

ASSESSMENT REPORT, 2006-2007

Asian American Resource Center

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APPENDIX A: 60 SECOND EVALUATIONS

A.1: DIVERSITY & EQUITY-

Paraprofessional Training Series (Dual Relationships)
(60-Second Evaluations)
Friday, November 17, 2006

1. What did you learn from the Dual Relationships workshop?

- ✧ 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 effect everyday work environment, and 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 rules 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.

2. 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?

3. **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.

A.2: DIVERSITY & EQUITY-
“Rock tha’ Mic! Huskie Talent Jam”
 60 Second Audience Evaluations

Date: August 26, 2006 Total Evaluations completed – 272

Please check one: I am: New to NIU - 164 Returning student - 94

Please rate the following about “Rock Tha Mic! Huskie Talent Jam!”

	Low				High
Welcoming & Friendly Environment:	1-2	2-4	3-32	4-74	5-160
Introduced me to diverse community at NIU	1-6	2-3	3-28	4-75	5-155
Introduced me to Student Organization(s)	1-3	2-9	3-37	4-74	5-144

1. What I enjoyed about “Rock Tha’ Mic” was...

The different expressions; diverse acts and speaker; everything, it was nice; how nice everyone was; everything, awesome; everything; everything; different programs that came out and performed; talent; diversity; the energy of the man speaking; dancing; dancing; great performers; the break dancing; hip hop dancing; variety of organizations; the different talents; music; all the acts; hip hop; Groundhogs; all the performing and hard work that showed through the performance; motivational speaker; the MCs; musical acts and performances; the performers; definitely diverse atmosphere; the talents; music performances; the strolls; the talented; entertaining; when one of the sorority guys rapped; the performances; Alpha Sigma Omega’s strolling; guest speaker; how Jermaine helped maintain the energy level; I liked all of it, so did Quade(dog); the dancing; it was good; dance; there were diverse performers; I enjoyed learning to always have a positive mentality so it can help you to keep doing great things; everything; energetic; everything; pretty good; it was amazing; all the performances; everything; everything; performances; interesting; it was very friendly; that they introduced talent and organizations; the fact that everyone is given the chance to be heard; the diversity and upbeat personalities of the people hosting and participating in the program; the motivational speaking and also all the Christian music; the speaker; I enjoyed the different presentations; everything; it was great seeing variety of talent; the diversity and welcome; very fun and entertaining; the juggler and rappers; the host; the many different diversities; the student talent; the host; the host; the host and performances; the variety of the organization; the performances; the variety of the performances; the host; the mixture of people; diversity of talent; diversity; the cool people; talent acts-juggler; the diversity and the introduction of organizations; everything; the MC; they were welcoming; different talent; it was pretty funny; different/diverse performances, wasn’t what I expected; everything; juggler; the talent; the rap and the dance; the environment; performance; fun/interesting; the MC and Colin Leict; the different kind of music and the strolls; the talents and information on organizations; how they performed and how he talked; it was entertaining; some of the songs; the speaker; the diversity; fun; everything; it was very interesting; my guy Mitch; interesting; learning about different organizations and student government; fun, exciting; different; the positive attitude; the diversity; different talents; different acts; jugglers, hip

(Audience Evaluations- cont'd)

hop, singers; the talents; the show overall was great; the overall message; the talent; the diversity; fraternity; the involvement; it was something different; guitar playing and singing; the speaker; it was different and interesting; the introduction to new programs; many different talents participated in the event; diverse group; the different acts; presenter and presentations; the rapper; the rap; the speaker; the speaker; the performances; the different performances; good; the performances; performances; there was ac and actually talent; the talent; sweet; the diversity performers; the different acts; the performances; the diversity; different things coming together; different things other than just rap and poems; the dancing; the different diverse talents at NIU; it was good, however, it was long; the performers; the main speaker was the most educating and entertaining; the diversity; the frats; obviously the talent; the props and the message; the talent; talent; the diversity; diversity; the excitement; the diversity; diversity & display of NIU's talents; the singing; I liked all of the different talents that people don't normally show; the Christian rapper; how the host spoke on "Diversity." I believe diversity is important; crowd; seeing interesting performers; Christian dance ministry and AND song; informative for incoming students, it really promotes diversity; the MC; it was a lot of different things; the diversity; lots of entertainment; Alpha Omega Nu; the people; the salsa; designing the poster, I guess; the performances; the acts; the host; the welcoming environment; very welcoming; it was neat; the red marble people; diversity; fun; the host; my buddies; diversity; the humor but yet educational; they encouraged nervous performers; never been to one before, fun; diversity in people; great energy; various entertainment and information; very entertaining and info about NIU and the diverse community; the friendly and fun environment; the speaker who encouraged us to cheer the performer; well planned performances; MC; not that interesting; not much; the people there; the different talent; the entertainment; the diverse atmosphere; the talent show; the juggling was cool; the juggler; nothing; diverse; stroll; seeing sign language; the acts; the different acts the speaker; the entertainment; the different entertainment from different groups; the motivational speaker; the talent; the diversity and encouragement amongst the people; the singers; everything; the speaker and the meaning of life; the diverse talents; everything; the different types of performers; the dancers; groundhogs; diversity of talents; groundhogs; groundhog; all of it; performances; varied talents and bits; interesting; the talent; different talent; the host, Adam Novotney; the entertainment; the diversity; all the different performances; everything; the rappers; all the performances; there was a variety of acts; all the performances; all the females; the crowd supports diversity; the open minded people; information, talked about diversity; the range in talent and the way they introduced to groups and performers; the diversity of the acts; the MC; the acts; welcomed everyone; too slow; the whole thing; some of the talent; the talent; well organized.

2. As a result of "Rock tha' Mic!" I would be interested in ...

Learning more about the community: BIC, NAACP; A.N.D./dance; S.I.S.T.E.R.S.; different organizations; Black Student Union; a sorority; getting my organization involved; different groups; pledging; a sorority; joining a sorority; Greek life, S.I.S.T.E.R.S.; other activities like this; break dancing; joining a sorority; a sorority; Groundhogs; joining an organization; performing next year; further involvement in diversity; another show; dancing; one of the association; sororities; joining to perform next year; joining one of the organizations presented; some organizations; joining the Black Studies program; learning more about the organizations; Alpha Sigma Omega; getting involved;

Asian Resource Center; joining a club or two; nothing; I liked it; t-shirt; CAB; getting to know organizations mentioned at the show; seeing more; RHA; frat stuff; getting to know more; pursuing my dreams; seeing more events to facilitate diversity; joining some of the organizations; CAB; joining the dance clubs; joining dance in BAD; Greek life; more culturally diverse things; Student Association; changing my life; some of the African American organizations on campus; coming to more events; coming again; S.I.S.T.E.R.S.; nothing; a sorority; Black Student Union; not sure yet; pledging; NAACP and BSU; meeting more people; everything; fraternity; BSU; becoming a member of NAACP; some clubs/associations; all of the shows and talks; NAACP; coming to many more events; CAB; different clubs; meeting new people; joining HOLAS; hearing more acts; looking into different groups; nothing; S.I.S.T.E.R.S.; S.I.S.T.E.R.S.; more things like it; dancing; idle; learning sign language; dance team; more shows; I love hearing more about diversity; the dance groups; the sororities; S.I.S.T.E.R.S.; pledging; getting to know more people; Black Studies/S.I.S.T.E.R.S.; dancing; everything; probably joining the dance group; joining a group; joining some of the groups; coming back to see it next year; joining a sorority/getting more involved at NIU; being in the talent show; visiting more clubs; I don't know; Black Student Union; Greek; Greek; a lot of organizations; diversity; dancing; coming again; different organization; free food; A.N.D. and Alpha Phi Alpha; in BSU; a sorority; A.N.D.; Triple A; NAACP; Joining a frat; coming back next year; checking out more things like this; Christian Dance Ministry; more dancing; everything; the Asian American group; Black Union; some of the dance groups; fraternity, AAA; Greek life; diversity; interest; possibly joining S.I.S.T.E.R.S.; more talent, like dancing; Black Student Union; BSU; singing; learn more about NIU organizations; joining other programs; performing (dance); joining an ethnic organization; performing one day; Christian groups; Christian groups; BSU; looking at different programs and groups; music; doing something in front of an audience; student government; getting more involved; Kappa Alpha Psi; ME; fun; meeting people; being happy; doing it someday; the S.I.S.T.E.R.S.; diversity; different diversities that I want to be in; Alpha Omega Nu and S. Dots; seeing more information around campus; more rock Tha Mic night; AD ministry; learning about new things; AND organization; probably joining S.I.S.T.E.R.S.; helping to provide an enhancing environment; being diverse; performing; CAB and AND; Johnny Moon; joining a lot of the clubs; a sorority; break dancing; break dancing; performing in it; BSU; absolutely nothing; diversity; dancing; BSU; being a public speaking/relations teacher; doing Latin dance; getting involved; joining particular clubs; pursuing personal interests; joining clubs; Rock Tha Mic; different programs of interaction with people; seeing what the campus association have to offer; participate in more organizations; dance, NAACP; getting more involved with other organizations; the dance group and student government; poetry; joining MGC or other activities to be more involved on campus; SA; going Greek; NACCP; visiting more organizations on campus; singing; Alpha Phi Alpha; Groundhogs; joining new organizations; BSU; maybe showcasing in next years event; everything; possibly joining a sorority; Latino dancing; getting involved in more activities; more organizations; all the organizations at NIU; a lot of organizations-sorority, dancing; frats; some of the organizations; joining a new group; joining a new group learning sign language; organization; singing; Black Studies and A.N.D.; nothing; S.I.S.T.E.R.S.; religion groups; the sister's organization; meeting more people; going to more things; nothing; nothing in particular; it was good; the campus activities board; student government; several programs, exactly unknown.

3. I wish this program would have....

Video involvement; been held at the Carl Sandburg (difficult to see); more dancing; been longer; people staying; more performances; limited time; more people; more dancing; had more music; more of an audience; been longer; more dancing; had more performers; more acts; had less strolls; been louder; been shorter; I enjoyed it; more rappers; less shout-outs and time between acts; started on time; been longer; more artists; gone smoother; more acts; not sure; started on time; more performances; more performances; more musical acts; I thought it was fine, didn't need anything else; more dancing; bye; been longer; been advertised more; a better sound system; I don't know since this is my first Rock Tha Mic; limited time on performances; been any diverse acts; more drama; more talent; been yesterday; step shows; been longer; had more people; it was great; donuts; good on it's own; more dance; more info on intramurals; more talent; started on time; started on time; started on time; to stay the same way it is; a time limit per act; be interesting; more; had more people singing and dancing; break dancing; food; dancing; more poems; more performers; nothing, it was good; help me understand my community; nothing, it was fine the way it was; had more of the main speaker's books available; less intermission with the host; more info about academic organizations and scholarships; nothing else, everything was great; more diverse talent acts; more creativity; dancing; no empty seats; more programs; more group shows; more dancing; been a little shorter; consist of more talent; I think everything was fine; it was good, no changes; I think it was good as it was; been more upbeat; more dancers; some more; more talent; had more dancing; lest hosting; more hip hop dancers; less talking and more talent; not been so cold; shorter; more performances; good; started on time; a urban dance group; more dance; better host; no motivational speaker; more acts; been better advertised; different other clubs also; singers; had more performances; not sure; more dancing; a program; something to take home-information; less commercial shout outs; had more dancing; not had the speaker talk so much, I would have liked to see more talent than be preached to; metal bands play; more music; it was pleasing; more diversity (singing, R&B, dancing); not sure; more talent; more stepping acts; is perfect; more hip hop; more sororities; more acts; food; started on time; more music; fun; gave the audience something to take home; been shorter; more funny acts; spelled "the" right, the term "tha" does not exist, it is a pronunciation, not a word; a little bit more energetic; more dance acts; less talking; had less commercials; less commercials and preachy; fun; the Nupes; more poetry; I have nothing negative or suggestions; less talking; more interesting talent; it's good the way it is; would have a bigger variety of acts; more dancing; cut down on the talking; stay the same; more dancing; more of useful words of dealing future school plan/ideas; nothing really, its full of good stuff already; nothing; more singers; have better speakers; more groups; poetry; more organizations; celebrities; time limits for bits and less selling of organizations; more rappers or singers; Greek strolling; more entertainment, less talk and shout outs; more audience participation; more cultural stuff; more real talent; I like it all; it had everything I was interested in; been longer; more acts; more song; more performances; had snacks; I liked everything; nothing more; it was good; it's pretty good, but more publicity; it was okay; more people; more meetings; more diversity; a little less talking, it was fun; nothing, it was great; everything it had today, with more involvement from students; had more dance groups; everything is alright with me; hip hop/dance; more advertisements; acts and shows; went quicker; more associations; more Indian and Asian music; have the flyer of different organization (did not stay to the end); it was good; nothing, it was good; people; rappers; more interesting acts; had more; all of the sororities in it; more of different organization; less talking; shorter and would of started on time; less talking by MC; been more diverse; less commercials; more acts.

Would you like to see an event like this again? Yes -249 No – 15 Maybe – 1 No answer - 7

A.2: DIVERSITY & EQUITY-
“Rock tha’ Mic! Huskie Talent Jam”
 60-Second Performer Evaluations

Date: August 26, 2006 Completed evaluations - 52

Please check one: I am: New to NIU-2 Returning Student- 45 Alumni - 3

1. If you were representing a student organization at “Rock tha’ Mic”, what organization?

Sigma Gamma Rho	Delta Sigma Theta
Alpha Sigma Omega	A.N.D. Christian Dance Ministry
Alpha Phi Alpha -3	S.I.S.T.E.R.S.
OLAS	NAACP
Asia American Association	RHA, Ambassadors
Savoir Faire	Groundhogs – 6
Deaf Pride – 6	BSU – 2
Alpha Omega Nu	Alpha Phi Gamma – 9
Alpha Sigma Omega – 7	

2. How did you hear about the “Rock tha’ Mic” opportunity?

friends-16	posters-12
word of mouth-4	Asian Center-2
Convocation-1	an organizer-10
email-4	Student Involvement & Leadership Development-1

3. Why did you want to participate in “Rock tha’ Mic?”

I was asked to; practice; called us; to perform and promote; had to; to promote my organization; love to perform; it’s fun; represent, have fun, support others; have fun, learn more; to show people how pretty sign language is; show NIU community sign language; to have fun; show Deaf Pride; sounds like fun; I’m a dedicated rapper; it seemed like a great opportunity to support NIU diversity; support NIU programs; to inform people about Papi Chulo; It’s a show based on diversity; want to support the campus and represent organizations on campus; to represent Asian Americans on campus; to represent our organization; show talent, get involved; welcome students to NIU, promote diversity; promotion; it sounded fun; to represent my organization to the campus and to enjoy some new talent; to represent; I love volunteering with the events on campus; to represent my organization in a positive way; exposure and something to do; yes; to network; to show unity among the campus; to spread the word about MGC and show the different organizations that NIU has to offer; to showcase my musical talent; represent; I love to perform a lot; to expose fellow students to the wonderful artistic expression through juggling; speak for AAA; to inform NIU students about the organization; we love to be involved in positive things on campus and this event happens to be one; I

was asked; show students a positive experience; show NIU support; to help promote A.N.D. and diversity at NIU; it was fun; for fun; the leader of “Rock Tha’ Mic” asked for 6 volunteers.

4. What message did you intend your performance to convey to the audience?

Fun through dance; unity; strength in numbers; NIU is diverse in fun; interest, hope, self thought, and liberty; information; show the presence of Black Fraternity; I wanted the audience to learn more about my organization; that juggling is more than a side show clown act, it is a means of expressing one self; hip hop is pure; about the Ambassadors Bible study; Greek life; unity and a campus working together; unity amongst students; culture uniqueness and diversity; to have fun; entertainment, fun; unity; to show unity; that diversity includes even the people you don’t realize; sisterhood; that we are an active organization; to show how diverse our organization is and promote; that being involved is fun and very beneficial; promote cultural pageant at NIU: I wanted to get across the Mr. Papi Chulo pageant to new people here at NIU; allow people to recognize our sorority; sun spirited; we need to follow Jesus Christ; never be afraid to participate and try something new; show them sign language is beautiful; show how we can sign the songs in sign language; that sign language can be incorporated into the hearing world; that sometimes you can combine unlikely things for beautiful outcomes; deaf culture mingles with other cultures; today’s Latin night club scene; cultural diversity with our Latin dancing; come on out; hip hop; open yourself for new things and express yourself; show our group; welcome to NIU; we are a growing organization and we will only get better.

Please check, if you are interested in the following opportunities:

- 17 individuals indicated that they would be interested in helping plan next year’s “ Rock tha’ Mic!”
- 6 individuals indicated that they were interested in serving on the Student Advisory Board.
- 13 individuals indicated that they would like more information on both opportunities.

A.3: DIVERSITY & EQUITY-
Community Advisor Training Day
60-Second Evaluation

Enhancing Inclusive Residential Communities
Wednesday, August 16, 2006 – 9:00-10:15 AM

What is the most valuable lesson that you learned about the topic?

CAs can and are an agent for change and we have the power because people see us as role models and that allows us to share with and teach others about differences and diversity; everyone has their own definition for different words and things; opening people's minds to diversity is extremely important; be open minded; staying objective; everything; to try to get people to see where others are coming from; awareness of diversity other than the usual minority awareness; facts about racism; reminder-you have to be real with yourself first and that will help you be real with others, keep it real; you can lead by example, stand up for yourself and others; diversity is a touchy subject but stand up and show it doesn't matter the color of your skin; that racism and discrimination are not the same and as a CA, I will most likely have to address them both individually; that we can be a change agent, and with the right communication skills we can create unity; being more aware of my own and others actions and how to address issues as they may come up, keeping an open objective perspective; different people's definition of certain words; to accept different people culture and their difference; all the different opinions people have regarding the definitions of certain words; different ways to approach cultures and races; at the end of the day, you need to be authentic; that there is no set interpretation for any of these issues; most definitions of key words are very ambiguous and it's important to keep that in mind; application, lead by example; limitations and strengths of my stall; that every one has very different views and definitions of terms based on diversity/inclusion; how people have different thoughts and meanings for certain words; how to try and help others to accept everyone and how that can apply to one's floor; different people's views on topics of diversity, people's definition of terms; everyone has different views and definitions on diversity; how many student staff do not know or understand specific words in regards to diversity, like class conscious, reverse racism; not just say it but do it; meanings of class conscious, reverse racism and social mobility; be open minded and have respect, not just saying I will, trying hard to carry on the respect, also what reverse racism means and that only dominant races can be racist; how to implement fairness in a highly diverse community where everyone is respectful; the session was mostly a review; we are agents of change; be open and honest with yourself first; be aware that there are residents that will not change.

What is one question about the topic that you still have?

Talk to people aren't open minded; how to approach someone who is closed minded; I am still not understanding reverse racism; would like to know more about different ethnicities, races and cultures; effective and proper grammar and language and which is most effective; is it okay to isolate an individual if he or she is inhibiting an inclusive community; how to help them confront language, actions and intolerance; what is the best way to have programs that touch or address sensitive diversity topics; where can I send students that want more information on all of these topics; where can I get more information on diversity organizations; how do we handle arguments on diversity between residents; what are the specific resources the university has to help CAs and students in general; how can I deal with, as a CA, when residents feel they are being target for discipline reasons

even though I know they are not, I can't show them that if am disciplining others on the floor too; if we are to say "African-American", "Asian-American", etc. why don't we have to say "European American"; do you still approach an individual if they have made it clear they are not too fond of your leadership; how should someone go about facilitating a discussion with different views and passions; how do you program for this without patronizing people; how can a non-dominate race not be racist.

What additional training or skills would make you more effective in addressing issues relating to Enhancing Inclusive Residential Communities?

How to address students who are not open minded or not willing to learn or listen about others cultures and differences; research, visiting one of the special centers on campus; how to confront close minded people; role playing, give someone a scenario and have a CA role to address a situation; I have questions because I will be the CA for the hearing impaired floor but I don't know how to issue them; maybe specifically having those people come in themselves and work with us; no training could really make you more effective, it's only based off of more experience and how you deal with those experiences; I'm not too sure, specifically, but this presentation was a positive attribute to our CA training; not sure what kind but more handouts; more interactive activities; how to address student who are very committed to their intolerant beliefs; hand outs on tips for diversity programming; being able to take more risks; how to keep your floor continuing to stay accepting and not discriminate against people that are different from themselves; addressing residents that may not be comfortable or adaptable to diversity; how to have difficult conversations with students on your floor about diversity issues; facilitation of discussion; the biggest issue with this session was a lack of planning and clearly stated goals, write down the directions to the "60 second" game and give them before the game starts. Take notes on the difficulties of past sessions and incorporate them, also, the questions to the game are not personal or open-ended enough to facilitate discussion and sharing, examples of better questions would be, "Racism has affected me....." or "an example of inclusiveness I have experienced is" will help steer discussion to the topics and goals you want.

Wednesday, August 16, 2006 – 10:30-11:45 AM

What is the most valuable lesson that you learned about the topic?

You should always look back on yourself, (is it the style or the volume/base); how much work still needs to be done; perceptions can be detrimental to building community and interacting with residents; different activities the various centers have going on; what reverse racism is; the different events the centers are putting on; it's important to establish a common language, we all have skills to develop to better understand each other, regardless of differences; accountability; being able to identify my own bias and learning ways to help overcome them; I was able to identify areas of improvement with myself as a CA; different organizations on campus are here to help with any situation; we are more similar than we are different; it is important to open your mind to all different cultures and skin colors and to be open to talk about anything; none-I feel that I have already had sufficient training and experience in diversity but thanks; stereotypes are bad to have but when an individual lives up to the stereotype it is ok to call them one; the importance of remaining open-minded and distinguishing between stereotypes and the individual; how to handle confrontations without offending anyone; more sensitivity and things I need to work on; cultural issues, ex: telling people to turn down their bass; I learned a lot about what different terms meant (reverse racism);

other cultures will have some of same stereotypes, best to keep an open mind; that lots of people are unsure of these topics and need additional help; that words are flexible, fuzzy and not clearly defined, things such as racism are not always easily explained; reverse racism and its definition; to address the person and not the behavior; some different ways to approach situations that may have to do and or deal with race/ethnicity; I learned different methods on how to incorporate diversity on the floor; learned about upcoming events promoting diversity; I learned that the best way to overcome stereotype is to consider the individual and assess yourself and your approach.

What is one question about the topic that you still have?

How should I get my residents to want to go to diverse programs; what are some ways to talk to residents about this; why are antiquated and incorrect terms like “African American” and “Latino American” still in use; how to get past behaviors that represent a race; how can we work towards eliminating the feeling of multiple races towards one community of humanity; culpability; what should a CA do if a “race card” is pulled on them; how can we work as a staff to achieve these improvements; how to deal with confrontational people without offending; I am still uneasy about how to handle a resident accusing me of racism; more resources; where the line is drawn; what are the terms I should use to describe each race; still a little concerned about dealing with a situation where the race card becomes an issue; if someone likes certain type of music, why does that have to be a problem to others.

What additional training or skills would make you more effective in addressing issues relating to Enhancing Inclusive residential communities?

More knowledge about different cultures; better adaptability skills; how to better deal with the race card; positive progress/celebration, ideas; acting out scenarios or watching a short video on different scenarios followed by a discussion; more about the center’s capabilities or CA’s roles; none, really other than speaking without offending anyone; ranges the spectrum; respectability of other cultures and their stuff; some examples to help CAs deal with diverse issues; students coming and speaking about the issue; confrontational skills; having more exposure to this topic; diversity, race training; great job, thank you; confrontation between race training; more knowledge and experience, good conflict resolution skills; being more pc, how to include all; get a sheet with contact info, calendars; open communication skills, better peer to peer relations; I would like to tour each of the centers; how to approach people of different backgrounds effectively, mediate roommates of different backgrounds; specific background of various cultures; more info on cultural backgrounds; maybe some specific information on dealing with above situation (race card); be open minded; a Spanish class might be useful to brush up on some Spanish; define what racism and stereotypes are because people are still clueless, also, use role playing to show diversity scenarios; the activities were interesting but I’m not sure on how they related directly to diversity.

A.4: DIVERSITY & EQUITY-
 Graduate Assistant Training
 60 Second Evaluation

Topic: Diversity & Equity Community of Practice Forum

Facilitators: Diversity & Equity Community of Practice

Time: 9am – 10am

Date: Tuesday, July 25, 2006

What is the most valuable lesson that you learned so far today?

Resources are available; the services provided by the many resource centers; utilize the resource centers; all of the different services; just a re-introduction of different campus resources; Diversity & Equity has funds for programming; these areas really want to collaborate-good!; information about the different resources that are available to us and our students; all the different programs; locations and resource; services offered by the Women's Resource Center include non-traditional students and the College Parent's group; that all these centers exist to serve all students; how to contact the resources I need to use; available resources on campus; that there are many services and resources for students and us staff members to utilize in order to help students feel welcome here and comfortable in their living arrangements; even though all the centers are different they share a goal and often collaborate to enhance the lives of NIU students and beyond; information about the many centers on campus; the vast array of services and programs in the Diversity & Equity Community of Practice; the locations and missions/goals of the different centers; NIU is seeking to include all students with the creation of the Diversity & Equity Community of Practice; there are various resources around campus to aid to the interrelationships of students of different nationalities; the various departments that work with students of color and the location of their offices; where the LGBT resource center is located, the 7th floor Holmes Student Center, how to and where to point our community advisor in the right direction for resource.

What is one question that you still have?

I asked my question; how the areas reach out to students not in the specified populations and make it a comfortable resource place for all?; are there other organizations that weren't spoken about; what more can they do for us at the halls; how do we access those funds; Will these places give me an internship for credit this semester?; how to refer students to places such as CAAR, etc.; do religious differences fall under Diversity & Equity? If not, why?; programs that won the award, what scale were they?; why is international students/services not represented with the Community of Practice, would have been nice to see them on the panel; what's the point in speaking Spanish or a foreign language to a group that does not understand the language?; more in depth info about what students are learning in the programs offered; I'd like to learn more about "outreach" programs offered; how can I instill the importance of diversity in my staff; what kinds of classes (for Grad credit) can students enroll in that are related to these fields (disabilities, LGBT, etc.); more programming ideas; I need to better understand all the resources; What type of funding/resources are available to the departments; right now I can't even think of one.

What do you think is the next step that residential life needs to take to more fully understand the Diversity & Equity Community of Practice?

Get CA's on the same page; go to the centers to learn what resources are available; collaborate when planning the awards; assess any new groups that may need support; actually pass this info onto CA's that diversity goes beyond skin color; collaborate more with the centers on quality programs; more intentional advertising in the halls; visit the different centers, talk with the staffs at the center, become educated; more discussions; collaboration!!; do more international assessments with our students all year around; more inclusiveness; sessions for staff-sometimes staff members don't fully understand the issues; go and visit each center; walk the walk; learn about the offices, possibly individually looking at each center's Websites; better understanding of how to access resources, i.e. be more aware of the vast resources; it may be unrealistic, but if we were submersed in a group/culture/experience our experience and learning from it would be enormous; gain an in-depth knowledge of each center, possibly have a guided tour through each; see the community in action as opposed to just hearing about what they do; promote training for CA's and RHOPs during the August month, this will set the tone for the year; have more collaboration with these areas, for many of us, this is the first time we visited the Latino Resource Center; I wish that all of the buildings were in one location or around one another because I feel that the community is still diverse.

A.5: PEER MENTOR TRAINING WORKSHOP:

Goal Setting Workshop (N=15)

(60-Second Evaluations)

In an effort to form partnerships focused on student learning, peer mentors were given training about goal setting and team-working skills by Tiffany Gonzales, the Hall Director for Stevenson Tower A, an employee of Northern Illinois University's Residential Housing & Dining. It also gave mentors a chance to get to know each other better and share their experiences as a mentor.

- Of the 40 mentors, 16 mentors attended the training session.
- A team-building exercise consisted of mentors closing their eyes and not being able to speak. Each mentor was given a random number between -1000 and +1000 and was told to arrange themselves in order without opening their eyes or speaking.
- The purpose of the exercise was to show how important communication was and how different people could be potentially communicating in different ways.
- The next exercise helped mentors think about their academic goals, goals they want to achieve as a mentor, and goals they wanted for the peer mentor program.
- The 3 goals were written down into their respective shapes and posted along the walls of the resource room in the Asian American Resource Center for the mentors to reflect back on their goals.

Students were verbally asked about the team-working and goal-setting training they received immediately after the exercise, after Tiffany had departed. Questions such as, "did you find these exercises valuable?" and "How will you be using this new training in your peer mentor experience?" were asked.

Collaboration Partner(s): The center collaborated with Tiffany Gonzales, the Hall Director for Stevenson Tower A, a Residential Housing & Dining partner.

Academic Goals

- 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 Chicagoland 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

Personal Goals as a mentor:

- Contribute to the Asian American community events and activities
- Be more patient and understanding person
- To develop a lasting friendship 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
- To keep consistent touch with my protégées
- To 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
- To 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

Peer Mentor Program Goals:

- 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 protégés 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!
- To get to know other mentors and learn more about leadership role
- To be able to talk to other mentors without feeling intimidated
- Active role in the community
- Larger HQ!!!
- Everyone in the program all get to know each other and stay close

- I want a successful response from the protégés
- 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

A. 6: PEER MENTOR TRAINING WORKSHOP:

How To Identify Signs Of Depression (N=15)

(60-Second Evaluations)

1. 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 depress 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

2. 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
- Symptoms such as headache, insomnia
- Asians 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 non-min 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 + 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 American are more at risk to high stress levels because of the general sense of individuality and self preservation.

3. As a result of the role play and discussion, what are 2-3 tips you have learned to find out 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
- ID the question
- Recognize the superficial signs + symptoms
- Advise to get help
- Be available to protégé and let him/her know that you're listening
- Approach/ask if they have suicide in mind
- It has to be alert and pay attention to behavioral changes
- Listen, listen, listen

- Quiet
- Distance
- Quiet
- Help with sense of being alone and no help.
- Be more connected with your protégé will make assessing my protégés easier.

4. What is one question you still have about the topic?

- In talking about the pride and insecurities of the Asian American community, how would you approach this situation if you do not belong to that ethnicity and they are not comfortable sharing with you because of this?

5. What did you find most helpful about this workshop?

- The figures and advice to face this situation
- How to approach your protégés
- The warning signs of depressions, etc.
- Signs, symptoms of depression
- The information and interactions between everyone
- The information that I got out of it
- Knowing that there's someone to help
- Listen and pay attention to my protégé more
- Solutions how what to talk to protégé about
- Everything
- What would you recommend changing for future workshops?

A.7: PEER MENTOR TRAINING WORKSHOP:

Cross Cultural Communication
(60-Second Evaluations; N= 16)

1. What is the most valuable lesson that you learned about the topic?

- I learned not to make assumptions about people before you get to know them.
- How to approach your protégé when they are from a different background & culture.
- Don't make assumptions about others. Ask open ended questions to learn about others.
- I learned several interesting ways to improve my interactions with my protégé.
- 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 is getting past those assumptions
- Basically good communication skills and most importantly the value of keeping an 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.

2. What is one question about the topic that you still have?

- What are some ways to get over language barriers?
- How to answer specific cultural questions and how to fix a mistake already made.
- Are assumptions always a negative aspect?
- Can we have more time during role playing?
- How do you force yourself to communicate when you can't put your heart into it?
- To what extent assumptions are good/bad when meeting a person.

3. What additional training or skills would make you more effective in addressing issues of cross-cultural communications? Be specific.

- Have this training with your protégé. Addressing these issues to the protégés would be helpful.
- Good open-ended questions to ask a protégé.
- Be more responsible and friendly.
- Different questions you might ask your protégé.
- Good ways to communicate/deal with issues dealing with a protégé coming to college and being away from home for the first time.
- Role playing real life settings.

- Maybe working with other organizations more than just the Latino group.
- Generalizations.
- More different/variety/more speakers.
- I think it may be more helpful by possibly providing visuals. (Power Point) It is also necessary to discuss more on intercultural relationships. Also possibly discussing the effects of poor communication we may have with our protégé. Additionally, they could address various other ways to communicate with protégés. Not all are open for conversation.
- Videos of real-life interactions between people with different cultures. Documentary?
- Learning about values and traditions of other cultures.

A.8: PEER MENTOR TRAINING:
 “OHANA!” Training Retreat: (N= 28)
 60 Second Evaluations

Event: “OHAHA!” Training Retreat Day
Date: April 28, 2007
Location: Baptist Campus Ministry (9:00am – 12:15pm)
 Walcamp, Genoa (1:00pm – 4:30 p.m.)
Participants: 28 mentors; 1 graduate assistant; 1 full-time professional staff

1) What are two things you learned as a result of the peer mentor training retreat day?

- Communication is more important than we think. Physical and emotional support is very important.
- Communication skills
- How to communicate well and figure out solutions to problems.
- I learned about teamwork and capabilities of other individuals.
- I learned ways to communicate without speaking and trusting others.
- I love Walcamp!
- I'm glad I got a chance to know the other mentors.
- I've learned that the problems that I had with my previous protégés, other mentors had too.
- It's important to work together, trust each other, and be able to rely on each other.
- Keep an open mind
- No rules, but guidelines
- Teambuilding and trust building
- Teambuilding skills
- Teamwork
- Teamwork and communication
- That you should push yourself/challenge yourself
- The development of a Mentor/Protégé relationship.
- The importance of empowerment, support, and teamwork.
- The importance of teamwork and communication.
- The importance of teamwork and to think outside of the box.
- There is more than one solution to a problem
- Trust and teamwork are very important
- What situations to expect in the future and who to handle these situations.
- Working as a team and getting to know each other.
- Working with others as a team, and building trust and communication with others.

2) What is the one thing you still want to know about being a peer mentor?

- How to become a better mentor.
- How to handle older transfer students.
- How to open up easier.
- Maybe ways on how you can communicate better with your protégé if they show no interest.
- More ways to communicate with the protégé so they don't feel awkward.
- Relationships

- Ways to work together.
- Where I can find out more about on-campus activities.

3) What suggestions would you have for future retreats?

- Camping at night.
- I love this retreat. Hopefully we can do this more often.
- I would suggest to have it shorten up a little bit.
- It was excellent.
- Keep the retreat days on a Saturday.
- Longer days at Walcamp.
- Maybe provide more information what to expect beforehand.
- Maybe starting at a later time.
- More obstacle courses.
- More teamwork and bonding activities.
- More Walcamp!
- Something interactive and fun to do during the bus ride.
- Suggest clothing to wear.
- There's not really much about the retreat I would change, I think. The way it is set up is really creative.
- We should change it up a bit and maybe do rock-climbing or something more challenging. Splitting up into teams was a good idea though!
- Wear clothing and shoes that you don't care about getting dirty.
- Wear long sleeves and long pants.
- Whole Walcamp days, not ½ days, with Protégés to help with the Peer Mentor Relationship.
- Working with others outside of the group.

APPENDIX B: PROGRAM EVALUATIONS

B.1: “OHANA!” TRAINING RETREAT

Program Evaluation

Event: “OHANA!” Training Retreat Day

Date: April 28, 2007

Location: Baptist Campus Ministry (9:00am – 12:15pm)
Walcamp, Genoa (1:00pm – 5:15pm)

Participants: 28 mentors; 1 graduate assistant; 1 full-time professional staff

Likert scale used: 1-4 (1= low level of satisfaction; 4= high level of satisfaction)

RESULTS (N=28)

<u>Item</u>	<u>Rating</u>
1. Continental Breakfast	3.5/4.0
2. Icebreaker	3.1/4.0
3. Peer Mentor Video	3.5/4.0
4. Peer Mentor Manual	3.9/4.0
5. Group Discussion	3.7/4.0
6. Skits/Role plays	3.8/4.0
7. Lunch	3.8/4.0

B.2: ASIAN AMERICAN WELCOME NIGHT
Program Evaluation

Rating scale 1-4	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
I felt welcomed			5	9
I met new people	1	2	4	7
I felt a sense of belonging		1	6	7
I had fun			6	8
I am interested in student organizations			4	10
I learned about departmental services and resources		1	5	7
As a result of this event, one thing I learned was:				
All the different stuff I'd like to try				
Everyone's talent				

One suggestion I have for next year is:

It was perfect!

Have more socials

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B. 3: FIRESIDE CHAT SERIES:
Program Evaluation
Tips for Safer Partying (N=6)

1. Identify at least two safer partying tips

- Pace yourself: 2
- Go in groups: 3
- Determine how much to drink before: 2
- Keep track of number of drinks
- Use alcohol card always
- Dilute the drink

2. Recall 3 behaviors that will help someone quit smoking

- Set a quit date: 4
- Start a quit jar
- Tell people about your decision: 2
- Deep breathing
- Chewing gum: 2
- Use mouth freshener
- Increase physical activity
- Remove paraphernalia
- Reward yourself other than cigarettes
- Use non-tobacco smoking

3. List campus offices and their locations where I could refer students who may have a problem with alcohol, tobacco or another drug:

- Recreation Center
- Health Enhancement
- Asian American Center

2. Identify at least 3 super foods:

FIRE SIDE CHAT SERIES: Selecting Nutritious Meals, n=25

1. Identify at least two tips for selecting nutritious meals:

• eat veggies
• eat fish
• eat super foods
• variety
• eat the right food
• eat breakfast
• enter with a plan
• less fat
• portion control
• high fiber
• exercise

• Broccoli
• Green Tea
• Tomatoes
• beans
• spinach
• oranges
• yogurt
• walnuts
• blueberries
• oats
• salmon
• turkey

|

B.4: STUDY SKILLS I: Skills for Academic Success Workshop
Program Evaluation

7:00pm – 8:30pm
Thursday, November 3, 2005
Lower Level, Asian American Center
Attendance - 3
Respondents - 3

1. Identify at least two effective studying tips

Responses:

- SQ3R: 2
- Focus
- Cornell method
- Good notes
- Good tips

2. Recall 3 behaviors that will help you study effectively

Responses:

- Time management: 2
- Studying away from home
- Spending less time on the internet
- Find the interest to learn
- Prepare words cards
- More resources

3. List campus offices which could help you out with your studies:

Responses:

- Counseling Center
- CHANCE
- Learning Center
- We need more people for discussion

STUDY SKILLS II:
Skills For Academic Success Workshop Series

Program Evaluation

7:00pm – 8:30pm
Thursday, February 15, 2006
Lower Level, Asian American Center
Attendance - 3
Respondents - 3

1. *Identify at least two effective studying tips*

Responses:

- Take breaks during study hours
- Review lecture after class and every day
- SQ3R: 2
- Cornell method: 2

2. *Recall 3 behaviors that will help you study effectively*

Responses:

- Read materials before class
- Ask and answer questions in class
- Sit in the front row
- Take breaks - 2
- Take notes - 2
- Review material
- Survey

3. *List campus offices which could help you out with your studies:*

Responses:

- Study Center
- Library - 2
- Douglas Help Center

TIME MANAGEMENT SKILLS I:
Skills for Academic Success Workshop Series
Program Evaluation

7:00pm – 8:30pm
Thursday, November 10, 2005
Fireside Room, Asian American Center
Attendance - 3
Respondents - 3

1. Identify at least two effective time management and studying tips:

Responses:

- Don't study in your room
- Avoid reading on bed
- Eat well
- Exercise
- Schedule what you want to do beforehand
- Go ahead
- Have something to read while walking on campus or on the bus

2. Recall 3 behaviors that will help you manage your time and study effectively:

Responses:

- Looking at syllabus
- Using a planner: 2
- Prioritizing
- Not reading in bed: 2
- Not sitting in front of window
- Keep something such as quote or pictures that help you concentrate on studying

3. List campus offices to refer students who may have a problem with alcohol, tobacco or another drug:

Responses:

- Counseling & Student Development Center: 3

TIME MANAGEMENT SKILLS II:
Skills for Academic Success Workshop Series
Program Evaluation

7:00pm – 8:30pm

Thursday, March 23, 2006

Fireside Room, Asian American Center

Attendance - 1

Respondents – 1

1. Identify at least two effective time management and studying tips:

Responses:

- Don't study in your room
- SQR3 Method

2. Recall 3 behaviors that will help you manage your time and study effectively:

Responses:

- Use a planner
- Prioritize
- Have a regular place to study (not in bed)

3. List campus offices to refer students who may have a problem with alcohol, tobacco or another drug:

Responses:

- Counseling & Student Development Center

TEST PREPARATION SKILLS I:
Skills for Academic Success:

Program Evaluation

7:00pm – 8:30pm

Thursday, February 23, 2006

Fireside Room, Asian American Center

Attendance - 1

Respondents - 1

1. Identify at least two effective test taking tips:

Responses:

- Learn more and understand rather than memorize
- Convert 'B' into 'A' by having confidence

2. Recall 3 behaviors that will help you with your test preparation:

Responses:

- Understanding
- Taking free time

3. List campus offices which could help you out with your test preparation:

Responses:

- Counseling & Student Development Center

TEST PREPARATION SKILLS II:
Skills for Academic Success Workshop Series:

Program Evaluation

7:00pm – 8:30pm

Thursday, November 29, 2005

Fireside Room, Asian American Center

Attendance - 2

Respondents - 2

1. Identify at least two effective test taking tips

Responses:

- Know what kinds of tests
- Make a plan to study: 2
- Good habits

2. Recall 3 behaviors that will help you with your test preparation

Responses:

- Break down all lessons
- Stay away from fast food
- Sleep well and take small breaks: 2
- Planning
- Scheduling

3. List campus offices and their locations which could help you out with your studies:

Responses:

- Campus Life Building

APPENDIX C: SUREYS & QUESTIONNAIRES

C.1: ASIAN AMERICAN WELCOME NIGHT, 2006-2007

Surveys- New & Returning Students

Demographic Information	Fresh	Soph	Jr
1. New to NIU	13	1	
2. Transfer to NIU	1	1	3
3. Returning to NIU	5	15	10

Returning students: I am member of the following Asian or Asian American organizations:

Alpha Phi Gamma	3
Asian American Association	35
Animation	4
Chi Sigma Tau	1
Kappa Phi Lambda (KØΛ)	8
Kappa Pi Beta (KPB)	2
Korean Student Association	2
Peer Mentor Program	4
Philippine Student Association	19
Southeast Asia Club	2
Taiwanese Student Association	7
Vietnamese Student Association	14
All	1

4. Ethnicity (optional)	(n)	(%)
African American	1	1%
Cambodian	3	4%
Caucasian	5	6%
Chinese	9	11%
European	2	2%
Filipino	27	32%
Indian	2	2%
Japanese	1	1%
Korean	13	15%
Laos	1	2%
Latino	2	2%
Pacific Islander	3	1%
Pakistan	1	1%
Native American	1	1%
Nigerian	1	1%
Romanian	1	1%
Southeast Asian	1	1%

Taiwanese	1	1%
Thai	1	1%
Vietnamese	1	11%

New Students participating in Peer Mentor Program

Yes- 16 No- 18

6. Request information about Peer Mentor Program

Yes- 4 No- 0

	1		2		3
	Strongly		Disagree		Agree
	Disagree				
7. I have found the Asian American Center Staff:					
a. Provides a welcoming and friendly environment.					10
b. Helps students make connections with others.					12
c. Invites students to access and utilize its resources.					19
d. Encourages students to become involved.			2		10
e. Offers programs to develop students' leadership skills.					13
f. Develops diverse programs and services.			1		10
g. Actively reaches out to students and organizations.					11

8. Student organizations I am interested in:

Alpha Phi Gamma	3
Asian American Association	7
Kappa Phi Lambda	4
Kappa Pi Beta	1
Philippine Student Association	3
South East Asia Club	1
Vietnamese Student Association	1

9. I'd like to see the following needs of Asian and Asian American students addressed at NIU:

Awareness	
Bigger events held	
Food from different cultures	
Help overseas	
Importance of community	
Larger Resource Center	
More events	4
More recognition	
More resources, so we can achieve our goals!	2
New building to accommodate all	
I'm not sure I'm new	

10. Please contact me about the following areas of interest:

Asian American student orgs.	
Peer Mentor Program	48
Cultural Programming	17
Internship Opportunities	27
Planning Events	29
Animation	23
Philippine Student Association	

Of the 95 students who attended, 49% are new to NIU

18% of respondents were new to NIU as freshmen
 3 % of respondents were new to NIU as sophomores
 4% of respondents were new to NIU as juniors

Of the 95 students who attended, 51% were returning students

5% of respondents were returning freshmen
 20% of respondents were returning sophomores
 13 % of respondents were returning juniors
 28 % of respondents were returning seniors
 8 % of respondents were returning graduates

Of the 95 students who attended, 84% expressed a desire to be involved.

Of the 51% returning students, 100% indicate involvement in a student organization

13% of returning respondents belonged to VSA
 33% of returning respondents belonged to AAA
 1% of returning respondents belonged to all Asian or Asian American organizations
 2% of returning respondents belonged to the Korean Student Association
 2% of returning respondents belonged to the Southeast Asia Club
 3% of returning respondents belonged to Chi Sigma Tau
 8% of returning respondents belonged to Kappa Phi Lambda
 2% of returning respondents belonged to Kappa Pi Beta
 4% of returning respondents belonged to Animation
 4% of returning respondents belonged to the Peer Mentor Program
 18% returning respondents belonged the Philippine Student Association
 7% of returning respondents belonged to the Taiwanese Student Association
 3% of returning respondents belonged to Alpha Phi Gamma

New Students Participating in the Peer Mentor Program

67% are participating in the Peer Mentor Program
 33% are not participating the Peer Mentor Program
 Four students responded to wanting more information on the peer mentor program

85 students volunteered their ethnicity:

Filipino 32%

Korean 15%
 Chinese 11%
 Laos 2%
 Indian 2%
 Taiwanese 1%
 Thai 1%
 African American 1%
 Southeast Asian 1%
 Pakistani 1%
 Nigerian 1%
 Caucasian 6%
 Pacific Islander 1%
 Romanian 1%

I have found in the Asian American Center Staff:

- a. (88%) respondents strongly agree that the staff provides a welcoming and friendly environment.
- b. (83%) respondents strongly agree that the staff helps students make connections with others.
- c. (77%) respondents strongly agree that the staff invites students to access and utilize its resources.
- d. (85%) respondents strongly agree that the staff encourages students to become involved.
- e. (84%) respondents strongly agree that the staff offers programs to develop students' leadership skills.
- f. (87%) respondents strongly agree that the staff develops diverse programs and services.
- g. (81%) respondents strongly agree that the staff actively reaches out to students and organizations.

I'd like to see the following needs of the Asian and Asian American students addressed at NIU:

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
 6.5% of respondents were unsure

**C.2: PEER MENTOR TRAINING SURVEY:
Pilot Run (N=11)
(50-Item Questionnaire- Preliminary Results)**

Peer Mentor Training Survey * FY 2007 Survey indicates a Pilot Survey	FY 2007* N=25	FY 2008 N=20
Demographic Information		
<i>% Respondents indicated sophomore standing</i>	28%	20%
<i>% Respondents indicated junior standing</i>	48%	35%
<i>% Respondents indicated senior standing</i>	20%	40%
<i>Respondents indicated being male.</i>	40%	20%
<i>Respondents indicated being female.</i>	60%	75%
Ethnicity (optional):		
<i>% Respondents indicated ethnicity as: Chinese</i>	8%	15%
<i>% Respondents indicated ethnicity as: Indian</i>	4%	0%
<i>% Respondents indicated ethnicity as: Korean American</i>	8%	10%
<i>% Respondents indicated ethnicity as: Filipino</i>	16%	25%
<i>% Respondents indicated ethnicity as: Cambodian</i>	0%	0%
<i>% Respondents indicated ethnicity as: Vietnamese</i>	12%	10%
<i>% Respondents indicated ethnicity as: bi-cultural (Filipino/Vietnamese)</i>	16%	10%
<i>% Respondents indicated ethnicity as: Asian</i>	24%	5%
Quantitative Data, Sections A-D: (Results below reflect percent of respondents who indicated they agreed or strongly agreed with each item.)		
Peer Mentor Training helped me personally to:		
<i>1. % Respondents agreed or strongly agreed that they made new friends.</i>	100%	95%
<i>2. % Respondents agreed or strongly agreed they got to know other Peer Mentors.</i>	92%	89%
<i>3. % Respondents agreed or strongly agreed they gained a better understanding of others.</i>	96%	95%
<i>4. % Respondents agreed or strongly agreed they became more outgoing.</i>	92%	77%
<i>5. % Respondents agreed or strongly agreed they better managed their time.</i>	88%	78%
<i>6. % Respondents agreed or strongly agreed they built up their self-confidence.</i>	96%	83%
<i>7. % Respondents agreed or strongly agreed they enhanced their understanding of a community.</i>	96%	95%
<i>8. % Respondents agreed or strongly agreed they understood what making a personal commitment meant.</i>	96%	94%
<i>9. % Respondents agreed or strongly agreed they developed a</i>	92%	94%

<i>greater sense of purpose, beyond academics at NIU.</i>		
B. The following skills were improved as a result of Peer Mentor Training:		
1. <i>% Respondents agreed or strongly agreed they raised their abilities to help someone else.</i>	100%	88%
2. <i>% Respondents agreed or strongly agreed they raised their abilities to show concern towards others.</i>	100%	94%
3. <i>% Respondents agreed or strongly agreed they acted as a resource for their protégés.</i>	100%	88%
4. <i>% Respondents agreed or strongly agreed they took the initiative to contact their protégés.</i>	96%	94%
5. <i>% Respondents agreed or strongly agreed they helped their protégés transition into college life.</i>	96%	82%
6. <i>% Respondents agreed or strongly agreed they understood the issues first year college students face.</i>	100%	82%
7. <i>100% of Respondents agreed or strongly agreed they were able to respond to their protégés' situations.</i>	100%	82%
8. <i>% Respondents agreed or strongly agreed they involved their protégés in programs and activities.</i>	100%	71%
9. <i>% Respondents agreed or strongly agreed they enhanced their goal setting skills.</i>	92%	82%
10. <i>% Respondents disagreed and 90% agreed or strongly agreed they utilized campus resources.</i>	96%	76%
11. <i>% Respondents agreed or strongly agreed they were able to build relationships.</i>	100%	82%
12. <i>% Respondents agreed or strongly agreed they understood cross-cultural relationships.</i>	100%	88%
13. <i>% Respondents agreed or strongly agreed they were able to understand another person's background.</i>	100%	88%
14. <i>% Respondents agreed or strongly agreed they contributed to a sense of community.</i>	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	92%	89%

<i>Training increased their team working skills.</i>		
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>		

C.3: PROTÉGÉ SURVEY:

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)		
<i>% Respondents indicated they attended: "Asian American Center Social"</i>	75%	62.5%
<i>% Respondents indicated they attended: "Asian American Association Mass Meeting"</i>	100%	62.5%
<i>% Respondents indicated they attended: "Asian American Welcome Night"</i>	100%	25%
<i>% Respondents indicated they attended: Socials & events</i>	75%	50%
<i>% Respondents attended: Philippine Student Association</i>	100%	75%
<i>% Respondents wrote in: Orientation</i>	0%	12.5%
Demographic Information		
<i>% Respondents indicated freshmen standing.</i>	100%	87.5%
<i>% Respondents indicated transfer standing.</i>	0%	12.5%
<i>% Respondents indicated being male.</i>	50%	62.5%
<i>% Respondents indicated being female.</i>	50%	37.5%
Ethnicity (optional):		
<i>% Respondents indicated ethnicity as: Chinese</i>	25%	12.5%
<i>% Respondents indicated ethnicity as: Indian</i>	N/A	25 %
<i>% Respondents indicated ethnicity as: Korean American</i>	50%	25%
<i>% Respondents indicated ethnicity as: Filipino</i>	N/A	37.5%
<i>% Respondents indicated ethnicity as: Cambodian</i>	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. <i>% Respondents agreed or strongly agreed that they made new friends.</i>	100%	100%
2. <i>% Respondents agreed or strongly agreed that they felt welcomed to NIU.</i>	100%	100%
3. <i>% Respondents indicated agree or strongly agree that they attended various events on campus</i>	100%	100%
4. <i>% Respondents agreed or strongly agreed that they became more aware of resources available to them.</i>	75%	100%

5. <i>% Respondents agreed or strongly agreed that they became involved in one or more student organizations.</i>	100%	100%
6. <i>% Respondents agreed or strongly agreed that they felt connected to NIU.</i>	100%	100%
7. <i>% Respondents agreed or strongly agreed that they found their way around NIU.</i>	100%	100%
8. <i>% Respondents agreed or strongly agreed that they knew they had someone to turn to.</i>	100%	87.5%
B: My mentor...		
1. <i>% Respondents agreed or strongly agreed that their mentor was willing to take the initiative.</i>	100%	87.5%
2. <i>% Respondents agreed or strongly agreed that their mentor made an effort to build a relationship with them.</i>	100%	87.5%
3. <i>% Respondents agreed or strongly agreed that their mentor responded to their concerns as a 1st year college student.</i>	100%	100%
4. <i>% Respondents agreed or strongly agreed that their mentor helped them adjust to college life.</i>	100%	87.5%
5. <i>% Respondents agreed or strongly agreed that their mentor invited them to programs and activities.</i>	100%	100%
6. <i>% Respondents agreed or strongly agreed that their mentor made an effort to understand their background.</i>	100%	87.5%
7. <i>% Respondents agreed or strongly agreed that their mentor made an effort to contact them regularly.</i>	75%	87.5%
8. <i>% Respondents agreed or strongly agreed that their mentor was a positive role mode.</i>	100%	87.5%
9. <i>% Respondents agreed or strongly agreed that their mentor was someone they could depend upon.</i>	100%	87.5%
10. <i>% Respondents agreed or strongly agreed that their mentor helped them feel a sense of belonging to NIU.</i>	100%	87.5%

C: When I applied to the Peer Mentor Program...		
1. <i>% Respondents agreed or strongly agreed that the students who talked with them at Summer Orientation were welcoming.</i>	N/A	100%
2. <i>% Respondents agreed or strongly agreed that they knew what they were signing up for.</i>	100%	100%
3. <i>% Respondents agreed or strongly agreed that the purpose & expectations of the program was clear to them.</i>	50%	100%
4. <i>% Respondents agreed or strongly agreed that they understood that the duration of the program was for the Fall Semester.</i>	50%	100%
5. <i>% Respondents agreed or strongly agreed that they were contacted about the Peer Mentor Program over the summer.</i>	75%	100%
6. <i>% Respondents agreed or strongly agreed that the mentor-protége pairing was a good “fit”</i>	75%	87.5%

D: Qualitative Data: Open- Ended Questions*1. What did you like most about being a part of the Peer Mentor Program?*

FY 2006: 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.

FY 2007: 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;

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)

FY 2006: 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.

FY 2007: 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, bit I was busy; yes, Asian American Association & Alpha Phi Gamma

3. What would you change about the Peer Mentor Program?

FY 2006: The way it is introduced to incoming freshmen at orientation and the Minority Luncheon; I would want more events with other proteges; try to promote the program to as may students as

possible; It is a great program; more socials with mentors and proteges. Encourage mentors and

protégés to hang out more.

FY 2007: 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)

C. 4: SKILL INVENTORY SURVEY

Student Employees

Error! 1. How would you rate yourself in the following skill areas?					
	no experience	some experience	good experience	excellent experience	Response Total
Customer Service	0% (0)	0% (0)	100% (3)	0% (0)	3
Cultural Sensitivity	0% (0)	0% (0)	50% (1)	50% (1)	2
Working collaboratively with others	0% (0)	0% (0)	0% (0)	100% (2)	2
Professional Development	0% (0)	50% (1)	50% (1)	0% (0)	2
Problem solving	0% (0)	0% (0)	100% (2)	0% (0)	2
Delegating	25% (1)	0% (0)	0% (0)	75% (3)	4
Negotiating	0% (0)	50% (1)	50% (1)	0% (0)	2
Mediating conflicts	0% (0)	0% (0)	100% (2)	0% (0)	2
Facilitating a meeting	0% (0)	0% (0)	50% (1)	50% (1)	2
Administrative skills	0% (0)	0% (0)	100% (2)	0% (0)	2
Program planning	0% (0)	0% (0)	50% (1)	50% (1)	2
Program implementation	0% (0)	0% (0)	50% (1)	50% (1)	2
Self esteem	0% (0)	0% (0)	100% (2)	0% (0)	2
Personal reflection	0% (0)	0% (0)	100% (2)	0% (0)	2
Confidence	0% (0)	0% (0)	100% (3)	0% (0)	3
Autonomy	0% (0)	0% (0)	100% (2)	0% (0)	2
Responsibility	0% (0)	33% (1)	33% (1)	33% (1)	3
Resourcefulness	0% (0)	0% (0)	100% (2)	0% (0)	2
Altruism	0% (0)	100% (1)	0% (0)	0% (0)	1
Dependability	0% (0)	0% (0)	50% (1)	50% (1)	2
Relationship-building	0% (0)	0% (0)	100% (2)	0% (0)	2

Goal setting	0% (0)	50% (1)	0% (0)	50% (1)	2
Time management	0% (0)	0% (0)	100% (2)	0% (0)	2
Marketing Skills	0% (0)	0% (0)	100% (2)	0% (0)	2
Networking	0% (0)	0% (0)	100% (2)	0% (0)	2
Resume Writing	50% (1)	50% (1)	0% (0)	0% (0)	2
Interviewing	0% (0)	100% (2)	0% (0)	0% (0)	2
Working with others	0% (0)	0% (0)	50% (1)	50% (1)	2
Public relations	0% (0)	50% (1)	50% (1)	0% (0)	2
Public speaking	0% (0)	67% (2)	33% (1)	0% (0)	3
Total Respondents					4
(skipped this question)					0

APPENIDX D: JOURNAL REFLECTIONS

D1: Mentor Journal Reflections

What do you like best about the Peer Mentor Program?	
<u>1.</u>	it's a place to influence others, and a great program to enhance my leadership skills and communication skills.
<u>2.</u>	Getting a chance to meet somebody new and simply being their guide throughout the semester.
<u>3.</u>	the opportunity to share experiences with new students and to be their guide in a new environment
<u>4.</u>	being able to help someone and being part of their college experience.
<u>5.</u>	I liked the meetings they were fun to go to, the socials, and having someone look up to you
<u>6.</u>	Helping new students and providing the support they want.
<u>7.</u>	interaction with different students
<u>8.</u>	Everyone involved becomes close knit like a family.
<u>9.</u>	I liked that there was events that was just for peer mentors and their protégés and I liked that we were matched up before school started.
<u>10.</u>	I get to have a chance to improve my leadership skills, and it is a great way to get to meet more people and develop a greater friendly community.
<u>11.</u>	I like the times we are able to get together as mentors and also with our protégés (our mentor training and mentor/protégé nights).It gives us an opportunity to reflect and build ourselves as students and people as well as help others.
<u>12.</u>	I love the fact that you get paired with someone that has the same interests as you. I love my protégé and get along with her very well so it makes me really love this program a little more.
<u>13.</u>	Meeting the other peer mentors and protégés. Makes me feel warm on the inside knowing that I am helping someone else out, from goodwill.
<u>14.</u>	Meeting new people. Getting connected with new students and showing them the ropes of NIU.
<u>15.</u>	I like meeting all the new faces and being able to make a connection with them.
What are some PERSONAL/PROFESSIONAL skills you have developed as a Peer Mentor?	
<u>1.</u>	definitely communication. I also enhanced my time management skills

<u>2.</u>	As a mentor, I learned how to make a home away from home to somebody who is new to the college environment.
<u>3.</u>	be more open minded to people of different nationalities and cultures
<u>4.</u>	I've learned to be a better listener and more open minded to different personalities of people.
<u>5.</u>	I learned to be more social with people I didn't know at first. Learned to be a leader.
<u>6.</u>	I have developed the skills like interacting with people and helping people with their problems.
<u>7.</u>	learning responsibilities for myself and others -keeping accountability -time management
<u>8.</u>	I became more assertive and find it easier now to contact people I don't know. I have developed stronger communication skills.
<u>9.</u>	I think I have learned that communication is key and that to be a peer mentor is crucial in your protégé's transition into NIU.
<u>10.</u>	I have definitely developed a sense of greater leadership skills, more friendly toward others, more responsible, and most importantly, believing in myself that I can make a difference in someone else's life.
<u>11.</u>	I'm usually a quiet person and the peer mentor program gave me an opportunity to be more social and to approach people I don't know. I was able to open up to my protégés as well as be a welcoming person since I am quite to myself most of the time.
<u>12.</u>	I have learned responsibility and a lot more services that NIU has. I believe that being a mentor has helped because it has showed me that I not only need to take care of myself, but also my protégé.
<u>13.</u>	Getting ready for meetings...
<u>14.</u>	I was given the opportunity to work on my leadership skills with my protégés. Also, to do it at the same level as them. I really like the idea that even if I am labeled as a mentor, that I was still able to relate and work with my protégés in many levels.
<u>15.</u>	I learned how to open up more to the public as well as I learned how to be more open-minded as a person.

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

<u>1.</u>	responsibility and obligation
<u>2.</u>	Being a mentor means to set yourself as an example that someone else could learn things off of.
<u>3.</u>	be available! I know I was horrible at putting 'dates' together with my protégés because I have a hectic schedule, but it is so important to be available to them so they can approach me anytime they have questions/problems. Also, be a good communicator- listen to them, talk to them, give them advice, and share experiences with them.

<u>4.</u>	to have someone rely on you with any questions or doubts that run through their mind.
<u>5.</u>	To be there for someone who needs help.
<u>6.</u>	Personally it means a lot to me. It has not only improved my interacting skills but has also improved my interviewing skills and eye contact with others.
<u>7.</u>	to be a older sister or simply a friend
<u>8.</u>	A peer mentor is anyone who is there to assist and motivate you to stay on the right track.
<u>9.</u>	I think it means a lot because you get to use what you have learned and help new students to transition into NIU better, and it's gratifying.
<u>10.</u>	A peer mentor is a person that is willing to takes the role to watch over the newcomers, make them feel welcome into the new environment, and also develop a big brother/sister relationship with the protégé.
<u>11.</u>	I never had siblings, so this gave me an opportunity to have two siblings of my own. I know that I could've just found a close friend as my sibling yet just to know that I welcomed someone and also took someone in is worthwhile. My protégés even call me occasionally wondering what I'm doing and if I want to hang out with them! :)
<u>12.</u>	Being a peer mentor means that you are someone that your protégé can call whenever they need your help or need anything. If they are in need or just want to talk, you're the one that should be on the top of this list. This brings a lot of responsibility but also a great sense of accomplishment and satisfaction when you make your protégé's day.
<u>13.</u>	Resume...
<u>14.</u>	To BE there for them. To be available whenever I am needed. Simple enough, but it makes such a difference.
<u>15.</u>	Being a peer mentor to me means that I have the chance to make an impact in someone's life, whether that impact is minute or huge.

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

<u>1.</u>	The feeling of someone is relying on me made me a better person and responsible student. I feel that I must set a good example to my fellow students, and yet, not being careless about my studies
<u>2.</u>	It feels good because it makes me feel that I can be counted on.
<u>3.</u>	It feels rewarding to be able to help others out. I felt good when I introduced a temporary job to my protégé and she actually did get the job. It was also a great feeling knowing my other protégé is going into the same major as me and I was able to help her make class selections and provide her my past class papers and projects to look at and get ideas from.
<u>4.</u>	It makes me feel more mature and I think twice about my actions now because I wouldn't

	want to set a bad example or be imitated in a bad way.
<u>5.</u>	Feels good!!
<u>6.</u>	I didn't felt any pressure while talking to protégés but unfortunately I didn't have my own protégé.
<u>7.</u>	It feels somewhat comforting that someone needs me
<u>8.</u>	It gives me a feeling of accomplishment.
<u>9.</u>	It's a good feeling knowing that you are helping someone out. ADDITIONAL COMMENTS: I think that there should be a mandatory meeting with the protégé and peer mentors because some of the contact information was not right and it was hard to get in touch with some of the protégés.
<u>10.</u>	It is a really satisfying feeling to have someone rely on me, it builds me with more self-esteem, a sense of security that I can offer to others, and I am reliable.
<u>11.</u>	It's a good feeling to know that you are useful in some ways. (haha!) but I love to help someone and being able to get that chance is a great opportunity. The opportunity to teach others and also learn from them as well. It's a great feeling to know that that person trusts you to help them and vice versa.
<u>12.</u>	I love the fact that my protégé can call me whenever she needs me. Especially since she just participated in Miss Asia it was a great experience to get to know her a little more. I am very excited when she calls me and asks me to help her out, which really makes me happy that she can rely on me.
<u>13.</u>	I would answer this, but I had a bad roll of dice for a protégé.
<u>14.</u>	It feels great. It's a little nerve-wracking, but then again it's only natural to have that constant fear of failing. But it's comforting, knowing that even if I do fail, my protégées will be okay with it. It's a learning experience really. I like how they became my mentor too, in a way, and I tell them from time to time. As if the scripts were flipped, and I started learning and looking up to them.
<u>15.</u>	It feels really good to know that my protégé will always have someone to turn to when they need me. And in return, I know that I can rely on my protégé. =)

D2: Protégés' Journal Reflections

How did your peer mentor help you transition to NIU?	
<u>1.</u>	She emailed me during the summer and advised me what to bring and when I should move in. She showed me around campus the day before school started to show me where my classes were. Calls and checks up on me to see how I am doing.
<u>2.</u>	I didn't really talk to my mentor very much. I talked once or twice on the phone, but that was all.
<u>3.</u>	She helped me by face booking me before school started to ask me my interests to get involved as well as preparing me for things I should and should not bring to school.
<u>4.</u>	My mentor helped me adjust to the Asian American community and get involved in PSA and AAA and help out with the PSA cultural dances.
<u>5.</u>	Since my mentor is my best friend, having known one another since fourth grade, my transfer to NIU has been much easier than anticipated. I'd have to admit that it was much easier to enter NIU this year than it was last year to LUC, since I did not have any close friends at LUC as I do this year at NIU.
<u>6.</u>	He helps me adjust and took me to other group and organization. She helps me get involved.

How did your peer mentor help you become involved in student organizations? (List any organizations you are involved with)	
<u>1.</u>	Asked me to go to AAA with her. AAA PSA
<u>2.</u>	I am involved with AAA and Ambassadors, but she didn't help me get involved with them. I had other people introduce me to them.
<u>3.</u>	AAA PSA
<u>4.</u>	Same as above... AAA PSA Miss Asia
<u>5.</u>	My mentor hooked me up with organizations sprouting from and starting with the AAA. It was an excellent idea, and my involvement in other groups spread from these student organizations. AAA and PSA
<u>6.</u>	She asked me to join VSA and took me to Asian luau welcome night.

If you can, name two things you learned from your peer mentor?	
<u>1.</u>	You will find where you belong here. It takes time, but it's possible. Challenge yourself to get out of your comfort zone.
<u>2.</u>	Since I didn't talk to her, I can't really say that I learned much from her...
<u>3.</u>	That you can do anything you set your mind to. Anything is possible as long as you work hard

	for it enough. Prioritize.
<u>4.</u>	Where the Campus Baptist Ministry center is and how to dance salsa
<u>5.</u>	That's quite a difficult question, because there were many things I learned by myself as well. The most common things I learned would be the position of particular buildings on campus and of common places in and around campus, even as far as Wal-Mart on Sycamore Road.
<u>6.</u>	I learn that it's good to be out going because that's how to get to meet new people. I also learn that we should become well aware of our surrounds and what is going on because there's many organization and events for us students.

Please add any additional comments that you think will improve the program.	
<u>1.</u>	I think that the mentor should try to call their protégé more because the incoming freshmen are too shy to call them. So that's what happened to me...
<u>2.</u>	More socials for the protégés and mentors to interact with one another. Lunches/dinners, etc
<u>3.</u>	Mentors should make more initiative to talk to protégés on the phone to hang out.
<u>4.</u>	I hope there will be more activities involving not only mentors and protégés, but other students who like to get involved at the Asian American Resource Center.
<u>5.</u>	I think this program is well organized; maybe it should have a couple of group gathering so the protégés can get to know the mentor better.

D.3: BI- WEEKLY REFLECTIONS Interns & Student Partners

Alumni Connections Intern

In the last two weeks I learned:

- How to use the Novell Group Wise
- About bulk mail and how to send it out.
- How to answer phones
- How to receive labels and contact info (alumni)
- What other peer mentor groups do, and how they work their programs
- How to deal with harassing phone calls.
- Time management
- What campus police can offer us.
- Contracting procedures on campus.
- Awards and contests offered on campus.
- New ideas for the manual.
- How to create a manual for my position.
- My temperament through the test we were given.
- How to write up contracts.
- The protocol to follow in order to get a purchase request sent through the university, especially when it requires more than \$5,000.00!
- The trials you go through to pull off an event as big as MAFA.
- More about events going on for Asian American Heritage Month
- More ideas for transition manuals
- About Asian American Heritage issues
- How to put up art work in the Gallery Lounge
- How to make difficult decisions by weighing out the good/bad
- How to plan a banquet
- Different ways to contact alumni
- About some of the alumni
- How to use a new program on the computer to print the tickets

The challenges/issues I faced (or solved) were:

- Getting to the AARC on time
- Figuring out how to pick up the phone from the back desk.
- Contacting alumni and finding ways to get their information.
- Dealing with distractions
- Dealing with the frustrations of no one wanting to come to the Holiday Reception =(
- Creating ideas
- Proposal writing
- Contract writing
- Paperwork our school needs to contract performers and speakers
- Getting a contract rescinded.
- Making decisions for MAFA based on relationship w/ One Entertainment.

- Getting started on my Alumni Connections Manual (finding a format)
- Figuring out how to write up a contract
- Getting the contract approved by the required parties from the school.
- Finding other locations on campus we can utilize for MAFA.
- Getting MAFA details straightened out
- Balancing my time between MAFA, school and work. =(
- Figuring out which date is good for the Alumni Banquet
- Making a decision that makes everyone happy
- Staying focused as I worked on the transition manual
- Time management
- Ways of dealing with highly stressful situations
- Contacting alumni and having them respond in a timely fashion
- Getting more alumni to participate in the alumni banquet

The tasks or professional skills I worked on or learned were:

- Communication skills (through phone and email) with professionals – for bulk mail info
- Writing – letters to be sent out to Alumni
- Cataloging floppy disks
- Contacting school employees
- Answering phones and taking messages
- Research
- Creating online invites for alumni
- Staying informed on who is coming or not through E-vite.
- Creating ideas
- Proposal writing
- Contract writing
- Paperwork our school needs to contract performers and speakers
- Event planning skills
- Professional communication skills
- Networking: w/ Cathy Bao Bean
- Networking: with some alumni
- Decision making: Alumni Banquet details
- Time Management
- Stress Management

The programs and activities I attended on behalf of the center were:

- Bi-Weekly Staff Meetings
- Cross Cultural Relations (Peer Mentor Training) 11/9/06
- Safely handling harassing phone calls (12/08/06)
- MAFA Conference
- Cathy Bao Bean workshop in TAGALOG 104
- Cathy Bao Bean for the Asian American Heritage Month Kick off
- Michelle Bringas' Birthday Potluck! =)

I would like to know or learn more about:

- Other Peer Mentor programs

- More opportunities on dealing with Alumni.
- Other resources that we can use on campus for MAFA donations as well as support.
- Resources I can include in our Alumni Connections Manual.
- Information I missed from Peer Mentor program informational meetings
- What I need to know to help with the alumni banquet
- Other tasks I can perform while working at the AARC
- More ways to contact alumni.
- Resources on campus that we could use here at the AARC.

Facilities Management Intern

In the last two weeks I learned:

- Sometimes you have to push people in order for them to do something
- You can't trust everyone.
- A little more about inventory control.
- A little more about Strep Throat
- The basic tasks I will be doing at the AARC.
- More about proposal writing and budgeting.

The challenges/issues I faced (or solved) were:

- Finding the different buildings that were new to me.
- Learning all the rules and regulations for working at the AARC.
- Getting Shai to sign the rescind form.
- Promoting registration to get enough money for MAFA

The tasks or professional skills I worked on or learned were:

- Making follow-up calls.
- Writing different forms.
- Filling out grant proposals.
- Writing a proposal.
- Reading our yearly budget.
- Answering phones, taking messages.

The programs and activities I attended on behalf of the center were:

- 2nd faculty meeting (2/08/07)

I would like to know or learn more about:

- Next year's peer mentor program
- Contacting maintenance
- Steps to getting the AARC rebuilt.
- Continue with working on proposals.
- How things work around the AARC
- Working more with Facilities.

Marketing Intern 1

In the last two weeks I learned:

- What all of the different resource centers are all about and what these centers mean to the students. These resource centers are very important to the students of NIU.
- How to do inventory for the Asian American Resource Center
- Where we get some of our resources (such as computers)
- How to interact with other workers in different companies
- That organization is everything. I learned how to set up schedules of things to do as far as work and school goes.
- I've also learned how to schedule appointments and interviews with other resource centers, as well as learned a lot about the different resource centers on this campus and where they are located.
- I had to set up appointments and schedules with other centers that would fit accordingly to both schedules, which is hard considering that everyone is busy with their own lives.

The challenges/issues I faced (or solved) were:

- Locating the different centers on campus and confirming scheduled interviews over the phone.
- I learned a lot of public relations skills with the diversity equity project and learned how to overcome my fears and challenges.
- Finding the products on the inventory sheet
- Filling out the inventory sheet
- Trying to find a right time where me and the individuals I need to interview can meet in order to complete the job.

The tasks or professional skills I worked on or learned were:

- Doing inventory for the Resource Center
- Conducting interviews and scheduling; Public relations skills

The programs and activities I attended on behalf of the center were:

African Student Association: Dance for Africa, 11/8/06; Attendance: 150

I would like to know or learn more about:

- Interacting and working with other organizations and resource centers as far as events go.
- The different resource centers that NIU has to offer to the student body.
- The different resource centers on this campus, as well as I believe we should co-program with the different resource centers more often in order to promote more unity within diversity

Marketing Intern 2

In the last two weeks I learned:

- Time management
- In order for people to be friendly, someone must initiate (when meeting new people)
- The importance of the existence of diversity.

- Diversity is rather perplexing and to reach a general understanding takes a lot of patience and appreciation
- The reiterated meaning of my job title as an internship which will require work outside of my working hours in order for an extended level of productivity.
- Creativity is based on others' creativity, but it's plagiarism when it's not that much more creative.
- Business is a shady business.
- The first part in achieving functional time management is to prioritize your goals. In order for something to be... "up to par" with standards, one must give up one thing to dedicate time towards another.
- Questioning my abilities and discovering that anyone's ambition can far exceed one's talent with efficient persistence and dedication. One must realize that the American Dream is a mainstream one indeed---everyone has ambitions, but only a small percentage is actually completed. The best philosophy is realism with a hint of optimism.

The challenges/issues I faced (or solved) were:

- Time management, lack of graphic elements, functioning on computers (cannot solve, no admin. rights on computer)
- Time management
- Working with other people that do not have the same amount of time available to them, working with others isn't a give-and-take scenario, sometimes you have to make sacrifices in hopes that others are willing to do the same for you when you don't have an equal amount of time to give.
- The meaning of this question has an implication that all our challenges/issues are supposed to be solved/are solvable. How about, "the challenges/issues I am facing?"

The tasks or professional skills I worked on or learned were:

- Creativity development takes persistence and not perfection
- Professional tone of projecting one's voice
- In every event (diversity and equity), there is at least one thing interesting to be seen. One must be patient and keep an open mind, not everyone can do this.
- Using a camera through editing and cinematography, we can help people see what they are missing.
- Camera techniques
- Persistence defeats limitations, but persistence takes time---which is a limitation that cannot be defeated by time.
- An unavoidable limitation to time is one's own body.
- As always, time management seems to be an ongoing task to be worked on

The programs and activities I attended on behalf of the center were:

- See diversity and equity organizations schedule
- Marketing advising for health enhancement services
- Wheelchair basketball
- Yell like hell
- Tau Phi Sigma Talent show
- Deaf Pride Awareness, Carl Sandburg Auditorium

- Dance Africa, Duke Ellington Ballroom

I would like to know or learn more about:

- Marketing strategies
- As always, more marketing strategies that go beyond statistics.
- Time management
- Long-term financing on credit cards.
- Learning about myself.

Peer Mentor Intern

In the last two weeks I learned:

- 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

The challenges/issues I faced (or solved) were:

- 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

The tasks or professional skills I worked on or learned were:

- Excel
- Resume writing
- Researching
- Coordinating the end of the year/alumni banquet with other student orgs and Michelle Bringas.
- 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

The programs and activities I attended on behalf of the center were:

- 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 Asian American Center
- Ambassadors- 25 people
- BCM lock in- 10 people
- Ambassadors, Feb 12, 25 people
- AA GIG, Feb13, 9 people
- Asian American Association Mass Meeting, Feb 20th, 100 people
- Ambassadors, 4/9/07, 25

I would like to know or learn more about:

- Community outreach
- Anything
- I would like to know the future of the Asian American Center
- Power Point
- Graduate schools
- Victor E-Recruiting

Professional Development Intern

In the last two weeks I learned:

- How to login and use GroupWise
- The benefits of GroupWise are great and very informational.
- I want to be on the Unity & Diversity Executive Board when it is established.
- Where Nathan Winston is located and how to place an order there
- I learned how to order nametags at Nathan Winston.
- What a staff meeting was like for Michelle, Jennifer, and John. The meeting was held on Friday November 17th at 11am.
- My Meyers Briggs personality traits. It was interesting to learn more about myself.
- What is scheduled for all positions for this spring semester at the staff meeting.
- What we are doing for the upcoming Asian American Heritage Month
- What I'm planning for the upcoming semester
- Finishing up the student training manual
- Establishing the activities and duties for future professional developing interns
- Planning Etiquette Dinner/Lunch
- Helping Resource Intern with developing the library filing system
- More details on how to put up Barsema Slides for publicity
- About some opportunities for leadership advancement/training and awards
- About what other interns have planned for the upcoming month
- Continued to work on the training manual: This week I concentrated on the publicity guidelines and program procedures
- Continued to work on the training manual
- Made sure to go over the guidelines so I can finish all sections soon
- Decorated the HSC booth for Asian American Heritage Month
- Took down some of the art work at the HSC

The challenges/issues I faced (or solved) were:

- How to plan the next professional development workshops, I want to do an etiquette dinner (interview skills) and resume workshop. I just don't know what order first. I want to make sure these workshops coincide with the large scale academic workshops held at NIU (i.e. Job fairs, intern fairs, etc.)
- Trying to communicate with John Miyasaki, Director of Here and Now. We discussed their performance honorarium for FACT, and to me it seemed like a lot of money for us
- Working on the student training manual. I have a few pages that I need to go over with Michelle, but for now I will move on to other pages.
- This week I had some other paperwork to take care of, Greek organization paperwork. I had to do some of this during my shift in order to turn it in on time.
- Going to the numerous events on campus. This month is founder's month for many Greek Orgs as well as it is Asian American Heritage Month, and Greek Week.

The tasks or professional skills I worked on or learned were:

- Communication skills. I ran a few errands for Michelle Bringas, got to talk a little bit to staff in the CLB. It's always good to meet/talk to more people on campus
- Communication skills. I have never met or talked to John Miyasai in person, so I had to make a positive impact on him over the phone. I was basically representing the entire NIU Asian community over the phone, since I am the only person he is talking to.
- Basic skills like answering emails and turning in required paperwork.
- Ex. Filling out finals work schedule, time sheets, filling out spring schedule
- Talking to people about Unity and Diversity, and the Asian American Center at the Student Expo.
- Trying to encourage other interns to do the Minority Reception Speech
- Filling out applications and forms properly.

The programs and activities I attended on behalf of the center were:

- 10/27/06 staff photos
- 10/28/06 Filipinos All Coming Together FACT at U of I (conference)
- Attending Staff Meetings
- Photo shoot for the Website 11/16 10am
- NIU Student Expo in the Chick Evans Field house
- Michelle Bringas' surprise party!

I would like to know or learn more about:

- Scholarship info: I want to find more scholarships to apply for
- Leadership awards: I want to find more information on leadership awards.
- I would like to research the different options/costs for printing my Training Manual. I want something that will be durable so the staff members can use it all the time.
- I would like to make each manual personalized for each member. For example everyone gets their own binder with their name on it to keep in the center in a specific area. So we can all have the manuals, as well as have a designated area with their own binder/folder to store their work in.

Resource Library

In the last two weeks I learned:

- Organize and consolidate materials better
- Other departments that collaborate with the center while running errands
- How to approach/communicate different professionals in various departments
- Organize and use my time efficiently
- Building relationships within the Center and other centers
- Time management with different tasks
- How to communicate through the center and different university facilities
- Organize things on my own
- Re-organize office space to accommodate student partners and work area
- Build relationships with new people
- Communicated between the center and students that come in
- Efficiently organize and file paperwork
- Bring up ideas to staff and implement them
- Communicated with other resource centers
- Since we're on spring break this week, it was a short pay period. During that week I learned...
- Design a new group project for the spring theme
- GroupWise training
- How to write a transition manual for my position
- Team building activities at Walcamp
- The steps to make the library resourceful and practical

The challenges/issues I faced (or solved) were:

- I sometimes took longer on some projects that I would have to move onto other tasks
- Multi-tasking
- Finishing all tasks in time frame
- Starting on new projects and completing them
- Helping a transfer student find out information on how to become involved with different organizations
- Multi-tasking...sometimes, there's a lot things I feel I need to fulfill, but have difficulty performing them efficiently
- It was also the week of midterms; I faced challenges of managing work hours, study time, and homework.
- The spring project I put together took some thought and experimenting
- Finding time to complete tasks
- Effective Communication skills
- Organization skills
- There wasn't candy available to be picked up at Trans Vac, but I found out that they get new shipments every Monday and Thursday.
- Being resourceful when limited in supplies
- Sometimes I needed direction or ideas to get me started on my projects
- Prioritizing different tasks

- A way to organize the books in the library

The tasks or professional skills I worked on or learned were:

- Creating a student partners/intern schedule
- Create more files
- Organizational filing
- Being resourceful
- Effective communication
- Asking for assistance when I can't solve a problem by myself
- Giving suggestions, ideas on different projects
- Using everyone's ideas to make the project successful
- Welcoming the new grad assistant to the center
- Organizational skills
- Brightening up the center with festive seasonal and Asian decor
- Finding ways to decorate the center and giving it a more cheerful side
- Creating a theme and ideas for a bulletin board in the basement
- Using GroupWise to communicate with other student partners and staff more efficiently
- Working on the display case in the student center was fun, and I got a chance to collaborate ideas with Heather. It was a new experience for me and I would like to do it again in the future.
- I also did campus walk-throughs of delivering packages or finding out supplies needed for the center.
- Creating ideas for projects
- Communication skills
- Team building skills

The programs and activities I attended on behalf of the center were:

- NIU Open House Oct., 1:30 p.m.
- Asian American Association Mass meeting Nov. 4, 9 pm
- Vietnamese Student Association Potluck Nov. 16
- I was planning on attending UCON on Friday Dec. 1, 2006 (was cancelled due to the weather)
- Finals Week Study Sessions at the Asian American Center Monday 4-6 pm.
- Staff Meeting, Jan 25 9:30 am
- Vietnamese Student Association Officers' meeting: Thursday, Feb 1, 8 9:30 pm
- Vietnamese Cultural Show – April 14, 2007, 7 pm
- Walcamp Saturday, April 30

I would like to know or learn more about:

- How else I can do to make the center more presentable, warm and inviting.
- What ideas/activities I could use to make the center more welcoming and match the seasonal theme.
- How to advertise the AARC library center
- How my education emphasis can be utilized to facilitate the center and to help me build experience

- How I can work with Target for internship opportunities to help form stronger relationships with retail businesses.
- I'm trying to organize ideas for decorations when students return to school in the fall and who would be willing to help make them.

Web Page Designer

1. In the last two weeks I learned:

- How to use Welcome, about NIU's web-based calendar system
- A considerable amount of HTML form coding, its functionality, and how to use CGI-PHP to interpret and distribute/store the data. Also, I've learned about data security.
- Tricks with java scripting and its use in HTML forms for improved usability.
- I have learned that using WYSIWYG (What-you-see-is-what-you-get) Web-development tools may be more efficient in handling basic tasks, but since it formats the HTML to the way it "thinks" you would like it, it adds/omits a lot of significant tags/data to the code, making it harder to debug if there were any problems.
- Getting the scripts to run with the forms. I've done plenty of forms with error-checking scripts, but I was always missing some minor detail which turns out to be a major component.
- Photoshop action scripting for efficient mass photo editing.

2. The challenges/issues I faced (or solved) were:

- Developing a calendar system for the AARC website. Solved by speaking with Pat Erickson about NIU's web-based calendar system.
- Still not able to fully implement the online HTML form for alumni connections. I've contact Daniel Ihm for further assistance.
- A challenge was setting the subject in the E-mail sent out by the Alumni Connections form to the name that the user enters (which I initially thought would be a quick change in code). If I had access to the mailform.asp, provided by NIU, the change would have been smooth and simple. But it turned out that I had to find a workaround by implementing some java script in order to change the subject dynamically. I have learned a lot about java script through solving this task.
- The revamped template still has some bugs, mainly aesthetic. The tables created by Microsoft FrontPage had some width values that were fixed when they were not supposed to be. I am still working on these issues for experience's sake, since NIU will soon provide a universal template.
- Getting the error-checking for the Peer Mentor and Asian American Heritage Month forms to work correctly. The Java script + HTML combination had some minor bug in each form which didn't allow for any Java script.
- I was trying to find a way to efficiently reduce the image sizes for the collection of MAFA photos just for Web compatibility and thumbnails. Next up, I have to figure out a way to efficiently put up each thumbnail + link combination. I'll probably use Java script.

3. The tasks or professional skills I worked on or learned were:

- HTML coding, basic Website maintenance.
- HTML coding, c++ coding for the CGI scripts, PHP scripting

- Java script
- More HTML and CSS refinement.
- Coding in HTML and Java script, more basic Web design problem-solving
- Writing in Java script and HTML.

4. The programs and activities I attended on behalf of the center were:

- Employee luncheon on 10/6/06, 9 attending.
- Vietnamese Student Association held Pho Night on Oct. 26th, using the AARC as a venue. I headed the event and helped serve Pho (Beef noodle soup).
- AARC Staff Meeting, 1/25/07, 10
- Staff Meeting, 2/8/07, 8 attended

5. I would like to know or learn more about:

- Java scripting, macromedia flash for a more aesthetically pleasing Web site.
- Server-side permissions and operations, all of which Daniel Ihm could probably answer.
- Java script, CSS (cascading style sheets), and AJAX for better looking and better functioning Web site design.
- includes files in HTML for improved flexibility and organization in Web site structure.
- More efficient ways of handling templates.
- That Java scripts accept only lowercase references to form names.
- Some special query string parameters for the NIU calendar system.
- More dynamic Web site design, as should be coming up with the introduction of the universal Northern Illinois University template.

6. In the last two weeks I learned:

- That I am unable to “detach” a cell from a table in order to make it an adjustable cell for the template. Dan Ihm told me that in order to have a “separate” space for it to adjust to large pictures and such, I must utilize multiple tables.
- Daniel Ihm’s past education and current occupation. He seems to have a specific answer for anything I ask him, and he provides the answers promptly.
- The Photoshop scripting language and capabilities.

APPENDIX F

Student Learning Outcomes (Learning Re-considered)

- A. **Cognitive complexity** –critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotion/cognition integration, identity/cognition integration;
- B. **Knowledge, acquisition, integration and application** –understanding knowledge in a range of disciplines, connecting that knowledge to ideas and experiences, and pursuing life-long learning;
- C. **Humanitarianism** - understanding and appreciating human differences; cultural competencies and social responsibility;
- D. **Civic Engagement** – engaging in principled dissent; having a sense of civic responsibility;
- E. **Interpersonal and intrapersonal competence** – realistic self appraisal and self understanding; personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting; ability to work with people different from self;
- F. **Practical competence** – effective communication; capacity to manage one’s affairs; living a purposeful and meaningful life.