equity Focus Groups: To assess factors that impact student persistence from high school to college, Dr. Joyce Lieberman, professor in Teaching & Learning, conducted research among diverse populations of NIU students.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ The AARC was one of six diversity centers that assisted Dr. Lieberman in coordinating focus groups for this research. <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ Results from this focus group have not yet been made available to the department.
	<p>b) Counseling Adult & Higher Education Focus Group: doctoral students from CAHE conducted a focus group at the center to assess behaviors relating to alcohol use among Asian American students.</p> <p><u>Results:</u> Results from this focus group have not yet been made available to the department.</p> <p><u>Use of Results:</u> Results from this focus group have not yet been made available to the department.</p>
	<p>a) Informal Focus Groups (mentors & protégés): end of the semester focus group meetings were held for the mentor and protégé participants of the Pilot Peer Mentor program to provide feedback about the program.</p> <p><u>Results</u></p> <ul style="list-style-type: none"> ▪ Mentor respondents (n = 7) provided the following suggestions: <ul style="list-style-type: none"> <i>What did you like about the program?</i> <ul style="list-style-type: none"> - Felt like a big brother; my protégé and I bonded really well; socials; I liked seeing my protégé get involved; I learned new campus resources <i>What suggestions do you have for improving the program for next year?</i> <ul style="list-style-type: none"> - More organized events and socials with protégés; make the matches sooner; have mentor/protégé orientation earlier; make sure mentors call their protégés; t-shirts for mentors and protégés; name for Peer Mentor Program; more training for mentors ▪ Protégé respondents (11) provided the following suggestions: <ul style="list-style-type: none"> <i>What did you like about the program?</i> <ul style="list-style-type: none"> - I could call my mentor when I needed to; my mentor was interested in me as a person; I met a lot of other students; I was able to get involved in student organizations - I enjoyed the socials; it helped me feel connected; felt like I had a home away from home; knew every Thursday night something was going on at the center. <i>What suggestions do you have for improving the program for next year?</i> <ul style="list-style-type: none"> - More organized events and socials with mentors; make the matches sooner - Have an orientation earlier; make sure mentors call their protégés; continue mentor program through the spring semester. <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Provided more social events for protégés; ▪ Provided additional training for the mentors, with shorter sessions; ▪ Implemented a Mentor Training retreat in the spring and fall; ▪ Clarified purpose of program with protégés at Summer Orientation; ▪ Developed a name for the Peer Mentor Program: “OHANA!”

Observation	<p>a) To help identify student learning outcomes, staff members observed peer mentor facilitators through advisory and supervisory roles.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ 91% of team leaders became involved in planning process for FY 2007-2008; ▪ 93% of newly selected mentors participated in the Training Retreat. <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Since staff members observed that peer mentor facilitators achieved desired learning outcomes such as leadership skills, critical thinking, writing, public speaking, and relational skills; training procedures will continue in a similar manner. ▪ Observations by staff will be used to aid in the development of future assessment tools to identify peer mentor facilitators' learning outcomes.
Participation & Utilization	<p>a) Participation rates were documented to measure number of prospective students visiting departmental informational table at NIU Open Houses and Summer Orientation.</p> <p><u>Results:</u> on average, the following Asian American students visited departmental tables:</p> <ul style="list-style-type: none"> ▪ NIU Open Houses: 40 prospective NIU students; ▪ Summer Orientation: 70 students enrolled at NIU visited the departmental table. <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ Participation rates are used to re-evaluate recruitment strategies and materials used at these tabling events.
	<p>b) Participation rates were documented to measure number of students, faculty, and staff attending workshops.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ Workshop Series (Fireside Chats, Leadership, Study Skills): on average, 10 students per workshop. <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Participation rates are used to evaluate date, time, location saliency, and frequency of workshops; Staff discussions indicated that the series should be re-evaluated given the low turn out.
	<p>a) Participation rates were documented to measure number of student mentors engaged in the following training workshops and retreats for the Peer Mentor Program.</p> <p><u>Results: (from FY 2007)</u></p> <ul style="list-style-type: none"> ▪ "Orientation Training" (n=25): Participants learn of mission/goals, expectations, roles, mentor tips; ▪ "Issues of First-Year Students" (n=25): participants learn of the issues first year students traditionally face during the first six weeks of classes; ▪ "Goal Setting" (n=11): participants set academic goals, personal goals, and goals relating to their role as a mentor; ▪ "How to Identify Signs of Depression" (n=15): participants identified 2-3 signs that would raise their concern about their protégé; participants articulated how depression may affect Asian Americans; participants expressed 2-3 tips they learned to do if their protégé were to experience depression; ▪ "Cross Cultural Communications" (n=16): participants identified the most valuable thing they learned from cross cultural communications; ▪ On average, 62% of mentors enrolled in the program participated in training sessions; ▪ Learning outcomes are documented under Program Evaluations. <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Participation rates were used to determine frequency of training sessions, saliency, duration, time and date of training sessions; participation rates were used to set new program goals and to increase mentor participation in training sessions to 65% during FY 2008.
	<p>c) Participation rates were documented to measure number of students, faculty, and staff participating in Asian American Heritage Month programs and events.</p> <p><u>Results:</u> On average, 800-900 students, faculty, and staff participate each year.</p> <p><u>Use of Results</u></p> <p>Participation rates will be used to develop assessment tools that can be implemented in April 2008.</p>

	<p>d) Participation rates were documented to measure number of student organizational programs and meetings staff attended for outreach and advisement purposes.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ Outreach efforts were conducted by student partners, graduate assistant, and director to develop effective relationships by advising Asian and Asian American student organizations, student planning committees, and student programs (n= 5,330). ▪ Director, graduate assistant, and student partners/employees conducted outreach and advised 40 student organizational meetings (n= 2,265); ▪ Director, graduate assistant, and student partners/employees conducted outreach and advised 22 student planning committee meetings (n= 325); ▪ Director, graduate assistant, and student partners/employees conducted outreach and advised and attended 16 student campus events (n= 2,740); <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ Participation rates will be used to evaluate the amount of staff time devoted to outreach services.
	<p>e) Participation rates were documented to measure number of mentors and protégés involved as members of the Peer Mentor Program.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ FY 2005-2006: 25 peer mentors and 40 protégés; ▪ FY 2006-2007: 40 peer mentors and 65 protégés; (50% of mentors were former protégés) ▪ FY 2007-2008: 40 peer mentors and 70 protégés. (50% of mentors were former protégés) <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ Participation rates are used to evaluate and enhance recruitment techniques, use of program materials, publicity strategies, and saliency of activities offered. <p>b) Participation rates were documented to measure number of students engaged in learning opportunities through student employment and internships at the center.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ FY 2005, (11) ▪ FY 2006, (9) ▪ FY 2007, (7) <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Participation rates are used to evaluate program priorities and possible need for budgetary resources.
Portfolio	<p>a) Portfolio (Harry S. Canon Fellowship): The AARC participated in the Student Affairs Canon Fellowship Mentor program with Christina Aichele, Lincoln/Douglas Hall Director, who assisted in designing various tools that the center utilized to assess its programs and services.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ Canon Fellow assisted in developing four sets of assessment instruments, including the following tools: <ul style="list-style-type: none"> - Asian American Welcome Night Surveys were developed for new and returning students; - Online Acquired Skills Inventories were developed for student partners and employees; - Peer Mentor Program Evaluations were developed for mentors and protégés; and, - Online Reflective Journals were developed for mentors and protégés; ▪ Canon Fellow assisted in integrating FY 2006 data into the AARC Assessment Report; ▪ Canon Fellow gained experience in writing assessment tools and in interpreting student learning outcome data that was gathered. ▪ The center collaborated with Housing & Dining and the Division of Student Affairs with the Canon Fellowship.

	<p><u>Use of Results:</u> The assessment instruments are currently being utilized to:</p> <ul style="list-style-type: none"> ▪ Evaluate a variety of programs sponsored by the AARC; ▪ Assess student learning outcomes; and, ▪ Assist in determining how to enhance the programs in the future.
Program Evaluations	<p>a) Program Evaluation (Fireside Chat Workshop Series): protégés completed 4-item short answer evaluations after each workshop to measure student learning outcomes.</p> <p><u>Results:</u> Respondents indicated the following learning outcomes related to tips for safe partying and selecting nutritious meals.</p> <p>“Tips for Safer Partying” (n= 6)</p> <ul style="list-style-type: none"> ▪ 100% respondents identified at least two specific safer partying tips such as pacing themselves, staying within a group, determining how much to drink beforehand, keeping track of number of drinks. ▪ 100% respondents recalled at least two behaviors that would help someone quit smoking, such as: Setting a quit date, announcing the decision, deep breathing, chewing gum, using mouth freshener, increasing physical activity, removing paraphernalia, thinking of rewards other than cigarettes, using non-tobacco smoking. ▪ 100% respondents identified at least three campus offices (Counseling & Student Development Center, Health Enhancement, or Employee Wellness) where they could make referrals if they thought someone they knew might have a problem with alcohol, tobacco or another drug. <p>“Selecting Nutritious Meals” (n=25)</p> <ul style="list-style-type: none"> ▪ 88% respondents recalled at least two tips for selecting nutritious meals such as: select plenty of vegetables, eat fish, eat super foods, eat the right foods, eat breakfast, have a plan, eat less fat, use portion control, include high fiber foods, and exercise. ▪ 100% respondents recalled at least two super foods such as: broccoli, blueberries, beans, green tea, oats, oranges, salmon, spinach, tomatoes, turkey, yogurt, and walnuts. ▪ 92% respondents recalled one of the fourteen super foods in selecting nutritious meals such as: broccoli, beans, oranges, green tea, pumpkin, salmon, soy, walnuts, blueberries, spinach, tomatoes, oats, and turkey. <p><u>Use of Results</u> Results were used to determine frequency of offering this series in the future.</p>
	<p>b) Program Evaluations (Study Skills Workshop Series): participants completed 4-item short answer evaluation after each workshop to measure student learning outcomes in general study tips, time management, and test preparation:</p> <p><u>Results:</u> Respondents indicated learning outcomes in general study tips, note taking, and test taking.</p> <p>“General Study Tips” (n=8)</p> <ul style="list-style-type: none"> ▪ 75% respondents identified at least two effective studying tips such as: the SQ3R Method, Cornell Method, focusing on subject material, and taking good notes; ▪ 75% respondents recalled behaviors that would help them study effectively such as: time management, studying away from home, spending less time on the internet, finding the interest to learn, preparing flash cards, accessing campus resources; ▪ 100% respondents were able to list campus offices which could help them with their studies

	<p>such as Counseling Center, CHANCE, Learning Center, AARC; “Time Management” (n=4)</p> <ul style="list-style-type: none"> ▪ 87.5% respondents identified effective studying tips such as: Don’t study in your room, avoid reading on the bed, eat well, exercise, schedule what you want to do beforehand, have something to read while walking on campus or on the bus. ▪ 75% respondents recalled behaviors that would help them manage their time effectively such as: read the class syllabus to be aware of all assignments and due dates; utilize a day planner; prioritize; read favorite saying to keep motivated; <p><u>“Test Taking” (n=6)</u></p> <ul style="list-style-type: none"> ▪ 80% respondents identified effective test taking tips such as: knowing what kind of test to prepare for (multiple choice or essay); have a plan to study; keep consistent study habits each week to avoid cramming; ▪ 75% respondents recalled behaviors that would help them with their test preparation such as: break down all lessons; stay away from fast food; sleep well and take small breaks; plan well in advance; schedule study times and stick to it; <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Students achieved intended learning outcomes, so the series will be offered again in FY 2007-2008. 												
Questionnaires & Surveys	<p>a. Diversity & Equity Surveys: to assess perceptions of student-centered programs and services within the Diversity & Equity Community of Practice, a 6-item survey developed by Diversity & Equity was distributed among students. (n= 700)</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ Each of the centers distributed surveys in fall 2005 and spring 2006. Completed surveys were submitted to the Diversity & Equity Office. ▪ The AARC was one of nine units distributing these surveys: Access-Ability Center, Asian American Resource Center, Center for Black Studies, Diversity & Equity, Latino Resource Center, LGBT Resource Center, Residential Life, Residence Hall Association, and the Women’s Resource Center. <p><u>Use of Results</u> The surveys were collected and will be analyzed by the Diversity & Equity Office.</p> <p>a) The Peer Mentor Program participants were asked to complete an 11-item online survey regarding the experiences they gained as a mentor or a protégé (a 4-point Likert scale was used: 1=low; 4= high).</p> <p><u>Results:</u> Respondents included 10 protégés and six mentors</p> <ul style="list-style-type: none"> ▪ Mentors indicated an average score of 3.40 on a 4.00 scale; <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Based on what you have gained as a mentor in the Asian American Pilot Peer Mentor Program, how would you rate yourself in the following areas? (1=low; 4=high)</p> </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>Response Average</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">I take initiative often.</td> <td>0% (0)</td> <td>0% (0)</td> <td>67% (4)</td> <td>33% (2)</td> <td>3.33</td> </tr> </tbody> </table>		1	2	3	4	Response Average	I take initiative often.	0% (0)	0% (0)	67% (4)	33% (2)	3.33
	1	2	3	4	Response Average								
I take initiative often.	0% (0)	0% (0)	67% (4)	33% (2)	3.33								

I enjoy taking (appropriate) risks.	0% (0)	17% (1)	50% (3)	33% (2)	3.17
I have formed meaningful interpersonal relationships/friendships.	17% (1)	17% (1)	0% (0)	67% (4)	3.17
I work well with others.	0% (0)	0% (0)	17% (1)	83% (5)	3.83
I seek new experiences often.	0% (0)	17% (1)	17% (1)	67% (4)	3.50
I am aware of NIU's campus resources.	0% (0)	0% (0)	33% (2)	67% (4)	3.67
I make use of NIU's campus resources.	0% (0)	0% (0)	33% (2)	67% (4)	3.67
I know my strengths and limitations.	0% (0)	0% (0)	17% (1)	83% (5)	3.83
I am aware of the various leadership styles.	0% (0)	17% (1)	17% (1)	67% (4)	3.50
I can identify my leadership style.	17% (1)	33% (2)	33% (2)	17% (1)	2.50
I can balance academics with co-curricular activities.	0% (0)	0% (0)	67% (4)	33% (2)	3.33
Total Respondents					6
(skipped this question)					0

Protégés indicated an average score of 3.10 on a 4.00 scale;

Based on what you have gained as a protégé in the Pilot Peer Mentor Program, how would you rate yourself in the following areas? (1=low; 4=high)

	1	2	3	4	Response Average
I take initiative often.	10% (1)	20% (2)	40% (4)	30% (3)	2.90
I enjoy taking (appropriate) risks.	10% (1)	10% (1)	50% (5)	30% (3)	3.00
I have formed meaningful interpersonal relationships/friendships.	10% (1)	20% (2)	30% (3)	40% (4)	3.00
I work well with others.	10% (1)	0% (0)	50% (5)	40% (4)	3.20
I seek new experiences often.	10% (1)	20% (2)	20% (2)	50% (5)	3.10
I am aware of NIU campus resources available to me.	0% (0)	10% (1)	50% (5)	40% (4)	3.30
I make use of NIU's campus resources available to me.	10% (1)	30% (3)	40% (4)	20% (2)	2.70

I know my strengths and limitations.	0% (0)	20% (2)	20% (2)	60% (6)	3.40
I am aware of various leadership styles.	10% (1)	10% (1)	40% (4)	40% (4)	3.10
I can identify my leadership style.	10% (1)	0% (0)	30% (3)	60% (6)	3.40
I am able to balance academics with co-curricular activities well.	10% (1)	0% (0)	20% (2)	70% (7)	3.50
Total Respondents					10
(skipped this question)					0

Use of Results

- Introduce this tool as pre- and post-test in order to report comparative data;
- Staff will continue to review data and discuss methods for reporting outcomes to appropriate constituencies;

b. Visitor Satisfaction Surveys: a 5-item questionnaire was developed to measure satisfaction levels of visitors to the center.

Results

- Pilot Survey will be implemented in FY 2007-2008.

Reflection Journals

a) Peer Mentor Reflection Journals: At mid-semester peer mentors were asked to complete a 4-item online Journal Reflection to comment about their experience in the program and what they gained from the program. Respondents included four protégés and three mentors.

Results: **Peer Mentor Responses: n=3**

What does it mean to you to be a peer mentor?

Guide someone with my experience

A peer mentor means a great deal to me. I guess I was born a social individual and it is my nature to assist others. I really enjoy making a difference in peoples' lives. It has to be the greatest gift in return knowing I made any little drop of change in my community.

A peer mentor is someone's first NIU friend, in theory. They are someone who is able to teach you the ropes of college life.

Describe 2 or more ways you growing through your experience as a peer mentor?

Knowing that someone looks at me as a mentor has made me more cautious about the way I act or the things I say. I want to be a good role model by setting an example.

My experience through this peer mentor program brought me strength to conquer my challenges. Watching my protege accomplish so much in as little as one semester really motivated me to reach out to more people.

Being a peer mentor has taught me that not everyone in the program wants a peer mentor. In my experience, I have realized that not everyone is as open or willing to communicate. It does take multiple attempts to try and get a person to feel open enough to communicate to you. I have learned that you must keep trying and not take it offensively if the protégé does not respond as you've predicted.

What are you personally gaining from your experience as a peer mentor?

to take initiative, how to maintain a relationship, to care for someone other than myself

Leadership. Friendship. Awareness. Belonging. New Experiences.

This is along the lines of the previous question. I have realized that being a peer mentor does take time and patience because the person you may be paired up with is the total opposite of yourself. In addition, they may have been expecting someone different and therefore, a person should be flexible in order to work with other people effectively and/or efficiently.

How does it feel to have someone rely on you? (Please add any additional comments that you think will be helpful!)

it's great, I feel like I have a little sister

To be honest, my protégé did not have to rely on me much; he is a sharp individual with great talents. I am really blessed to have the privilege to know him.

I am not too sure how that feels like. My protégé did not interact with me that often. I think he would have felt more comfortable with a male peer mentor for some reason. Although I could be wrong, I just felt that a better assessment of personality matches should be made. In addition, I think the beginning of the semester should be more organized, which would set the pace for the rest of the semester.

Use of Results:

- No direct changes were made to the programs as a result of the data;
- Staff developed weekly reflection questions for mentors;
- Invite mentors to provide suggestions for future journal questions;
- Limit number of items on the Mid-semester Reflection Journals to four items;

b. Protégé Reflection Journals: At mid-semester protégés were asked to complete a 4-item online Journal Reflection to comment about their experience in the program and what they gained from the program. Respondents included four protégés.

Protégé Responses: n=4

Name 2 benefits you have gained from the Peer Mentor Program?

Peer mentor program has many benefits, especially to a transfer student like me. Some of the benefits being a protégé are 1) I made a lot of friends through connections of my Mentor Ms. Eiffel Santos. 2) I have the assurance that I can ask someone about any questions that I have. 3) It is nice to have an encouragement from someone, my mentor.

I met new faces and it made me a more outgoing person...

Building a strong relationship with my mentor. Meeting new people and making friends. Encouragement to become more involved with school.

Someone to talk to -getting to know more people

Name 2 or more ways that your involvement in the Pilot Peer Mentor Program is helping you in your transition into NIU?

Pilot peer mentor program has helped me transition into NIU by 1) Getting exposed to different activities, such as meeting and association gathering 2) My involvement in the Peer Mentor Program gave me the opportunity to meet fellow students who are inline with my field of study

I realized that I didn't really need it; although, I do think it could be beneficial for other freshmen if they don't know a lot of people at NIU. However, when I moved in, I already knew some people and they introduced me to new people. So that's how I met a lot of my friends. I guess everyone just knows everyone else in the Asian community. I even knew people here before I met them so that's how I got to know them better. I didn't really attend the events of the peer program. A lot of my friends felt like they didn't need it either. My mentor barely kept in contact with me and sometimes ignored my presence. I usually had to email her instead of her emailing/contacting me.

I've become more involved with student organizations and I've made many new friends since joining the Pilot Peer Mentor Program.

I'm more familiar of the different resources I can use -I'm meeting more people through others

What have you gained thus far from participating in the events sponsored by the Pilot Peer Mentor Program?

I have gained a lot during my participation in the events sponsored by Peer Mentor Program. I gained the knowledge of what kind of different activities that they support / sponsored. I could have gain more about the workshops that they offer; however, it is unfortunate that I have classes on Thursday. Thursdays have been the days that they offer their workshops.

I barely attended any of the events due to my busy schedule this semester. It usually conflicted with other activities times that I had scheduled.

Knowledge of what is going on campus and inside info of events that are happening on campus.

Familiarity with the campus -"circle of mentors"

How is your participation in the Pilot Peer Mentor Program helping you to become involved at NIU? (For example: list any student organizations in which you have learned about or become involved in as a result of the Pilot Peer Mentor Program.)

Through my involvement in peer mentor program, it gave me the opportunity to be mentored by Ms. Eiffel Santos who is very involved in many organizations. Through Ms. Santos, I have learned many student organizations such as Animation, Filipino Association, Asian American association, fraternities, Hispanic association, international groups, and the meeting beautiful ladies of different sororities.

I am pledging for an Asian-Interest sorority and have joined AAA and PSA. In fact, I am one of the new Public Relations for Philippine Student Association.

I've become involved with AAA, PSA, PAISA, and Animation

I know what events are coming up -AAA -PSA -VSA -Asian Heritage Planning committee

	<p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ No direct changes were implemented as a result of the qualitative data; ▪ Based on the process of implementation of journal reflections, staff developed weekly reflection questions for protégés; ▪ Invite protégés to provide suggestions for future journal questions; ▪ Limit number of items on the Mid-semester Reflection Journals to four items.
	<p>c. Asian American Alumni Reflections: Alumni were asked to respond to a 4-item reflection journal regarding their experience as undergrads (N= 9).</p> <p><u>Results</u></p> <ol style="list-style-type: none"> 1. <i>What was your most memorable college experience and why?</i> <ul style="list-style-type: none"> ▪ Meeting new friends (7); getting involved in student organizations (8); getting involved socially (4); changing majors (1); 2. <i>What are you currently doing now?</i> <ul style="list-style-type: none"> ▪ Freelance work; working in Higher Education; social worker; raising children; currently in sales; instructional Technology Consultant; graduate school (2); media (2); enjoying my life; radio station 3. <i>What do you hope to do in the future career wise?</i> <ul style="list-style-type: none"> ▪ Work as a photographer or in a similar field; work in the HR field or related; hope to travel as well; go back to school in Higher Education; complete my MBA and continue in business leadership and management; go to graduate school for acupuncture; get a job; find a job in the media world; move forward within the media field; work as a DJ in Bangkok, Thailand. <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ Set program goals to create an alumni Web page on departmental Website where alumni bios can be highlighted.
B. Goal #2	<p><i>Provide programs and services that enhance student learning opportunities through leadership opportunities, student partner/employee positions, and internships.</i> Goal #2 has been met as indicated by the evidence presented below:</p>
Document Reviews	<p>a) Annual Planning Goals: each year, departmental goals include programs and services that enhance student learning;</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ FY 2005-2006: Develop and implement pilot program for Peer Mentors for Asian American students; ▪ FY 2006-2007: Develop Leadership Class focusing on Leadership Development, Asian American Leaders in U.S. History and Higher Education; ▪ FY 2007-2008: Conduct a comprehensive evaluation of the Pilot Peer Mentor Program; ▪ Other: Student learning outcomes, such as cognitive complexity; knowledge acquisition, integration, and application; humanitarianism; interpersonal/intrapersonal competence; and practical competence, are measured. <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ Goals are re-evaluated every year to determine how to provide better programs and services.
	<p>b) Annual Report: documents achievement of providing programs and services that enhance student learning</p> <p><u>Results.</u></p> <ul style="list-style-type: none"> ▪ FY 2005-2006: documents three initiatives that achieved the above goal: <ul style="list-style-type: none"> - Coaching for Academic Success Study Skills Series - Internship Program - Fireside Chat Series ▪ FY 2006-2007: documents two programs/services that achieved the above goal

	<ul style="list-style-type: none"> ▪ FY 2007-2008: data will be available in June 2008. <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ Coaching for academic Success will be continued; ▪ Internship Program will be continued and transition manual developed; ▪ Fireside Chat Series is under review; ▪ Pilot Peer Mentor Program will be continued, and a comprehensive review will take place in FY 2008.
Observation	<p>a) Observations were made by staff during student employees' on-the-job training to assess application of skills.</p> <p><u>Results:</u> The following skills were observed:</p> <ul style="list-style-type: none"> ▪ Skills in applying proper phone etiquette; skills in applying proper use of equipment and supplies; skills in applying proper use of time; skills in applying proper dress code; skills in applying proper attendance procedures. <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ A Student Partner/Employee Training Manual was developed; ▪ An Internship Training Manual was developed; ▪ Bi-weekly training sessions have been scheduled for Fall FY 2007; ▪ On-the job training was found to be effective and will continue; ▪ Additional training materials were created; ▪ Rubrics to document observations will be created.
	<p>b) Observations were conducted by staff at two Peer Mentor Training Retreats to assess peer mentors application of leadership skills during role play scenarios and facilitation of small groups.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ In general it appeared that participants were exhibiting these skills: communication; problem solving; networking; team work; critical thinking; and knowledge application. <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Will develop pre-/post-test to measure above skills and/or other tools, such as rubrics, to identify how skills are exhibited.
Portfolio & Co-Curricular Transcripts	<p>a) Staff members and student partners/interns submitted 6 Portfolios and 14 Transition/Training Manuals to demonstrate completion of projects.</p> <p><u>Results:</u> The following portfolios, transition manuals, and guide books were developed to demonstrate completion of projects and learning achieved:</p> <ul style="list-style-type: none"> ▪ Alumni Connections Portfolio and Transition Manual (alumni intern); ▪ Resource Library Portfolio and Transitional Manual (resource intern); ▪ Event Planning Portfolio and Transitional Manual (event planning intern); ▪ Marketing Portfolio and Transitional Manual (marketing intern); ▪ Operating Staff Office Procedural Manual (secretary); ▪ Graduate Assistant Transitional Manual (graduate assistant & director); ▪ Program Planning Portfolio and Transitional Manual (director); ▪ Internship Training Manual (director); ▪ Student Partner/Employee Training Manual (director); ▪ Peer Mentor Portfolio and Transitional Manual (director); ▪ Peer Mentor Guide Book (director & interns) ▪ Protégé Guide Book (director); ▪ Peer Mentor Training Binder (director and secretary); ▪ Protégé Training Binder (director & secretary); <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Print and utilize manuals and portfolios in training sessions and succession processes; ▪ Share documents with colleagues; ▪ Post manual on departmental Web site.

	<p>b) Extracurricular transcripts were available for interns concurrently enrolled in Career Services Co-op Ed Internship Program; interns received internship credit on their academic transcript. <u>Results:</u> 6 student partners/interns applied for Co-op Ed Internship Credit.</p> <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Ask each intern to submit resume as a part of their application process; ▪ Encourage each student employee to participate in Co-op Ed Program; ▪ Assist students in updating their resumes.
<p>Program Evaluations</p>	<p>a) 60-Second Evaluations (Peer Mentor Training Sessions): peer mentors completed 3-4 item short answer evaluations after each training session to assess student learning outcomes. <u>Results:</u> Respondents indicated favorable results in learning skills in areas of issues facing 1st year students, goal setting, cross cultural communications, how to identify depression;</p> <ul style="list-style-type: none"> ▪ “Goal Setting” (n=11): participants set academic goals, personal goals, and goals relating to their role as a mentor; <p><i>Academic Goals</i></p> <ul style="list-style-type: none"> - Improve my GPA and achieve a GPA of at least 3.5; I hope that I can branch out and get involved as well as keep my GPA up; maintain my grades and stay active in my other activities, without having to sacrifice; become a business major in finance; helping others and myself before the exams and quizzes, get more internships to get an early success; complete my Masters degree; to maintain my GPA and to get into my major program; take classes that I’m interested in; get an internship in the Chicago land area; increase GPA; raise GPA; get into the program with Time Arts; keep high GPA to 3.4 and above; don’t get kicked out of NIU; I want to maintain my GPA from last year; never cram; I want to be successful in whatever I plan to do; do portions of homework/study each day; to get a GPA of at least 3.8 and raise my overall GPA to 3.8; I hope to study hard and do well on my LSAT; teach others as well as they teach you for similar subject or enjoy other ones; receive a 3.0 or higher GPA this semester and pass my Tech 434 class which is a very difficult class; <p><i>Personal Goals as a Mentor:</i></p> <ul style="list-style-type: none"> - Contribute to the Asian American community events and activities; be more patient and understanding person; develop a lasting friendships with my protégés; consistently meet with my protégées each semester; achieving better communication skills and become more public; establish a learning, but fun atmosphere for mentors; keep consistent touch with my protégés; have two big sleepovers; be more sociable; bond with my protégé; stay close in the future with protégé; I want to save a friendship; meet protégé; help whoever comes to me; follow up on plans and communication; make a positive impact on my protégé and help her enjoy college to the fullest extent; improve socially for better communication; pray more often; get to know more people by the end of this program. <p><i>Peer Mentor Program Goals:</i></p> <ul style="list-style-type: none"> - That protégé feels good about herself and our peer-mentor relationship can extend into friendship after the first year; I am hoping that we all do such a great job that all the protégés become mentors next year; grow as a program in receiving more mentors and protégées each year and developing new ideas; I will like to know the skills for making the peers to contact the mentor because it is always frustrating to contact them again and again; Grow! Expand!; Make it more meaningful to protégées and mentors!; get to know other mentors and learn more about leadership role; be able to talk to other mentors without feeling intimidated; active role in the community; everyone in the program all get to know each other and stay close; I want a successful response from the protégées; improve communication skills; I want to see people getting their problems solved; give back by participating in events and show support; for the peer mentors and protégées to get to know each other and build a strong bond sort of like a family; more team supported obstacles to bring all together; see everyone being close friend in the end.

▪ “How to Identify Signs of Depression” (n=15):

- Participants identified 2-3 signs that would raise their concern about their protégé; participants articulated how depression may affect Asian Americans; participants expressed 2-3 tips they learned to do if their protégé were to experience depression:

From what you have just heard about this topic name 2-3 signs you can identify that would raise your concern about your protégé:

- Down (depress) mood; tone of voice; withdraw from getting involved; interaction with peers; personal hygiene; changes in attitude and behavior; missing classes; interactions with others; quiet; talking rapidly; physically agitated; aggressive or violent; extra sensitive; talks about suicide; signs of being depressed i.e. change in mood, attitude; hesitant; withdrawal from regular activity; temperamental; changes of hygiene; body language; talking about hurting themselves; hopeless; ignoring your calls; change in tone of voice; not answering phone; feeling lonely; not getting along with others; quietness; missing classes; change in mood; extra sensitive

What have you learned about how depression may affect Asian Americans?

- Immigrate to another culture, can't adapt well; family related issues; being bloated; suicide; don't know who to talk to; no trust in people; under these circumstances one has to remember the values and norms that are associated with certain cultures and they vary and differ, so we must take this into account; between 15 & 24 2nd highest in suicide rate; symptoms such as headache, insomnia; Asian see telling people about depression as weakness; Asians sometimes see being depressed as insane; Asians are community centered, therefore making it harder for them to talk about topics such as depression; people are more open about mental health issues nowadays than they were before; it's prominent like other race groups; it's interesting how the student have no minority statistics for Asian American men; we (men) go through the same issues of life; makes a person dependent on another person; creates isolation from close friends/family; it comes out physically; blame themselves; family problems; shameful – no reaching out; pride – feel weak; restrain strong emotions; they tend to forget everything and it may lead to illness that don't realize; that they feel isolated from the community around them; not sharing personal thoughts and feelings; being ignored, not being seen as equal; depression comes out more through somatic symptoms; there is a lot of emphasis on community and there may be a lot of stress related issues; Asian Americans are more at risk to high stress levels because of the general sense of individuality and self preservation.

As a result of the role play and discussion, what are 2-3 tips you have learned to do if your protégé is experiencing signs of depression.

- Talk to them; seek guidance; talk to them (in person); pay close attention to behavior; talk to their peers; lack of communication; identify the question; recognize the superficial signs and symptoms; advise to get help; be available to protégé and let him/her know that you're listening; approach/ask if they are depressed; or if they seem suicidal, ask them if they have suicide in mind; be alert and pay attention to behavioral changes; listen, listen, listen; be quiet and let them talk; distance; help with sense of being alone and offer help; being more connected with my protégé will make assessing my protégés easier.

▪ “Cross Cultural Communications” (n=16):

What is the most valuable thing you learned from this workshop?

- I learned not to make assumptions about people before you get to know them; how to approach your protégé if they are from a different background & culture; don't make assumptions about other. Ask open ended questions to learn about others; I learned several interesting ways to improve my interactions with my protégés; never make assumption about someone, it is important to understand the non-verbal behaviors; it is easy for anyone to make assumptions, whether intentional or unintentional; what is hard

	<p>is getting past those assumptions; basically good communication skills and most importantly the value of keeping in open mind; everyone is different; must be sensitive to everyone’s background; cultural communication; learning about how to effectively communicate by respecting each other and taking turns; assumptions are and can be easily made; how to be open to other backgrounds; don’t make assumptions and ask questions; not to make assumptions; how much control over how I present myself and what kind of impact it makes on my protégé, my colleagues, friends, family... anyone!; different cultures communicate differently; how people interact with each other varies according with their background; learning how to identify those differences is very useful when communicating with people from other cultures.</p> <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> Training sessions for peer mentors will be continued for FY 2008. 																																																																								
Questionnaires & Surveys	<p>a) Peer Mentor Training Survey: peer mentors participated in a pilot survey and completed a 50-item short answer and Likert scale questionnaire to measure the learning outcomes and to provide feedback regarding the Peer Mentor Program.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> Respondents indicated student learning outcomes in areas relating to developing personal skills, mentoring skills, leadership skills, and pre-professional skills: <table border="1" data-bbox="397 772 1485 1896"> <thead> <tr> <th data-bbox="397 772 1247 867">Peer Mentor Training Survey * FY 2007 Survey indicates a Pilot Survey</th> <th data-bbox="1247 772 1365 867">FY 2007* N=25</th> <th data-bbox="1365 772 1485 867">FY 2008 N=20</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="397 867 1485 898">Demographic Information</td> </tr> <tr> <td data-bbox="397 898 1247 930">% Respondents indicated sophomore standing</td> <td data-bbox="1247 898 1365 930">28%</td> 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data-bbox="1365 1434 1485 1486">95%</td> </tr> <tr> <td data-bbox="397 1486 1247 1539">2. % Respondents agreed or strongly agreed they got to know other Peer Mentors.</td> <td data-bbox="1247 1486 1365 1539">92%</td> <td data-bbox="1365 1486 1485 1539">89%</td> </tr> <tr> <td data-bbox="397 1539 1247 1591">3. % Respondents agreed or strongly agreed they gained a better understanding of others.</td> <td data-bbox="1247 1539 1365 1591">96%</td> <td data-bbox="1365 1539 1485 1591">95%</td> </tr> <tr> <td data-bbox="397 1591 1247 1644">4. % Respondents agreed or strongly agreed they became more outgoing.</td> <td data-bbox="1247 1591 1365 1644">92%</td> <td data-bbox="1365 1591 1485 1644">77%</td> </tr> <tr> <td data-bbox="397 1644 1247 1696">5. % Respondents agreed or strongly agreed they better managed their time.</td> <td data-bbox="1247 1644 1365 1696">88%</td> <td data-bbox="1365 1644 1485 1696">78%</td> </tr> </tbody> </table>	Peer Mentor Training Survey * FY 2007 Survey indicates a 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6. % Respondents agreed or strongly agreed they built up their self-confidence.	96%	83%
7. % Respondents agreed or strongly agreed they enhanced their understanding of a community.	96%	95%
8. % Respondents agreed or strongly agreed they understood what making a personal commitment meant.	96%	94%
9. % Respondents agreed or strongly agreed they developed a greater sense of purpose, beyond academics at NIU.	92%	94%
B. The following skills were improved as a result of Peer Mentor Training:		
1. % Respondents agreed or strongly agreed they raised their abilities to help someone else.	100%	88%
2. % Respondents agreed or strongly agreed they raised their abilities to show concern towards others.	100%	94%
3. % Respondents agreed or strongly agreed they acted as a resource for their protégés.	100%	88%
4. % Respondents agreed or strongly agreed they took the initiative to contact their protégés.	96%	94%
5. % Respondents agreed or strongly agreed they helped their protégés transition into college life.	96%	82%
6. % Respondents agreed or strongly agreed they understood the issues first year college students face.	100%	82%
7. 100% of Respondents agreed or strongly agreed they were able to respond to their protégés' situations.	100%	82%
8. % Respondents agreed or strongly agreed they involved their protégés in programs and activities.	100%	71%
9. % Respondents agreed or strongly agreed they enhanced their goal setting skills.	92%	82%
10. % Respondents disagreed and 90% agreed or strongly agreed they utilized campus resources.	96%	76%
11. % Respondents agreed or strongly agreed they were able to build relationships.	100%	82%
12. % Respondents agreed or strongly agreed they understood cross-cultural relationships.	100%	88%
13. % Respondents agreed or strongly agreed they were able to understand another person's background.	100%	88%
14. % Respondents agreed or strongly agreed they contributed to a sense of community.	100%	82%

15. % Respondents disagreed and 90% agreed or strongly agreed they raised their abilities to mentor someone else.	92%	88%
C. The Peer Mentor Training helped me develop as a leader:		
1. % Respondents agreed or strongly agreed they gained daily leadership skills.	88%	88%
2. % Respondents agreed or strongly agreed they enhanced their communication skills.	84%	88%
3. % Respondents agreed or strongly agreed they better understood their role as a leader.	92%	88%
4. % Respondents agreed or strongly agreed they better understood a leader's ethical responsibilities.	100%	88%
5. % Respondents agreed or strongly agreed their leadership capabilities improved their confidence.	96%	82%
6. % Respondents agreed or strongly agreed their abilities to give constructive feedback were enhanced.	88%	88%
7. % Respondents agreed or strongly agreed their abilities to receive constructive feedback were enhanced.	92%	88%
8. % Respondents agreed or strongly agreed they enhanced their abilities to develop interpersonal relationships.	100%	88%
9. % Respondents agreed or strongly agreed they gained a greater sense of personal contribution.	96%	94%
10. % Respondents agreed or strongly agreed they improved their capacities to serve as role models.	100%	88%
D. The Peer Mentor Training will prepare me professionally:		
1. % Respondents agreed or strongly agreed the Peer Mentor Training will become an asset on their resumes.	100%	95%
2. % Respondents agreed or strongly agreed the Peer Mentor Training helped them learn to network.	96%	88%
3. % Respondents agreed or strongly agreed the Peer Mentor Training increased their sense of responsibility.	100%	89%
4. % Respondents agreed or strongly agreed the Peer Mentor Training increased their team working skills.	92%	89%
5. % Respondents agreed or strongly agreed the Peer Mentor Training improved their understanding of ethnicities.	96%	88%

6. % Respondents agreed or strongly agreed the Peer Mentor Training improved their dependability.	96%	88%
7. % Respondents agreed or strongly agreed the Peer Mentor Training increased their developmental work skills.	88%	89%
8. % Respondents agreed or strongly agreed the Peer Mentor Training helped them to positively represent an organization.	96%	89%
9. % Respondents agreed or strongly agreed the Peer Mentor Training provided ample opportunities to work with professionals.	92%	88%
Qualitative Data:		
E. Open-Ended Questions		
<p><i>Name the most significant thing you learned through the Peer Mentor Program:</i> FY 2007: The differences in cross-cultures; Communication, trust, and cooperation make a program function properly; To take the time and patience with others and learn from each other; Mentors must constantly take the initiative and contact their protégés to become a good leader. FY 2008: Communication, toleration, and compassion are vital parts of the mentor-protégé relationship; The program is a great way to meet network and learn about other cultures; Some protégés don't want to be contacted or participate in activities.</p>		
<p><i>What was the best part of the Peer Mentor Program?</i> FY 2007: The networking, hanging out with protégés, and social events; Sharing knowledge and skills with incoming freshmen and transfer students; Building up the Asian community at NIU. FY 2008: Meeting new people, executing activities is really rewarding, and training and getting to know others; Being able to help protégés when they need it; friendships; Scavenger Hunt.</p>		
<p><i>What would you change about the Peer Mentor Program?</i> FY 2007: Include more activities and socials for mentors and protégés to bond; Put cross-cultural differences event at beginning of school year; Make meetings mandatory; Vary meeting times so they don't conflict with schedules. FY 2008: Include more activities and socials; Find a better way to match protégés to mentors; Make socials a requirement; Create more communication with protégés.</p>		
<p><i>Please add any additional comments or suggestions</i> FY 2007: The protégés have become the mentors to the mentors; Recruit mentors earlier in the year; There should be a two-day training workshop; Create a phone-tree—to get information around faster; Will recommend for students to become more involved at NIU. FY 2008: Is very memorable experience; Create incentives for mentors and protégés to participate at socials; Have new mentors sign an agreement so they understand their obligations if their protégé/mentor relationships don't work out; Have different groups cross-mingle.</p>		
<p><u><i>Use of Results:</i></u></p> <ul style="list-style-type: none"> ▪ Will distribute survey to all peer mentor participants of FY 2007-2008. ▪ Planned shorter training sessions; ▪ Developed Peer Mentor Planning Committee to give ongoing input and planning for training sessions; ▪ Developed spring and fall Training Retreats; ▪ Schedule regular advisory meetings with Peer Mentor Advisory Team; ▪ Implement a Recognition Ceremony for participants; ▪ Invite Peer Mentor Leaders to help identify future Peer Mentor Leaders; ▪ Combine training sessions with social events for mentors & protégés; 		

b) Protégé Participant Survey: protégés participated in a survey and completed a 50-item short answer and Likert scale questionnaire to measure student learning outcomes and to provide feedback regarding the Peer Mentor Program.
Results: Respondents indicated student learning outcomes in areas relating to making the transition to college, accessing campus resources, diversity issues, communication, and getting involved on campus.

Protégé Survey * (FY 2007 Protégé survey was a Pilot Survey)	FY 2007* (N=4)	FY 2008 (N= 8)
I attended the following Protégé Events (check all that apply)		
% Respondents indicated they attended: "Asian American Center Social"	75%	62.5%
% Respondents indicated they attended: "Asian American Association Mass Meeting"	100%	62.5%
% Respondents indicated they attended: "Asian American Welcome Night"	100%	25%
% Respondents indicated they attended: Socials & events	75%	50%
% Respondents attended: Philippine Student Association	100%	75%
% Respondents wrote in: Orientation	0%	12.5%
Demographic Information		
% Respondents indicated freshmen standing.	100%	87.5%
% Respondents indicated transfer standing.	0%	12.5%
% Respondents indicated being male.	50%	62.5%
% Respondents indicated being female.	50%	37.5%
Ethnicity (optional):		
% Respondents indicated ethnicity as: Chinese	25%	12.5%
% Respondents indicated ethnicity as: Indian	N/A	25 %
% Respondents indicated ethnicity as: Korean American	50%	25%
% Respondents indicated ethnicity as: Filipino	N/A	37.5%
% Respondents indicated ethnicity as: Cambodian	25%	N/A
Quantitative Data, Sections C-E: (Results below reflect percent of respondents who indicated they agreed or strongly agreed with each item.)		
A: As a result of the Peer Mentor Program I was able to:		
1. % Respondents agreed or strongly agreed that they made new friends.	100%	100%
2. % Respondents agreed or strongly agreed that they felt welcomed to NIU.	100%	100%
3. % Respondents indicated agree or strongly agree that they attended various events on campus	100%	100%
4. % Respondents agreed or strongly agreed that they became more aware of resources available to them.	75%	100%
5. % Respondents agreed or strongly agreed that they became involved in one or more student organizations.	100%	100%
6. % Respondents agreed or strongly agreed that they felt connected to NIU.	100%	100%
7. % Respondents agreed or strongly agreed that they found their way around NIU.	100%	100%
8. % Respondents agreed or strongly agreed that they knew they had someone to turn to.	100%	87.5%

	B: My mentor...		
	1. % Respondents agreed or strongly agreed that their mentor was willing to take the initiative.	100%	87.5%
	2. % Respondents agreed or strongly agreed that their mentor made an effort to build a relationship with them.	100%	87.5%
	3. % Respondents agreed or strongly agreed that their mentor responded to their concerns as a 1 st year college student.	100%	100%
	4. % Respondents agreed or strongly agreed that their mentor helped them adjust to college life.	100%	87.5%
	5. % Respondents agreed or strongly agreed that their mentor invited them to programs and activities.	100%	100%
	6. % Respondents agreed or strongly agreed that their mentor made an effort to understand their background.	100%	87.5%
	7. % Respondents agreed or strongly agreed that their mentor made an effort to contact them regularly.	75%	87.5%
	8. % Respondents agreed or strongly agreed that their mentor was a positive role model.	100%	87.5%
	9. % Respondents agreed or strongly agreed that their mentor was someone they could depend upon.	100%	87.5%
	10. % Respondents agreed or strongly agreed that their mentor helped them feel a sense of belonging to NIU.	100%	87.5%
	C: When I applied to the Peer Mentor Program...		
	1. % Respondents agreed or strongly agreed that the students who talked with them at Summer Orientation were welcoming.	N/A	100%
	2. % Respondents agreed or strongly agreed that they knew what they were signing up for.	100%	100%
	3. % Respondents agreed or strongly agreed that the purpose & expectations of the program was clear to them.	50%	100%
	4. % Respondents agreed or strongly agreed that they understood that the duration of the program was for the Fall Semester.	50%	100%
	5. % Respondents agreed or strongly agreed that they were contacted about the Peer Mentor Program over the summer.	75%	100%
	6. % Respondents agreed or strongly agreed that the mentor-protege pairing was a good "fit"	75%	87.5%

	<p>D: Qualitative Data: Open-Ended Questions</p> <p><i>1. What did you like most about being a part of the Peer Mentor Program?</i></p> <p><i>FY 2006:</i> My mentor helped me get used to the campus and helped me get involved; It felt good to know that someone was trying to reach out to me; That I had someone there for me to show me around and familiarize me about the campus; the part I liked the most about the Peer Mentor Program was the chance for me to make new friends and to the new events that I had never been to.</p> <p><i>FY 2007:</i> I got to meet a lot of people, especially my mentor and I got to attend the social events; I liked getting to know a network of new people both upper and lower classmen; someone that showed me around campus and had showed me how to find my classes according to my class schedule; I like being aware of all the resources available to me; I got to be a protégé. Well, honestly, I enjoyed being a part of the program. It helped me get involved; I liked how that it gave me a place to meet people in the beginning of the year; I liked getting to meet everyone and going to the social events;</p> <hr/> <p><i>2. Did your participation in the Peer Mentor Program help you become involved at NIU? If yes, how? (Please list any student organizations in which you may have become involved)</i></p> <p><i>FY 2006:</i> Yes, I got involved in Taiwan Student Association and Vietnamese Student Association; I found about the Asian American Association through my mentor; Yes, it helped me become involved with Asian American Association and Philippine Student Association; Yes, the Peer Mentor Program helped me become involved a lot. My mentor introduced me to a lot to people and organizations.</p> <p><i>FY 2007:</i> Yes, my mentor got me involved in his fraternity, Kappa Pi Beta, and it is an honor to be a part of it; through the Peer Mentor Program, I was able to get involved in Rice Bowl and Animation; no, not really; yes, I became involved in Asian American Association and Philippine Student Association; yes, my mentor did a good job inviting me to attend meetings and now I am a part of Philippine Student Association and Asian American Association; it showed me what I could get involved in, but I was busy; yes, Asian American Association & Alpha Phi Gamma</p> <p><i>3. What would you change about the Peer Mentor Program?</i></p> <p><i>FY 2006:</i> The way it is introduced to incoming freshmen at orientation and the Minority Luncheon; I would want more events with other protégés; try to promote the program to as may students as possible; It is a great program; more socials with mentors and protégés. Encourage mentors and protégés to hang out more.</p> <p><i>FY 2007:</i> I wish I was in more contact with my mentor; I feel there should be more events; The program is great and I think I am not changing anything from the program; nothing (2)</p> <hr/> <p><u><i>Use of Results:</i></u></p> <ul style="list-style-type: none"> ▪ Planned once a month socials for protégés and mentors; ▪ Developed Protégé Manual that included expectations; description of the protégé-mentor relationship, suggested activities, and a list of office resources; ▪ Developed Protégé Binder which includes a Peer Mentor Program calendar of events, weekly reflective journal questions, and the protege manual.
	<p>c) Skill Inventory: student employees and interns complete a skill inventory to assess level of skills they possess and desire to acquire.</p> <p><u><i>Results:</i></u> Respondents indicated student learning outcomes relating to areas of communication, leadership, interpersonal skills, time management, public speaking, networking, team work.</p> <p><u><i>Use of Results:</i></u></p> <ul style="list-style-type: none"> ▪ Implement a pre- and post-skill inventory to measure differences in skill levels; ▪ Use inventories to help students set goals;

Reflection Journals	<p>a) Student Employee/Internship Reflection Journals: interns completed 5-item short answer bi-weekly reflection journals to assess interns' expectations, experiences and learning outcomes. <u>Results:</u> Respondents indicated learning outcomes in communication, delegating, time management, marketing, diversity, program planning, and setting priorities. Sample of Peer Mentor Reflection Journal is below (additional reflection journals can be found in Appendices).</p> <ul style="list-style-type: none"> ▪ Peer Mentor Intern Journal Reflections: <u>In the last two weeks I learned:</u> <ul style="list-style-type: none"> - Where the counseling center is and the help they can offer; my limit; how to better coordinate a peer mentor program; how to balance my social life and my school work; the importance of time management and setting enough time for myself when I have multiple projects; how to give a presentation; how to deal with stress; the opportunities at career services. <p><u>The challenges/issues I faced (or solved) were:</u></p> <ul style="list-style-type: none"> - Keeping in contact with the protégés; time management; trying to keep contact with protégés; setting my priorities; I've learned the importance of having a good night sleep, and getting at least 7 hours; constantly worrying about deadlines, and hoping everything falls in place; senioritis. <p><u>The tasks or professional skills I worked on or learned were:</u></p> <ul style="list-style-type: none"> - Excel; resume writing; researching; coordinating the end of the year/alumni banquet with other student orgs and the director; prioritizing, and realizing what needed to be done first; using Power Point because I've never used it before; effective communication and relating to your audience during a presentation; people management; advising and consulting. <p><u>The programs and activities I attended on behalf of the center were:</u></p> <ul style="list-style-type: none"> - Mentoring for protégé, Thursday, Oct 12, 2006, 20 people showed; coffee house, 11/10, 40 people; Vietnamese Student Association's Pho Night, Oct. 27, 60 people; finals time at the AARC; Ambassadors- 25 people; Baptist Campus Ministry's lock in- 10 people; Ambassadors, Feb 12, 25 people; Asian American Association, Alpha Phi Gamma, Feb13, 9 people; Asian American Association Mass Meeting, Feb 20th, 100 people; Ambassadors, 4/9/07, 25 <p><u>I would like to know or learn more about:</u></p> <ul style="list-style-type: none"> - Community outreach; anything; I would like to the know the future of the AARC; Power Point; graduate schools; Victor E-Recruiting <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Respond to each journal reflection in one-on-one meetings; ▪ Post questions posed by student employees/interns and post solutions, and/or engage other student in creating solutions;
C. Goal #3	<p><i>Establish an inclusive environment by providing outreach and advisement to Asian American student organizations and by raising awareness of the rich culture, heritage, and various ethnicities of Asian American college students.</i> Goal #3 has been met as indicated by the evidence presented below:</p>

Document Reviews	<p>a) Annual Plan: departmental goals are reviewed on an ongoing basis to assess progress toward achieving divisional/departmental goals and goals for establishing an inclusive environment.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ FY 2005-2006 departmental planning included goal for establishing an inclusive environment; “Rock Tha’ Mic: Huskie Talent Jam” was implemented among Diversity & Equity Diversity Centers for the first time in fall 2005. ▪ FY 2006-2007 departmental planning included goal for establishing an inclusive environment: Translate the AARC's brochure into 5 major Asian languages (Chinese, Japanese, Tagalong, Korean, and Vietnamese) to use for recruiting prospective students to NIU. ▪ FY 2007-2008 departmental planning included goal for establishing an inclusive environment: Develop a Student Advisory Committee for the AARC. <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Consider planning a workshop series that relates to ethnic diversity among Asian Americans; ▪ Utilize achieved goals in marketing strategies. <p>c) IBHE Under-represented Report: director participates in providing information for this university report to help assess campus climate for under-represented populations at NIU.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ Fall 2006: Campus Climate; ▪ Fall 2007: Academic Achievement; ▪ Fall 2008: Recruitment and Preparation; <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ IBHE Under-represented Report is published once a year; information regarding the Asian American Resource Center is included in this report. ▪ Results are reviewed by staff and used for benchmarking purposes. <p>a) Peer mentor applications were used to document why mentors joined the program and the level of ethnic diversity among participants.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ FY 2005: 25 students were selected to serve as peer mentors to 40 protégés; ▪ FY 2006: 40 students were selected to serve as a peer mentors to 60 protégés; ▪ FY 2007: 45 students were selected to serves as mentors to 75 protégés; <p><u>Use of Results:</u></p> <p>d) Data will be used as comparison data for FY 2005 – FY 2008</p>
Observation	<p>a) Diversity relating to ethnicity and gender of staff members, student partners/employees, and interns from FY 2005-FY 2008 was observed;</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ Ethnicities include Filipino, Chinese, Vietnamese, Indian, Taiwanese, Korean, Caucasian, Filipino/Latino, Filipino/Polish; ▪ Gender: six males; eleven females; <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Results will be used to ensure a diverse staff is represented to reflect the population served.
Participation Rates	<p>a) Participation rates were documented to measure number of diverse programs, events, and collaboration partners involved with Asian American Heritage Month.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ Number of diverse programs and events were documented: for FY 2005, 29; FY 2006, 25; FY 2007, 28. ▪ Number of collaborations partners were documented: for FY 2005, 17; FY 2006, 18; FY 2007, 12. <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ High participation rates indicate the need to develop assessment tools for selected programs and events during April 2008.

	<p>b) Participation rates were documented to measure the number of participants at Asian American Welcome Night.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ On average, 120 students, faculty and staff participate each year; ▪ On average, 20 -25 department and student organizations collaborate for this event.
	<p>c) Participation rates were documented to measure number of prospective students visiting departmental informational table at Minority Reception.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ On average, 20 Asian American students and their families visit the departmental table per year during the Minority Reception; (students' status: admitted to NIU). <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Results are used to determine scope of service
	<p>d) Participation rates were documented to measure number of prospective students visiting departmental informational table at Minority Reception.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ On average, 20 Asian American students and their families visit the departmental table per year during the Minority Reception; (students' status: admitted to NIU). <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Results were used to arrange an Open House at the AARC for families attending the Minority reception the following year.
	<p>e) Participation rates were documented to measure number of students, faculty, and staff participating in "Rock tha' Mic" Welcome Days Diversity Event.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ 330 students participated in fall 2005 ▪ 320 students participated in fall 2006 ▪ 150 students participated in fall 2007 <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ Data will be used as comparison data for FY 2005 – FY 2008
	<p>f) Participation rates were documented in Peer Mentor Program to demonstrate ethnic diversity.</p> <p><u>Results</u></p> <ul style="list-style-type: none"> ▪ Documentation of ethnicities (protégés): Asian, Asian American, Burmese, Chinese, Filipino, Japanese, Hindu, Indian, North Indian, Korean, Palestinian/Yemeni, South Asian, South Korean Taiwanese, and Vietnamese. ▪ Documentation of ethnicities (mentors): Asian American, Asian-Korean, Cantonese, Chinese, Filipino/American, Filipino/Hispanic, Filipino/Pacific Islander, Filipino/Vietnamese, Japanese/Mexican, Korean, Taiwanese, Native American/Korean, and Vietnamese. <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Data will be used as comparison data for FY 2005 – FY 2008

Portfolio	<p>a) Portfolios of departmental brochures translated into Asian languages were submitted. <u>Results:</u></p> <ul style="list-style-type: none"> ▪ 1 parent, 1 staff member, 1 classroom/faculty submitted text <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ When resources are available, translations will be used as text for new departmental brochures.
Program Evaluations	<p>a) Program Evaluations “Rock Tha’ Mic”: audience completed a 4-item evaluation to measure student satisfaction. <u>Results:</u> (From FY 2006)</p> <ul style="list-style-type: none"> ▪ Of the 320 students that attended, 272 audience participants completed program evaluations as follows: New to NIU (60%); Returning Student (35%); No Response (5%). ▪ Audience respondents rated the following on a scale = 1 (low) – 5 (high): <ul style="list-style-type: none"> - Welcoming & Friendly Environment: (4.30) - Introduced me to diverse community at NIU: (3.90) - Introduced me to Student Organizations: (4.18) <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Results will be used in comparison data from FY 2005-FY 2008. <p>b) 60-Second Evaluations “Rock Tha’ Mic”: performers completed 3-4 short answer evaluations to measure student learning outcomes of performers. <u>Results:</u></p> <ul style="list-style-type: none"> ▪ Respondents indicated student learning outcomes relating to diversity. <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Results will be used in comparison data from FY 2006-FY 2008. ▪ Results will be used to determine diversity topics each year. <p>c) 60-Second Evaluations (CA Training): participated in developing and distributing 3-4 short answer evaluations to measure student learning outcomes of Community Advisors for Housing and Dining. <u>Results:</u></p> <ul style="list-style-type: none"> ▪ Respondents indicated student learning outcomes relating to race and ethnicity. <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Results will be used in comparison data from FY 2006-FY 2008. ▪ Results will be used to determine diversity topics each year. <p>d) 60 Second Evaluations (GA Training): participated in distributing 3-4 short answer evaluations to measure student learning outcomes of Graduate Assistants for Housing and Dining. <u>Results:</u></p> <ul style="list-style-type: none"> ▪ Respondents indicated outcomes in student learning in the area of race and ethnicity. <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Results will be used in comparison data from FY 2006-FY 2008. - Results will be used to determine diversity topics each year. <p>e) Program Evaluations (Asian American Welcome Night): participants completed a 6-item Likert scale evaluation to measure level of satisfaction. <u>Results:</u> (n=15 out of 120)</p> <ul style="list-style-type: none"> ▪ “As a result of the program...” <ul style="list-style-type: none"> - 100% agreed or strongly agreed that they felt welcomed; - 79% agreed or strongly agreed that they met new people; - 93% agreed or strongly agreed that they felt a sense of belonging; - 100% agreed or strongly agreed that they were interested in student organizations; - 93 % agreed or strongly agreed that they learned about departmental services and resources; - 100% agreed or strongly agreed that they had fun;

	<ul style="list-style-type: none"> ▪ “What needs of Asian American students would you like to see addressed at NIU?” <ul style="list-style-type: none"> - 40% of respondents would like to see a new/larger resource center with more resources; - 27% of respondents would like to see more awareness/recognition of the Asian population; - 20% of respondents would like to see more/bigger events with food from different cultures; - 6.5% of respondents would like to see help overseas; <p><i>Use of Results:</i></p> <ul style="list-style-type: none"> ▪ Results will be used as comparative data for annual program.
	<p>f) New & Returning Student Survey (Asian American Welcome Night): students completed an 8-item short answer and Likert scale questionnaire to measure demographics and perceptions students have of the staff.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ Respondents indicate the following about the staff (n=83): <ul style="list-style-type: none"> - 73 (88%) strongly agree staff provides a welcoming/friendly environment; - 71 (83%) strongly agree staff helps students make connections with others; - 64 (77%) strongly agree staff invites students to access/utilize center resources; - 70 (85%) strongly agree staff encourages students to become involved; - 67 (84%) strongly agree staff offers programs to develop leadership skills; - 71 (87%) strongly agree staff develops diverse programs and services; - 71 (87%) strongly agree staff actively reaches out to students and organizations; <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Results will be used in comparison data from FY 2005-FY 2008.
D. Goal #4	<p><i>Engage staff in ongoing professional development and service to the field and encourage students’ professional development as well.</i> Goal #1 has been met as indicated by the evidence presented below:</p>
	<p>a) Staff members and student partner/employees reported participation in on-the-job training, workshops, conferences, classes, networking opportunities, and other professional development activities.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ On-the-Job-Training <ul style="list-style-type: none"> - Peer Mentor Program: Graduate assistant and student interns assisted with the development and implementation of the Peer Mentor Program. - Alumni Banquet: Staff and students assisted in event coordinating with event volunteers, professional staff, and event performers; - Philippine Culture Night: GA assisted in the event coordination International Training Office, South East Asian Club, Philippine Student Association, Asian American Resource Center, and Philippine Youth Leadership Program; - Ethics Training: 100% of staff members and student employees passed the Ethics Test; ▪ Workshops <ul style="list-style-type: none"> - FERPA Training (Secretary) - Nondiscrimination and Harassment policies (Secretary) - Seated Employee (Secretary, Director) - Service –“Disney style” (Secretary) - Teaching with Technology Institute (Secretary & Director), - Introduction to Pod-casting (Secretary) - Student Affairs: Collaboration (All) ▪ Conferences <ul style="list-style-type: none"> - NASPA Regional Conference (Director); - NASPA National Conference (Graduate Assistant) - NASPA International Assessment Conference (Director) - Asian Human Resource Development Conference (Director) - Mid-West Association of Filipino Americans Conference (GA & Director)

	<ul style="list-style-type: none"> ▪ Classes <ul style="list-style-type: none"> - Educating the Culturally Diverse Adult (Secretary) - Human Resource Development (Director) - Study Abroad: Singapore Malaysia (Director) ▪ Networking <ul style="list-style-type: none"> - Philippine Independence Day Address: (Graduate Assistant) represented the Asian American Resource Center at the Mayor’s Address for Philippine Independence Day. Mayor’s address took place at the Cultural Center in downtown Chicago. - Asian Pacific American Graduate Students Organization (APAGSO): (Graduate Assistant) attended the National APAGSO conference comprising of workshops and educational sessions addressing specific issues in the Asian American Community. <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ Track learning as a result of the professional development opportunities; ▪ Integrate learning into teaching the leadership class; ▪ Take an inventory of professional development needs; ▪ Develop a plan to meet these needs.
Participation & Utilization	<p>a) Participation rates were documented to measure number of students and staff participating in professional development opportunities.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ Three staff members and seven student partners engaged in a total of twenty-three professional development opportunities during FY 2007; ▪ Three staff members engaged in a number of professional development opportunities during FY 2005: 14; FY 2006: 25; FY 2007: 21 <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Track learning as a result of the professional development opportunities; ▪ Integrate learning into teaching the leadership class; ▪ Take an inventory of professional development needs; ▪ Develop a plan to meet these needs.
Program Evaluation	<p>a) 60-Second Evaluations (Paraprofessional training): student employees/interns completed 5-item short answer evaluation after each paraprofessional training workshop to assess student learning outcomes of student employees and interns.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ “Dual Relationships” <ul style="list-style-type: none"> <i>What did you learn from the Dual Relationships workshop?</i> <ul style="list-style-type: none"> - That dual relationships do exist and are real; they do not always have to be problematic but do deserve some deep thinking and evaluation. - There is a thin line between acceptable and unacceptable behavior, dual relationships occur in many aspects of our lives. - A good review of specific, especially “defining relationships,” clarifying boundaries. - Think about relationships and how they affect the workplace. - Learned what dual relationships are and that it’s necessary to know boundaries, roles and if there are difficulties how to fix them, dual relationships can be actual or perceived. - The “mental conversation”-anything you think or say about a situation, others are probably thinking it/saying it too. - I learned the different roles that relationships can form in and out of the workplace, the things that are not talked about can affect everyday work environment, how personal space and comfort can be affected by dual relationships. - I was not familiar with the topic today before I arrived, I learned that dual relationships are everywhere and can affect many areas of life; I also learned which dual relationships to terminate or avoid. - Dual relationships impact on professionalism, how conflicts arise in dual relationship. - Dual/multiple relationships arise EVERYWHERE; the land mines in Vietnam were a great example and visual.

- Have clear roles and boundaries in dual relationships.
- I learned how multiple relationships can affect the work place and friendship roles; I learned that these roles can be actual or perceived.
- The main lesson that I will take from the workshop is DR seem to always go in the wrong direction and to avoid certain DR types.
- How to navigate dual relationships within the work environment and elsewhere, perceived DR may be just as problematic as actual.
- There may be times where your relationship with someone, while not inappropriate, may be better carried out elsewhere (example: friend mentoring vs. a third party counselor).
- Questions to ask to determine if dual relationship healthy – is the relationship exploitive, ask why, be wise, is this the best thing, are roles incompatible.

What is one question after the workshop that you still have?

- What would one do to re-establish the relationship if boundaries are crossed?
- Are there some complex, multi-role relationships that should always be avoided, I am thinking about scenario 4 in the group work, or could that situation be made to work?
- How to communicate about concerns.
- How does one get out of a DR relationship?
- I don't have any real questions; I think more student based scenarios would be beneficial.
- How about the dual relationships between/among department and/or diversity centers?
- What are strategies for resolving issues associated with dual relationships?
- How exactly do you terminate a dual relationship when you know it is headed in the wrong direction?
- I would like to find out more about positive dual relationships and how to keep them positive.
- A few more student to student issues might have been helpful.
- What are some hints and red flags to determine an unacceptable dual relationship?
- How does fraternization affect the work environment?
- In a supervisor/supervisee role and there is no supervisor above, if there is a situation in which boundaries have been past and the two cannot work out problems together, who does the worker go to?

What additional information or training would make you more effective as a paraprofessional in the Community of Practice?

- Who to turn to when situation cannot be resolved.
- Communications in the work environment, conflict in the work place.
- Maybe role play the situations to delve deeper into the scenarios.
- A chart with different situations and how they could be resolved, information as how to set boundaries with dual relationships, good vs. bad relationship info.
- Building more collaborative relationships in the Community of Practice.
- Suggestions of resources on campus for handling a situation/relationship, when outside input is needed.
- The presentation covered a lot of areas, very informative.
- I think training on how to apply what we have learned to post college experiences.

Use of Results:

- Diversity & Equity Community of Practice discussed new format for FY 2007-2008.

a) Peer Mentor Training Survey: peer mentors participated in a pilot survey and completed a 50-item short answer and Likert scale questionnaire to measure the learning outcomes relating to professional development.
Results: Peer mentor participants following student learning outcomes in developing professional skills as a result of the Peer Mentor Training Sessions. n=11

D. The Peer Mentor Training will prepare me professionally:		
a) % Respondents agreed or strongly agreed the Peer Mentor Training will become an asset on their resumes.	100%	95%
b) % Respondents agreed or strongly agreed the Peer Mentor Training helped them learn to network.	96%	88%
c) % Respondents agreed or strongly agreed the Peer Mentor Training increased their sense of responsibility.	100%	89%
d) % Respondents agreed or strongly agreed the Peer Mentor Training increased their team working skills.	92%	89%
e) % Respondents agreed or strongly agreed the Peer Mentor Training improved their understanding of ethnicities.	96%	88%
f) % Respondents agreed or strongly agreed the Peer Mentor Training improved their dependability.	96%	88%
g) % Respondents agreed or strongly agreed the Peer Mentor Training increased their developmental work skills.	88%	89%
h) % Respondents agreed or strongly agreed the Peer Mentor Training helped them to positively represent an organization.	96%	89%
i) % Respondents agreed or strongly agreed the Peer Mentor Training provided ample opportunities to work with professionals.	92%	88%

Use of Results

- Data still in review.

Reflection Journals

a) Internship Reflection Journals: interns completed 5-item short answer reflection journals to assess expectations, experiences, and learning outcomes; one item asked “how did this internship help prepare you for the world of work?”
Results: Detailed results can be found in Appendices

- *Name the top three skills you have learned as a result of your internship:*
 - Communication- 3
 - Time management- 3
 - Interpersonal relationships- 3
 - Technical skills (APA style of writing, WebCRMA, computer programs)- 3
 - Other: (patience, property management, problem solving, public speaking, meeting new people, compromising ideas)- 7
- *How has your internship helped prepare you for the “world of work?”*
 - Resource Intern: “to be organized, keeping track of what was checked out; learn how to use the APA.”
 - Facilities Intern: “I have a clearer understanding of what goes on behind the scenes, which is necessary in running any business.”
 - Event Planning Intern: “It has shown me what I can and cannot do. Planning events is fun but also very time consuming and stressful. Sometimes you feel so overwhelmed with everything, but at the end it is always worth it.”

	<ul style="list-style-type: none"> - Peer Mentor Intern: “Preparation, organization, and the importance of the relationship you have with your workers. As a mentor, you are a role model, which is the same image you want to keep in the “world of work.” - Prof. Development Intern: “Yes it definitely has helped to prepare me for my future career as a business professional.” - Web Design Intern: “To better relate to community.” - Marketing Intern: “The internship gave me a taste of what it would be like if I became a graphic/publication artist.” <p>▪ <i>In your own words describe the benefits of this internship.</i></p> <ul style="list-style-type: none"> - Resource Intern: “It helps me to keep track of books and remind other people that we have books available. It also helps me learn to be more of a well rounded person. I also learned a different style, which is good for a teacher.” - Facilities Intern: “It is a great opportunity for anyone to build professional skills in a fun learning environment.” - Events Intern: “Gives students opportunities to show/use their abilities. It also gives them a sense of responsibility and importance.” - Peer Mentor Intern – Very social, teaches you how to organize events and the people part of it, lot’s of team building. - Prof. Development Intern: “It’s more than just a typical job, for me it required more skill development than just answering and transferring calls. I had to learn communication skills as well as gain a more in depth understanding of the school system (non academic).” - Web Design Intern: “Work Experience.” - Marketing Intern: “This internship helped widen my possibilities in going to commercial art.” <p>▪ <i>What suggestions do you have to strengthen this internship experience for future interns?</i></p> <ul style="list-style-type: none"> - Resource Intern: “To find a better way for the check out system.” - Facilities Intern: “Clearer outline of responsibilities.” - Peer Mentor Intern: “Take the initiative to keep in touch, get to know the mentors very well (their major, what they want to do in the future, etc.), mentor the mentors.” - Web Design Intern: “Better set hours, find busy work.” - Marketing Intern: “I believe my job would be much easier if I received material ready to be formatted. It’s hard to know what other people want, so it becomes less to deal with.” <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Journals are reviewed and responded to; ongoing conversation about the intern’s experience also takes place.
E. Goal #5	<i>Manage resources through effective utilization of Asian American Resource Center’s facility, equipment, and human resources.</i> Goal #5 has been met as indicated by the evidence presented below:
Benchmarking	<p>a) Benchmarking visits with area Asian American Center staff from University of Illinois at Chicago and University of Illinois in Champaign Urbana.</p> <p><u>Results:</u> Information on program development, facilities, services, demographics, participation rates, assessment tools, and departmental materials were exchanged, and interest in building collaborations between universities was expressed.</p> <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Review of materials will be used to enhance management of resources; ▪ Center staff will consider developing collaborations with neighboring centers; ▪ Consider resource sharing to help manage budgetary expenses during Asian American Heritage Month.

Document Reviews	<p>a. Quarterly Budget Reviews are completed every three months to assess budget allocations, expenditures, and resources.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ The FY 2007 4th quarter budget review indicates percentage of allocations realized from the Asian American Resource Center's annual budget: <ul style="list-style-type: none"> - Personnel: 99% - Non-Personnel: 94% - Contractual: 83% - Commodities: 122% - Travel: 97% - Automotive: 94% - Telecommunications: 79% - Equipment: 94% - Total Amount Realized: 98% <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ Analyze under expenditures and over expenditures; ▪ Anticipate line item transfers and re-allocate line items to meet departmental needs; ▪ Prioritize allocations for following fiscal year; ▪ Determined expenditure patterns.
	<p>b. Annual Plan: departmental goals are reviewed on an ongoing basis (staff meetings, semester review, end of year) to assess progress toward achieving divisional and departmental goals and objectives.</p> <p><u>Results:</u> The center included the following goal in its FY 2006 annual plan:</p> <ul style="list-style-type: none"> ▪ Increase staff positions to assist with delivering full-time services, programs, and with the full time operation of the AARC. <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ 15 internships were developed to help manage human resources; ▪ a full-time operating staff position was created to help manage human resources; ▪ Graduate assistant position was extended from a ten-month position to a twelve-month position.
Utilization numbers	<p>a) Utilization Numbers (Extended Hours): To provide an additional location for studying, the center extended its hours of operation from 8:00 a.m.-12:00 a.m. during the weeks of fall and spring final examinations, and the weeks after spring break, to provide a place where students could study.</p> <p><u>Results</u></p> <ul style="list-style-type: none"> ▪ Fall Final Examination: (N= 50) ▪ After Spring Break: (N= 35) ▪ Spring Final Examinations (N= 65) <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ The center extended hours for student organizations and ongoing programs on a trial basis for Monday, Tuesday, and Wednesday during fall 2007. <p>b) Student Organizational Meetings: The center was utilized by student organizations in the evenings on a weekly basis;</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ Kappa Phi Lambda (15 students @ 15 meetings; N = 225) ▪ PRISM- Tie Dye: (15 students @ 1 meeting; N=15) ▪ Delta Phi Lambda: (10 students @ 1 meeting; N= 10) ▪ Asian American Association: (10 students @ 7 meetings; N= 70) ▪ Vietnamese Student Association (15 students @ 5 meetings; N= 60) <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ The center will extend hours for student organizations and ongoing programs on a trial basis for Monday, Tuesday and Wednesday during fall 2007.

	<p>c) Programs and Events: The center was utilized in the evenings for ongoing programs, events, and workshops.</p> <p><u>Results</u></p> <ul style="list-style-type: none"> ▪ Asian American Welcome Back Social (N= 150) ▪ Peer Mentor Training: Goal Setting (N= 15) ▪ Peer Mentor Training: Identifying Signs of Depression (N= 15) ▪ Peer Healthy Relationships (N= 15) ▪ Peer Mentor Social (20) ▪ Year End BBQ (N= 120) <p><u>Use of Results:</u></p> <ul style="list-style-type: none"> ▪ The center will extend hours for student organizations and ongoing programs on a trial basis for Monday, Tuesday, and Wednesday during fall 2007. <p>d) Planning Meetings: The center was utilized for planning major events;</p> <p><u>Results</u></p> <ul style="list-style-type: none"> ▪ United Colors of NIU (10 students @ 3 meetings) ▪ Alumni Banquet (7 students @ 3 meetings= 21) ▪ Peer Mentor Program (6 students @ 3 meetings= 18) <p><u>Use of Results:</u></p> <p>a. The center will extend hours for student organizations and ongoing programs on a trial basis for Monday, Tuesday and Wednesday during fall 2007.</p>
<p>F. Goal #6</p>	<p><i>Utilize relevant technological resources and services.</i> Goal #6 has been met as indicated by the evidence presented below:</p>
<p>Interviews</p>	<p>a) The AARC's goal was to create and utilize videos as a means for promoting the center's programs, engaging students to apply their talents, and to add to the technological archival history of the AARC. Interviews were conducted by staff to gain student feedback regarding departmental videos.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ Students wrote, directed, and produced videos promoting programs and events related to the AARC; students developed and created the following promotional videos in relation to the Asian American community, Asian American Resource Center, and its programs: <ul style="list-style-type: none"> - Peer Mentor Promotional Video; Fashion Show Introduction; Asian American Graduation Recognition Video; Tommy Choi and Cindy Kim Dedication Video <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ Videos were displayed at several campus events: "OHANA!" Peer Mentor Training sessions, NIU Open House, Asian American Association's Fashion Show, Asian American Alumni Banquet, the Asian American Resource Center Website, and Summer Orientation "Northern's Neighborhood." ▪ Videos will be used to recruit prospective students to NIU; ▪ Students archived videos on the internet and departmental Website; ▪ Students can utilize the videos as a part of their "portfolio." <p>b) One of the department's goals was to develop web-based tools to assist with recruitment of prospective students. Director and graduate assistant conducted informal student interviews to gain feedback regarding ideas and interest in developing these Web-based tools.</p> <p><u>Results</u></p> <ul style="list-style-type: none"> ▪ Two students indicated interest and skill level and were accepted as interns and worked together to develop web-based tools for the department; <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ Online surveys were created and utilized for the protégés in the Peer Mentor Program; ▪ Online applications were developed for peer mentors and protégés; ▪ A link on the Website for prospective students will be added for 2007-2008; ▪ Promotional videos are posted on departmental Website.

Internal Audits & Reviews	<p>a) Technology Audit: Staff members conducted a technology audit to assess needs for hardware, software, and wireless internet.</p> <p><u>Results:</u></p> <ul style="list-style-type: none"> ▪ ITS conducted feasibility study for wireless internet access (results are pending); ▪ Staff conducted an informal computer software audit; SPSS software was installed on three computers for data analysis; ▪ Staff conducted an informal computer hardware audit and made frequent visits to surplus at NIU's physical plant; additional laptop computers were acquired. <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ Initiate wireless computer access at the center; ▪ Utilize SPSS software for data interpretation; ▪ Utilize laptop computer for on/off campus presentations, workshops, conferences; ▪ Increased use of technology on departmental Web site through online registrations for the Alumni Banquet and Peer Mentor Program; Web Page intern will be retained; 																									
Utilization Numbers	<p>a) Utilization numbers were documented to measure Website hits on departmental Website.</p> <p><u>Results:</u></p> <table border="1" data-bbox="467 667 1438 829"> <thead> <tr> <th colspan="5">Departmental Web Statistics</th> </tr> <tr> <th>Year</th> <th>Unique Visitors</th> <th>Visits</th> <th>Pages</th> <th>Hits</th> </tr> </thead> <tbody> <tr> <td>2005- 2006</td> <td>300</td> <td>443</td> <td>2027</td> <td>14,833</td> </tr> <tr> <td>2006-2007</td> <td>3,144</td> <td>4,255</td> <td>18,835</td> <td>123,170</td> </tr> <tr> <td>2007-2008 (through 10/31/07)</td> <td>3,282</td> <td>3,991</td> <td>16,176</td> <td>82,941</td> </tr> </tbody> </table> <p><u>Use of Results</u></p> <ul style="list-style-type: none"> ▪ Track Web page hits for the year and compare to last year's hits; ▪ Analyze pages being utilized most often; ▪ Analyze patterns of frequency of use (time of month, year); ▪ Implement Web Presence Project 	Departmental Web Statistics					Year	Unique Visitors	Visits	Pages	Hits	2005- 2006	300	443	2027	14,833	2006-2007	3,144	4,255	18,835	123,170	2007-2008 (through 10/31/07)	3,282	3,991	16,176	82,941
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VII. Use of Results by Objective (and Other) (see above)

VIII. Further Information Needed

Findings that indicate a need for further assessment:

- The department recognizes that further analysis of most of the data is needed, as well as additional training to perform effective data analysis.
- The department also recognizes a need to consider utilizing direct methods for assessment such as developing effective rubrics.
- An external review to assess departmental programs and services, to support a more comprehensive plan; to utilize during fiscal year 2009; we will be submitting a request for funding in FY 2009.
- The department is open to suggestions on how to improve and enhance current assessment strategies and tools.

IX. Timeline (see below).

X. Resources Needed

Proposed Project #1: Analyze, Interpret, Report Findings of Peer Mentor Survey Data:

The Asian American Resource Center conducted a comprehensive evaluation of the Pilot Peer Mentor Program which involved: 1) gaining verbal feedback from participants; 2) distributing a 50-item Peer Mentor Training Survey; 3) distributing a 50-item Protégé Survey. The center collected data from verbal feedback, 45 Peer mentor Training Surveys, and 12 Protégé Surveys.

The surveys measured satisfaction data, as well as learning outcomes of peer mentor participants, in the areas of personal skill development, leadership skill development and pre-professional skill development. The center proposes a project that would complete the cycle of assessment regarding this data collection in three stages. Stage One of this project would analyze the data; Stage Two, interpret the data, and Stage Three, submit findings of the data, including proposed uses of the findings. The completion of this project would allow the center to: 1) achieve a current annual priority for a comprehensive evaluation of the Pilot Peer Mentor Program; 2) utilize the findings to enhance the program for future years; 3) present information at relevant conferences; and 4) include findings in possible publication.

Projected Timeline	
April 2007	Stage One: Analyze the Data <ul style="list-style-type: none"> • Review existing data for accuracy • Develop Excel spreadsheets • Enter data • Analyze data
May 2007	Stage Two: Interpret the Data
June 2007	Stage Three: Submit Findings

Proposed Budget:

It is proposed that one graduate student complete this three-stage project in the above mentioned time frame, with a suggested pay rate of \$8.00 per hour. At this time the center submits an estimate of 20 hours a week for three months to complete this three-stage project. However, since this is the first time that the center has undertaken such a project, the center is consulting with Dan House, Institutional Research Officer, to determine an appropriate amount of hours it would take to complete such a project. Relevant information is forthcoming.

If the University Assessment Panel would be unable to assist with funding the above project, the Asian American Resource Center submits the following project for further consideration:

Proposed Project #2: External Review

The AARC is scheduled to complete an Internal/External Review in FY 2009 that would assist in the assessment of the center’s programs and services. Currently the Asian American Resource Center does not have the funds in its current budget to conduct an External Review and would like for the UAP to consider providing resources to conduct this External Review. The center would seek to bring in an external consultant to assist with the External Review Project to be implemented in spring 2009. A future description of the request, including a proposed budget, would be submitted in fall 2008.

XI. Appendices (see attached)