

Northern Illinois University  
Division of Student Affairs  
Lesbian, Gay, Bisexual, Transgender Resource Center  
Assessment Summary Report for 2002-2007  
January 25, 2008

## I. History

The Lesbian, Gay, Bisexual, Transgender (LGBT) Resource Center was established as an official university department in March 2003. Prior to this date, services were provided through a single program coordinator position created in 1998 and housed in the office of University Programming and Activities in the Division of Student Affairs. With the establishment of the Resource Center in 2003, the unit was shifted to Academic Support Services, reporting to the Associate Vice Provost for Academic Support Services. When the then Associate Vice Provost retired in late 2003, the Resource Center reported to the Vice Provost until fall 2004, when the Resource Center was moved back to the Division of Student Affairs and reported to the Vice President for Student Affairs. For the time period covered by this report, then, the services provided to address LGBT needs have shifted between divisions three times and been overseen by five different administrative supervisors, which directly correlates to shifting assessment expectations, data collection, and reporting requirements, as reflected in this report.

From 2002 through mid-2005, staff providing LGBT services included a full-time program coordinator/director and a full-time, 9-month graduate assistant. In July 2005, a full-time operating staff position was added to the unit along with funding to support the hiring of 1 to 4 student workers, depending on available hours of students and needs of the department.

The LGBT Resource Center acts as a resource for the entire university community, serving students, faculty, and staff, including lesbian, gay, bisexual, transgender, and questioning individuals themselves as well as their family members, friends, and allies. Key functions include providing 1) support services through individual contacts, group programs, and development of support networks; 2) educational programming through workshops, lectures, discussions, speakers, and provision of educational materials and resources; and 3) advocacy through representation of LGBT concerns to university offices, committees, programs, organizations, or officials, and through assistance to university-affiliated individuals who have experienced discrimination, harassment, violence, or hate crimes based on actual or perceived sexual orientation or gender identity.

## II. Mission and Goals

Mission: The Lesbian, Gay, Bisexual, Transgender Resource Center serves as a central resource for increasing community awareness and understanding about sexual orientation and gender identity. The Resource Center provides educational materials and programs on lesbian, gay, bisexual, and transgender life and culture, and offers confidential information, support, and referral services.

Goals:

- A. Support the developmental process, well-being, and academic success of lesbian, gay, bisexual, and/or transgender students.
- B. Foster community awareness and knowledge about sexual orientation and gender identity.
- C. Promote a campus community that is inclusive of LGBT individuals.
- D. Identify and advocate for LGBT inclusive campus programs, services, and policies.

### III. Methods

Method	Description	Timeline (Frequency)	Person Responsible	Goal Addressed
Survey	<u>Satisfaction Surveys</u> : E-mail survey sent to selected students to assess student satisfaction with services and campus environment	Every other year	Director	A, C
	<u>Post-Event Surveys</u> : Distributed after events to assess participant learning outcomes and awareness levels	Ongoing	Graduate Assistant, Director	A, B, C
	<u>Post-Training &amp; Presentation Surveys</u> : Distributed after training sessions and speakers bureau presentations to assess participant learning outcomes	Ongoing	Director	B, C
	<u>Ally Program Volunteer Questionnaire</u> : E-mail survey sent to program volunteers to assess learning outcomes	Annually, beginning Spring 2007	Director	B, C
	<u>Wellness Fair Awareness Survey</u> : Distributed at annual campus wellness fair to assess awareness of services	Annually, beginning Spring 2005	Office Assistant, Director	C
	<u>Satisfaction Survey</u> : Distributed to Resource Center clientele by E-mail to assess satisfaction with service	Every semester, beginning Fall 2007	Office Assistant, Director	A
Pre-Test / Post-Test	<u>Ally Training Evaluations</u> : To assess learning needs and outcomes of program volunteers	Ongoing	Office Assistant, Director	B, C
	<u>LGBT Leadership Course Evaluations</u> : To assess learning of students enrolled in CAHC 490	Fall 2005	Director	A
Participation/ Utilization Rates	<u>Events</u> : Attendance at LGBT events recorded each year	Ongoing	Office Assistant,	B, C
	<u>Resource Center</u> : Number and purpose of visits to the LGBT Resource Center recorded each year	Ongoing	Director	A, B
	<u>Scholarship Program</u> : number of applicants and recipients recorded each year	Annually	Director, Scholarship committee	A

<b>Method</b>	<b>Description</b>	<b>Timeline (Frequency)</b>	<b>Person Responsible</b>	<b>Goal Addressed</b>
Document Review	<u>Review</u> of university policy documents to assess inclusion of LGBT needs and perspectives	Ongoing, as needed	Director	D
Reflective Journals	<u>Reflection Forms</u> : Completed by student employees to assess career skill development and learning outcomes	Bi-weekly	Office Assistant	A
	<u>Reflection Forms</u> : Completed by volunteer student speakers after speaking engagements to assess learning outcomes and public speaking skill development	Ongoing, beginning fall 2007	Director	A
Campus Environment and Student Cultures Assessment	TBD	Every 5 years, beginning 2008-2009	Student Affairs, Director	A, B, C, or D
Needs or Satisfaction Assessment	TBD	Every 5 years, beginning 2009-2010	Director	A, B, C, or D
Benchmarking	<u>LGBT Campus Services</u> : Website review to identify best practices in LGBT campus services	Summer 2005	Office Assistant	D
	<u>LGBT Campus Center Websites</u> : Website review to identify best features of LGBT campus center websites	Summer 2006	Office Assistant, Graduate Assistant	D
	<u>LGBT Student Housing</u> : Website and literature review to identify best practices for meeting LGBT student needs in campus housing	Summer 2007	Graduate Assistant	D
	<u>Divisional Benchmarking</u> : Topic TBD	Every 5 years, beginning 2010-2011	Director, Staff	A, B, C, or D
Internal/External Review	<u>CAS Self Assessment</u> <u>External Review Team Site Visit</u>	Every 5 years, beginning 2011-2012	Director	A, B, C, D

#### IV. Goals by Method

GOAL	Survey	Pre-Test / Post-Test	Participation Rates	Document Review	Reflective Journals	Campus Environment / Student Cultures	Needs or Satisfaction	Benchmarking	Internal / External Review
Goal A: Support the developmental process, well-being, academic success of lesbian, gay, bisexual, and/or transgender students	X	X	X		X	X	X	X	X
Goal B: Foster community awareness and knowledge about sexual orientation and gender identity.	X	X	X			X	X	X	X
Goal C: Promote a campus community that is inclusive of LGBT individuals.	X	X	X			X	X	X	X
Goal D: Identify and advocate for LGBT inclusive campus programs, services and policies.				X		X	X	X	X

#### V. Evidence by Goal (Results, Available Data)

- A. Goal A: Support the developmental process, well-being, and academic success of lesbian, gay, bisexual, and/or transgender students.

This goal is being met as indicated by the evidence presented below.

##### 1. Satisfaction Surveys

- a. The director assessed student satisfaction via an e-mail survey of selected students who self-identify as LGBT (2005: N = 7, 2007: N = 5). The data collected indicated that students felt they benefited in terms of personal growth, leadership skills, and support received through their utilization of the LGBT Resource Center and their involvement in the LGBT campus community.
- b. Students overall reported feeling supported by NIU as an institution through indicators such as ability to be openly LGBT without experiencing negative repercussion, variety and frequency of LGBT-focused events, inclusion of LGBT material in courses, visibility of allies through the Ally Program, and educational outreach to the non-LGBT population.

Sample Satisfaction Survey Responses
<p><b>12 of 12 students (100%) expressed having a positive experience at NIU:</b></p> <ul style="list-style-type: none"> <li>▪ "I would feel comfortable coming out to just about any faculty member that I met while attending NIU."</li> <li>▪ "I never thought I would think of DeKalb as my home, but the support of other LGBTQ students and peers has given me a new family here."</li> <li>▪ "I have come out to all faculty members in my program and they have all been extremely supportive. Whenever an LGBT topic comes up, the faculty have</li> </ul>

<p>been supportive and have made very intelligent comments.”</p> <ul style="list-style-type: none"> <li>▪ “At first I was scared how people would treat me if they knew I was gay ... I felt very safe after finding all of the resources available to me and didn't have any issue about coming out.”</li> <li>▪ “Like most LGBTQ people in their first year in college, I was very confused about my sexuality. My experience with Prism and the LGBT Resource Center helped me become more confident and comfortable, not only with my sexuality, but with myself as a person.”</li> </ul>
<p><b>12 of 12 students (100%) identified ways in which they perceived NIU as a good school for LGBTQ students:</b></p> <ul style="list-style-type: none"> <li>▪ “Everyone I have come out to, students and teachers alike, have been supportive. Many ask questions and try to learn more. I've never felt like I had to hide who I am.”</li> <li>▪ “The material presented in my classes is often times inclusive of everyone including members of the LGBTQ community.”</li> <li>▪ “I like the ally program because it makes me feel like I will be treated nicely and receive equal treatment.”</li> </ul>
<p><b>10 of 12 students (83%) identified ways in which the LGBT Resource Center supported or helped them as a student:</b></p> <ul style="list-style-type: none"> <li>▪ “Offering books and other resources for school projects and open ears and open hearts.”</li> <li>▪ “The programming here is outstanding. There is always something going on that is of interest to the LGBT community.”</li> <li>▪ “The Resource Center helped me become comfortable with the campus and who I was, and that it was ok to be me.”</li> <li>▪ “If I need information, books or educational materials for class, if I want to get updated on LGBT events, if I need a comfortable and quiet area to relax and study, or people who I feel safe with talking to, it's all there at the Resource Center!”</li> <li>▪ “The LGBT Resource Center made me a leader.”</li> </ul>
<p><b>6 of 12 students (50%) identified ways in which their campus involvement helped them:</b></p> <ul style="list-style-type: none"> <li>▪ “Getting me out of my comfort zone. I got the chance to meet a lot of great people all over campus that I probably wouldn't have otherwise. My involvement has helped me develop many leadership skills and given me many great opportunities to do more for the community.”</li> <li>▪ “My role as an officer on the executive board of Prism has given me leadership and responsibility roles that I will be able to take with me to the classroom, [and] has also prepared me for the road ahead in my life.”</li> <li>▪ “Getting involved led me to become a leader in the community. My experience with the LGBTQ community strongly contributed to who I am today. The values, ideas, and confidence I received through my involvement have contributed to my success in my professional life after college.”</li> <li>▪ “Until I became involved on campus I had a lot of complaints and no action. Not only do I want to make a difference, but I believe I can. I have no doubt that I will.”</li> </ul>

## 2. Post-Event Surveys

- a. On an ongoing basis, the LGBT Resource Center assesses audience satisfaction and learning outcomes through evaluations distributed following selected LGBT-focused campus events such as speakers, films, panel discussions, or performances.
- b. Over 4 semesters, from spring 2003 through fall 2004, audience satisfaction was assessed at 8 events. Overall, 61% of audience members responded, with 97% of

- respondents indicating that the events fulfilled their expectations. Seventy-eight percent of respondents rated events as excellent, 19% as good, and only 3% as fair.
- c. From spring 2003 through fall 2006, audience learning outcomes related to personal development, well-being, and academic development were assessed at 16 events with 63% of audience members completing surveys.
  - d. In response to open-ended survey items asking participants to identify what they gained or how the programs were helpful, 156 out of 307 respondents (51%) were able to list ways in which the program content helped them related to their personal development, well-being, or academic development. Responses were coded and categorized according to student outcomes and dimensions of outcomes from *Learning Reconsidered* ([www.naspa.org/membership/leader\\_ex\\_pdf/lr\\_long.pdf](http://www.naspa.org/membership/leader_ex_pdf/lr_long.pdf)).

<b>Responses indicated student learning outcomes in the areas of:</b>	<b>Sample Survey Responses</b>
Cognitive Outcomes <ul style="list-style-type: none"> <li>▪ Critical and reflective thinking</li> <li>▪ Intellectual flexibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ “I gained a new way of writing, reading, and understanding language and the power of it.”</li> <li>▪ “The program made me rethink how I understand abuse.”</li> <li>▪ “I had a rigid idea about poetry; it is more fluid now.”</li> </ul>
Knowledge Acquisition <ul style="list-style-type: none"> <li>▪ Acquisition of new information</li> <li>▪ Insight into LGBT identity</li> <li>▪ Technical competence</li> <li>▪ Connecting knowledge to other ideas and experiences</li> <li>▪ Relate knowledge to daily life</li> </ul>	<ul style="list-style-type: none"> <li>▪ “This program taught me a lot about history I never knew before.”</li> <li>▪ “This is the first time I’ve experienced the passion that someone, a human being, has about being denied what should be a basic human right, and it was so moving.”</li> <li>▪ “I was able to write and present the first poem I’ve written since high school.”</li> <li>▪ “I gained insights into American history.”</li> <li>▪ “I learned some better communication skills for sharing with my partner about my needs.”</li> </ul>
Humanitarianism <ul style="list-style-type: none"> <li>▪ Understanding and appreciation of human differences</li> <li>▪ Cultural competency</li> <li>▪ Social responsibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ “I gained a better understanding of gay culture.”</li> <li>▪ “I gained a much better understanding of the inequalities in the US.”</li> <li>▪ “I’m so excited to go to grad school and get involved in youth theatre – especially theatre like this which affects social change!”</li> </ul>
Civic Engagement <ul style="list-style-type: none"> <li>▪ Sense of civic responsibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ “I learned that people need to start speaking up to support one another.”</li> </ul>
Interpersonal Competence <ul style="list-style-type: none"> <li>▪ Identity development and affirmation</li> <li>▪ Development of meaningful relationships</li> <li>▪ Self understanding, confidence, acceptance, self-worth</li> <li>▪ Ability to work with people different from self</li> </ul>	<ul style="list-style-type: none"> <li>▪ “I gained more insight into my own self and my homosexuality.”</li> <li>▪ “The discussion allowed my peers and me to share our personal experiences. This was a successful bonding time. We shared our concerns and fears.”</li> <li>▪ “It boosted my confidence in speaking in front of others.”</li> <li>▪ “I gained a deeper understanding of myself.”</li> <li>▪ “I feel the group is closer and communicating better.”</li> </ul>
Practical Competence <ul style="list-style-type: none"> <li>▪ Effective communication</li> <li>▪ Capacity to manage one’s personal affairs</li> <li>▪ Personal health and wellness</li> <li>▪ Leisure pursuit</li> <li>▪ Vocational competence</li> </ul>	<ul style="list-style-type: none"> <li>▪ “I learned a lot about how to communicate.”</li> <li>▪ “I learned various ways I can use to come to people in my life.”</li> <li>▪ “I learned about safer sex. It made me think differently about my safety – completely.”</li> <li>▪ “I got a much needed break from studying and stressing.”</li> <li>▪ “I got a very different perspective on film production.”</li> </ul>

- e. Six event surveys included items asking participants to rate learning outcomes on a five-point Likert scale. In response to 26 survey items specifically measuring student learning outcomes related to personal development, well-being or academic development, 335 out of 390 responses (86%) rated the outcomes in the two highest categories (i.e., good or excellent).

Learning Outcomes Assessed	Survey Items
Cognitive Outcomes	<ul style="list-style-type: none"> <li>▪ This program helped me recognize myths about relationship violence</li> <li>▪ This program will help me recognize signs of abusive behavior</li> <li>▪ This program expanded my view of poetry</li> </ul>
Knowledge Acquisition	<ul style="list-style-type: none"> <li>▪ This program allowed me to apply ideas/skills I have learned in class</li> <li>▪ This program exposed me to new ideas, information or experiences</li> </ul>
Humanitarianism	<ul style="list-style-type: none"> <li>▪ This program gave me an opportunity to learn from others' experiences</li> <li>▪ This program provided ideas for helping someone in an abusive situation</li> <li>▪ This program increased my appreciation of human differences</li> <li>▪ This program will help me keep an open mind when I meet people who are bisexual</li> </ul>
Interpersonal Competence	<ul style="list-style-type: none"> <li>▪ This program helped me understand myself better</li> <li>▪ This program increased my confidence about my sexuality</li> <li>▪ This program will help me establish meaningful relationships</li> <li>▪ This program provided models for healthy, nonviolent relationships</li> <li>▪ This program increased my self confidence</li> <li>▪ This program increased my confidence in my presentation abilities</li> </ul>
Practical Competence	<ul style="list-style-type: none"> <li>▪ This program will help me make healthy sexual choices</li> <li>▪ This program will help me communicate with my partners</li> <li>▪ This program will help me express my needs/wants in a relationship</li> <li>▪ This program helped me understand power and control in relationships</li> <li>▪ This program will help me express myself more effectively</li> <li>▪ This program will help me express myself more creatively</li> </ul>

### 3. CAHC 490 Pre-Test/Post Test

- a. The director conducted a pre-test/post-test evaluation of students enrolled in CAHC 490: Leadership in the LGBT Community in fall 2005 (N = 9). This was an experiential course that explored the relationship of sexual orientation and gender identity to leadership development, specifically in relation to leadership theories and models, communication skills, group and community dynamics, conflict transformation, ethics, power and influence, and LGBT leaders past and present. Students participated in class discussions, wrote reflection assignments and personal critiques, presented a public speaking exercise, participated in listening, group facilitation and conflict transformation exercises, studied ethics, power, influence and motivation, and researched and presented about LGBT leaders and current LGBT issues in society.

- b. Six of 9 students (66%) indicated the course was useful to their educational goals. Seven of 9 students (78%) indicated that the course contributed to their development as leaders.

	Very Poor	Poor	Adequate	Good	Very Good
<b>Overall effectiveness of course:</b>		11%	44%	22%	22%
<p><b>6 of 9 students (66%) indicated the course was useful to their educational goals. Students identified the following ways in which the course was useful:</b></p> <ul style="list-style-type: none"> <li>▪ “Very useful. I found it enjoyable and thought-provoking.”</li> <li>▪ “I learned a lot about myself as a leader – what I do in my day to day existence and future volition which can foster change/growth in myself and others.”</li> <li>▪ “Extremely useful. This is what I’ve been missing for three years. I now feel ready to accept and even seek out challenges I would not have faced before.”</li> <li>▪ “The different theories of leadership were useful. The different ways tasks can be accomplished.”</li> <li>▪ “It was very useful. I can use these skills to be a better leader. I can apply it to my studies and working in groups.”</li> </ul>					
<p><b>7 of 9 students (78%) indicated that the course contributed to their development as leaders. Students identified the following ways in which the course contributed to their leadership development:</b></p> <ul style="list-style-type: none"> <li>▪ “Showed me ways to improve on my leadership skills, mainly through public speaking.”</li> <li>▪ “It made me consider other views of leadership.”</li> <li>▪ “YES. Leadership models and discussions, and power/influence unit were <u>extremely</u> helpful to me. I have a better understanding of <u>how</u> to lead.”</li> <li>▪ “I have definitely thought about the ways in which I am a leader and what I could do to be a better one. I have a more informed opinion about how I want to lead.”</li> <li>▪ “I think the class contributed to my leadership even more so outside the classroom which made it more influential.”</li> <li>▪ “I really needed work in the areas of communication, group facilitation/dynamics, and community building. This course has given me the info I need to improve.”</li> <li>▪ “I feel that this course did help me at improving myself as a leader because it brought up areas in which I need to improve, like listening, and showed me ways to improve myself in that area.”</li> </ul>					

4. Resource Center Utilization Rates

- a. Beginning in fiscal year 2006, staff have tracked the utilization of the LGBT Resource Center, including number and purpose of visits.
- b. For the 2005-2006 academic year (9 month period), 591 visits were made to the LGBT Resource Center, with an average of 66 visits per month. Students accounted for 88% of all visits.
- c. In 2006-2007 (12 month period), 655 visits were made to the LGBT Resource Center. Visits averaged 55 per month. Eighty percent of all visits were by students, including 125 first-time visits and 405 repeat visits.
- d. Reasons for student visits to the Resource Center included seeking out personal or academic support through picking up handouts or brochures, conducting research for class projects, socializing and meeting people, using the book and film libraries, studying, picking up safer sex supplies, seeking assistance for personal concerns, inquiring about events, seeking advice on student leadership roles, and seeking support for addressing discrimination or harassment incidents.

- e. On average, 46 students utilize the Resource Center for academic support each year, through use of the book and film libraries for course research and/or presentations or through meeting with the director for assistance with individual academic research.
5. Scholarship Program Participation
- The Joseph Harry Endowed Scholarship Program was initiated in 2006-2007. The purpose of the scholarship program is to provide tuition scholarships to undergraduate students who have participated in LGBT organizations or activities.
  - In the scholarship's first year, 3 students applied for the scholarship, and 2 students were selected to receive scholarships of \$3,300 each.
  - 100% of available funds were disbursed.
6. Student Employee Reflection Forms
- Beginning in fall 2006, the Resource Center implemented bi-weekly reflection forms for student employees to assess job-related learning. Students reflected on knowledge learned, challenges faced, and tasks or professional skills learned.
  - The forms were used to assess attainment of new job skills, demonstration of job knowledge about work environment, and attainment of employee experience/skills for resume or portfolio.
  - 100% of student employees were able to list new job skills, job knowledge, and employee experience suitable for resume development (N = 3)
  - Responses were coded and categorized according to student outcomes and dimensions of outcomes from Learning Reconsidered ([www.naspa.org/membership/leader\\_ex\\_pdf/lr\\_long.pdf](http://www.naspa.org/membership/leader_ex_pdf/lr_long.pdf)). Student employees identified 33 distinct learning outcomes (skills or knowledge) gained through their employment:

Learning Outcome Domain	Skill or Knowledge
Cognitive Complexity	<ul style="list-style-type: none"> <li>▪ Interpreting data</li> <li>▪ Effective reasoning (combating anti-LGBT info)</li> </ul>
Knowledge acquisition, integration, & application	<ul style="list-style-type: none"> <li>▪ Benchmarking – researching program models</li> <li>▪ Web design</li> <li>▪ Website assessment</li> <li>▪ Using computer software programs</li> </ul>
Humanitarianism	<ul style="list-style-type: none"> <li>▪ Gender differences</li> <li>▪ Intersection of oppressions</li> <li>▪ Coming out experiences</li> <li>▪ Transgender inclusion</li> </ul>
Interpersonal & intrapersonal competence	<ul style="list-style-type: none"> <li>▪ Develop confidence</li> <li>▪ Navigating dual relationships/role separation</li> <li>▪ Ethics</li> <li>▪ Team processes/teamwork</li> </ul>
Practical competence	<ul style="list-style-type: none"> <li>▪ Public speaking skills</li> <li>▪ Public Relations/Customer Service skills</li> <li>▪ Resume writing</li> <li>▪ Professional communication and networking</li> <li>▪ University structure and processes</li> <li>▪ Writing press releases</li> <li>▪ Graphic design</li> <li>▪ Resource development</li> <li>▪ Event planning</li> <li>▪ Professionalism</li> <li>▪ Marketing/Outreach</li> <li>▪ Facilitating discussions</li> <li>▪ Interpersonal skills</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Delegation</li> <li>▪ Giving constructive feedback</li> <li>▪ Listening skills</li> <li>▪ Keeping confidentiality</li> <li>▪ Working efficiently</li> </ul>
Persistence & academic achievement	<ul style="list-style-type: none"> <li>▪ Time management</li> </ul>

B. Goal B: Foster community awareness and knowledge about sexual orientation and gender identity.

This goal is being met as indicated by the evidence presented below.

1. Post Event Surveys

- a. On an ongoing basis, the LGBT Resource Center assesses audience learning outcomes through evaluations distributed following selected LGBT-focused campus events such as speakers, films, panel discussions, or performances.
- b. From spring 2003 through fall 2006, audience learning outcomes related to awareness and knowledge about sexual orientation and gender identity were assessed at 16 events with 63% of audience members completing surveys.
- c. In response to open-ended survey items asking participants to identify what they gained or how the programs were helpful, 131 out of 266 respondents (49%) were able to list ways in which the program content helped them related to their awareness and knowledge about sexual orientation and gender identity. Responses were coded and categorized according to student outcomes and dimensions of outcomes from Learning Reconsidered ([www.naspa.org/membership/leader\\_ex\\_pdf/lr\\_long.pdf](http://www.naspa.org/membership/leader_ex_pdf/lr_long.pdf)).

Responses indicated student learning outcomes in the areas of:	Sample Survey Responses
Cognitive Outcomes <ul style="list-style-type: none"> <li>▪ Critical and reflective thinking</li> <li>▪ Intellectual flexibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ “I gained a feel for the importance of gay history.”</li> <li>▪ “I gained awareness and ideas on the incorporation of information so that students can come up with their own conclusion.”</li> <li>▪ “I had a very negative stigma about bi folks.”</li> </ul>
Knowledge Acquisition <ul style="list-style-type: none"> <li>▪ Acquisition of new information</li> <li>▪ Insight into LGBT identity</li> <li>▪ Connecting knowledge to other ideas and experiences</li> <li>▪ Relate knowledge to daily life</li> </ul>	<ul style="list-style-type: none"> <li>▪ “I learned about LGBT history.”</li> <li>▪ “I learned about the frequency of verbal assaults toward school age LGBT youth.”</li> <li>▪ “I learned what it is like for a family to experience a gay family member coming out.”</li> <li>▪ “I got a new perspective on gender.”</li> <li>▪ “I learned about the need and importance of acceptance in schools.”</li> </ul>
Humanitarianism <ul style="list-style-type: none"> <li>▪ Understanding and appreciation of human differences</li> <li>▪ Cultural competency</li> <li>▪ Social responsibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ “I gained insight into other people’s minds. It was very cool.”</li> <li>▪ “I gained more knowledge about transgender culture.”</li> <li>▪ “Inspiration to get out there and change the status quo.”</li> </ul>
Civic engagement <ul style="list-style-type: none"> <li>▪ Sense of civic responsibility</li> </ul>	<ul style="list-style-type: none"> <li>▪ “It was an enlightening look at our country’s many shortcomings. I was inspired to try to change the world.”</li> <li>▪ “I learned about bi myths and why I should combat them.”</li> </ul>

- d. Six event surveys included items asking participants to rate learning outcomes on a five-point Likert scale. In response to 5 survey items specifically measuring student learning outcomes related to awareness and knowledge about sexual orientation and gender identity, 92 out of 100 responses (92%) rated the outcomes in the two highest categories (i.e., good or excellent).

Learning Outcomes Assessed	Survey Items
Cognitive Outcomes	<ul style="list-style-type: none"> <li>▪ This program will help me identify myths about bisexuality</li> <li>▪ This program helped me realize how biphobia is expressed</li> </ul>
Knowledge Acquisition	<ul style="list-style-type: none"> <li>▪ This program informed me about gay and lesbian history</li> </ul>
Humanitarianism	<ul style="list-style-type: none"> <li>▪ This program helped me understand bisexuality</li> <li>▪ This program helped break down stereotypes</li> </ul>

## 2. Post Presentation Surveys

- a. On an ongoing basis, the LGBT Resource Center assesses participant learning outcomes through evaluations distributed following speakers bureau presentations. One residence hall and three classroom presentations were assessed in spring 2007.
- b. Following a presentation to residents of Douglas Hall floor D3, participants reported an average of 3 out of 4 (good) in understanding of LGBT identity and perspectives of LGBT community (N = 30).
- c. Presentations were made to one section of AHPH 411 (Sexuality Education) and two sections of Sociology 375 (Sociology of Gender) (N = 102). Ninety-three of 102 audience members (91%) were able to identify one thing they learned; 41 (40%) reported at least one question they still had. Forty-nine of 67 participants in the Sociology classes (73%) were able to articulate one way the program influenced their thinking.

Sample Survey Responses
<p><b>From this program I learned:</b></p> <ul style="list-style-type: none"> <li>▪ "I learned a lot about the trials and tribulations of being LGBT. I've never known a person of homosexual orientation."</li> <li>▪ "I have learned that the definitive cause of LGBT sexual orientation has not yet been scientifically determined. It's probably the combination of biological (genetic) and psychosocial factors."</li> <li>▪ "I learned that the LGBT Resource Center isn't just for LGBT students and that I can go there w\ any questions I may have or to find out information on how to deal with the issues of a family member or friend coming out to me (if that ever is an issue)."</li> <li>▪ "I learned that there are people out there who support their children's decisions to be gay or lesbian. People can lead productive lives no matter who they're attracted to. It's okay to be different than the majority."</li> <li>▪ "I learned about how to be an ally for the LGBT community. I will use this to make sure my students are comfortable with me as a teacher."</li> <li>▪ "I learned a little bit about how to protect LGBT students against discrimination and places to find resources for my classroom."</li> <li>▪ "I thought this was very interesting to hear because I usually do not hear all the things you told our class. Also, this was all new to me since I don't have any gay/bisexual friends."</li> <li>▪ "A lot of what you said clears up many stereotypes for those who are ignorant."</li> <li>▪ "This was very insightful. I am not against or really have any opinions on LGBT</li> </ul>

- people and this has helped me a lot.”
- “I thought that it was very beneficial that you were not intimidating and very open to discussion questions. This helped me be more understanding on the issues that were being discussed.”
  - “I learned that everyday things like relationships taken for granted by heterosexual people is much more complicated for homosexual and bi people.”
  - “That having non-gay or bisexual friends or peer is very meaningful and helpful.”
  - “I realized more so how strong the connection between sexuality and gender is.”
  - “That it is hard to come out as a homosexual and not as easy I thought.”

3. Ally Program Volunteer Questionnaire

- a. Ally Program volunteers were surveyed by e-mail in Spring 2007 to assess outcomes of their participation in the program. Fifty-seven of 100 volunteers responded to the survey (57%).
- b. Forty-eight of 57 respondents (84%) reported outcomes of increased awareness and knowledge about sexual orientation and gender identity.

<b>Outcomes Reported and Sample Survey Responses:</b>	
Better informed about resources, current issues, and/or events <ul style="list-style-type: none"> <li>▪ “It really heightened my awareness of the resources on campus.”</li> <li>▪ “The E-mail updates are very helpful.”</li> </ul>	8 (14%)
Better prepared/able to assist someone with an issue or concern <ul style="list-style-type: none"> <li>▪ “The information helped me as first-time teaching assistant while trying to support and advise one of my students. I felt much more secure in my knowledge and capabilities.”</li> <li>▪ “It has increased my confidence in dealing with issues appropriately.”</li> <li>▪ “I have felt more comfortable about interacting with gay people.”</li> <li>▪ “I must say I didn’t know how to actively advocate for LGBT students prior to the workshop. It made a difference in how I approach many topics in my classroom.”</li> </ul>	7 (12%)
Became more aware or sensitive to LGBT issues, concerns <ul style="list-style-type: none"> <li>▪ “I find myself more sensitive to issues that deal with sexual orientation.”</li> <li>▪ “Being an ally has helped to make me more aware of what is going on around me. I take more notice of people’s words and actions.”</li> </ul>	13 (23%)
Participation prompted self-examination and personal growth <ul style="list-style-type: none"> <li>▪ “Being an ally has contributed to my deepening awareness of difference.”</li> <li>▪ “The information was helpful in reminding me about my own behavior and working with students.”</li> <li>▪ I believe the training has made me more aware of some of the things I might have been doing that would inhibit a safe zone.”</li> <li>▪ “Going through the training I became more honest with myself and my feelings about homosexuality. I learned more about me.”</li> </ul>	8 (14%)
More knowledgeable about LGBT identity, issues <ul style="list-style-type: none"> <li>▪ “I’m more aware of the number of students involved and some of the daily problems and issues that they have to deal with.”</li> <li>▪ “I was able to help staff members come up with interesting and thought provoking programs.”</li> <li>▪ “The information presented was very helpful for me personally to help develop a better understanding of and respect for the LGBT community.”</li> </ul>	12 (21%)

4. Ally Training Evaluations

- a. Four Ally Program training workshops for new volunteers were offered in spring 2007. Eighty-one individuals participated in the training workshops: Student N = 31 (38%), Faculty N = 10 (12%), Staff N = 37 (46%), Community N = 3 (4%).
- b. A pre-test/post-test method was used to assess learning outcomes from the training. Seventy-five of 81 (92.5%) of workshop participants completed a pre-workshop questionnaire. Sixty-one of 81 (75%) of workshop participants completed a post-workshop evaluation.

<b>Outcomes reported included:</b>	
30% increase in understanding of heterosexual privilege	65% to 95%
31% of participants reported a better understanding of transgender identity	
No reported increase in ability to identify LGBT concerns	92%

5. Event Participation Rates

- a. The LGBT Resource Center coordinates a calendar of educational, social, and cultural events throughout each academic year. In addition to sponsoring events, the Resource Center collaborates with individual, organizational, or departmental partners to offer programs targeting the LGBT community or focused on LGBT topics.
- b. Event participation rates show that from 2002-2007, an average of 58 events took place each year, reaching an average audience of 2,250 per year.

Year	Welcome Events		LGBT History Month Events		LGBT Awareness Month Events		All Other Events		Total	
	# of Events	Attendance	# of Events	Attendance	# of Events	Attendance	# of Events	Attendance	# of Events	Attendance
2002-2003	2	60	15	641	18	848	15	870	50	2,419
2003-2004	2	100	17	603	22	888	7	315	48	1,906
2004-2005	1	50	17	370	20	725	12	1,025	50	2,170
2005-2006	1	60	14	391	12	502	41	1,099	69	2,382
2006-2007	2	62	12	1,077	17	538	43	699	75	2,376
<b>TOTALS</b>	<b>7</b>	<b>332</b>	<b>75</b>	<b>3,082</b>	<b>89</b>	<b>3,501</b>	<b>118</b>	<b>4,008</b>	<b>292</b>	<b>11,253</b>
<b>Averages</b>	<b>1</b>	<b>66</b>	<b>15</b>	<b>616</b>	<b>17</b>	<b>700</b>	<b>23</b>	<b>801</b>	<b>58</b>	<b>2,250</b>

6. Resource Center Utilization Rates

- a. For context regarding this data, see section V, Goal A, point 4, a - c (page 8).
- b. Reasons for student visits to the Resource Center included seeking out knowledge about sexual orientation and gender identity through accessing informational handouts or brochures, conducting research for class projects, using the book and film libraries.
- c. On average, 46 students utilize the Resource Center for research purposes each year, through use of the book and film libraries for course research and/or presentations or through meeting with the director for assistance with individual academic research.

C. Goal C: Promote a campus community that is inclusive of LGBTQ individuals.

This goal is being met as indicated by the evidence presented below.

1. Satisfaction Surveys

- a. The director assessed student satisfaction via an e-mail survey of selected students who self-identify as LGBT (2005: N = 7, 2007: N = 5). Students overall reported feeling supported by NIU as an institution through indicators such as ability to be openly LGBT without experiencing negative repercussion, variety and frequency of LGBT-focused events, inclusion of LGBT material in courses, visibility of allies through the Ally Program, and educational outreach to the non-LGBT population.
- b. Students also identified areas of needed improvement, including greater inclusion of transgender students, more space for LGBT services on campus, and more LGBT-sensitive policies in campus housing.

<b>Sample Satisfaction Survey Responses</b>
<p><b>12 of 12 students (100%) expressed having a positive experience at NIU:</b></p> <ul style="list-style-type: none"><li>▪ “The material presented in my classes was often inclusive of everyone including members of the LGBTQ community.”</li><li>▪ “Most people accept me for me, and that’s enough.”</li><li>▪ “All of my professors and students I am in contact with knew how to respond to me without requiring any education on my part.”</li><li>▪ “I know the school has no right to discriminate against me so I felt comfortable with coming out. The students across campus run from tolerant to supportive. I have never once faced any verbal or physical harassment.”</li><li>▪ “I would say LGBT organizations and events are well appreciated here.”</li><li>▪ “There are an extensive number of events that cater to many different areas of interest.”</li></ul>
<p><b>12 of 12 students (100%) identified ways in which they perceived NIU as a good school for LGBTQ students:</b></p> <ul style="list-style-type: none"><li>▪ “The LGBT Resource Center and Prism have an array of educational programming. This programming helps NIU students learn about LGBTQ issues and become more accepting in general.”</li><li>▪ “There is evidence of LGBT support all over campus.”</li><li>▪ “The ally network of professors and faculty that support lgbt students is nice to have in case some issue does come up.”</li><li>▪ “I believe NIU is a safe campus for LGBT students because of all the different resources available to the community.”</li><li>▪ “There are LGBTQ-specific courses to take, groups to join, people to meet.”</li></ul>
<p><b>5 of 12 students (42%) identified areas of needed improvement:</b></p> <ul style="list-style-type: none"><li>▪ “We need to be more inclusive of transgender students.”</li><li>▪ “There is a huge need for more space. For years LGBTQ students and staff have been doing all they can to secure a bigger space on campus. It would be nice to have a building like some of the other diversity groups on campus have.”</li><li>▪ “I would like to see more [ally signs] displayed.”</li><li>▪ “I think more educational opportunities for students who aren’t LGBT would be beneficial.”</li></ul>

## 2. Post Event Surveys

- a. On an ongoing basis, the LGBT Resource Center assesses audience member perceptions of inclusion through evaluations distributed following selected LGBT-focused campus events such as speakers, films, panel discussions, or performances.
- b. From spring 2003 through fall 2006, audience member perceptions of inclusion were assessed at 13 events with 67% of audience members completing surveys.
- c. Seven event surveys included an open-ended survey item asking participants to report their observations of audience diversity; 199 out of 235 respondents (85%) reported observing a diverse audience in attendance.
- d. Six event surveys included items asking participants to rate outcomes on a five-point Likert scale. In response to 2 survey items specifically measuring audience members' perception of inclusion, 140 out of 152 responses (92%) rated the outcomes in the two highest categories (i.e. good or excellent).

## 3. Post Training Surveys

- a. On an ongoing basis, the LGBT Resource Center assesses participant learning outcomes through evaluations distributed following training workshops.
- b. Each year, the Resource Center director conducts staff training for the department of Housing & Dining. Assessment data exists for training sessions conducted in fall 2006. One training session was conducted for professional staff members (N = 25) and four training sessions were conducted for student staff members (N = 155).
- c. Twelve of 25 professional staff members (48%) were able to articulate enhanced understanding of LGBT identity, including greater awareness of personal values and perceptions related to LGBT identity and increased insight into others' attitudes and behaviors toward LGBT persons. Fourteen of 25 professional staff members (56%) were able to articulate ideas and strategies for creating residence hall communities inclusive of LGBT students and 23 of 25 (92%) were able to articulate a next step for their department to better understand and address LGBT issues. Fifteen of 25 participants (60%) indicated interest in additional training and more information on this topic.
- d. Sixty-two of 155 (40%) student staff members were able to articulate enhanced understanding of LGBT identity, including greater awareness of personal values and perceptions related to LGBT identity and increased insight into others' attitudes and behaviors toward LGBT persons. Eighty-nine of 155 student staff members (57%) were able to articulate ideas and strategies for creating residence hall communities inclusive of LGBT students. Seventy-two of 155 (46%) of student staff members identified additional skills or training that they felt would make them more effective in addressing LGBT issues, including more in-depth training on specific LGBT scenarios, more interactive training, a longer session, involvement in the Ally Program, and learning from LGBT peers. Seventy-seven staff members (50%) indicated they still had questions about LGBT identity, available resources, or how to address specific situations.

## 4. Ally Program Volunteer Questionnaire

- a. Ally Program volunteers were surveyed by e-mail in spring 2007 to assess outcomes of their participation in the program. Fifty-seven of 100 volunteers responded to the survey (57%).
- b. Fifty-seven of 57 respondents (100%) reported outcomes that promote a campus community that is inclusive of LGBTQ individuals.

<b>Outcomes Reported and Sample Survey Responses:</b>	
Met other allies, became connected to community	10 (17.5%)
▪ "I have had the chance to foster many great friendships with	

students and staff because of my willingness to be an ally and the fact that they know I can be trusted.”	
Felt affirmed/supported in creating inclusive community <ul style="list-style-type: none"> <li>▪ “This has been an affirming experience for me.”</li> <li>▪ “It makes me feel like I’m a part of making this campus enjoyable for everyone! I feel I could really help someone in need.”</li> </ul>	10 (17.5%)
Felt inspired, better prepared to act on beliefs/be an advocate <ul style="list-style-type: none"> <li>▪ “I am proud to display my sign, to provide a place to talk, to have the opportunity to educate.”</li> <li>▪ “I feel more responsible to stand up for and be supportive of LGBT folks.”</li> </ul>	6 (10.5%)
Became more visible as a safe, supportive person <ul style="list-style-type: none"> <li>▪ “I am much more visible to students and they know I am cool to discuss their sexuality if they want.”</li> <li>▪ “One resident even thanked me for my effort to understand gay and lesbian issues.”</li> </ul>	11 (19%)
Program signs were catalyst for conversations <ul style="list-style-type: none"> <li>▪ “I have seen many people reading the sign on my door and talking with each other about it.”</li> <li>▪ “In a few cases the sign has opened up discussion with clients in the office.”</li> <li>▪ “A job applicant for a faculty position was impressed we have a program like this on our campus and that a member of our faculty participates.”</li> </ul>	20 (35%)

5. Wellness Fair Awareness Survey

- a. Beginning in spring 2005, an annual survey conducted at the NIU Wellness Fair was implemented to assess respondents’ awareness and utilization of the Resource Center and its services.
- b. Over three years, 151 individuals completed the survey.

<b>Overview of Results</b>	
Previously aware that NIU had an LGBT Resource Center	91%
Had been to the LGBT Resource Center	19%
Had viewed the Resource Center website	26%
Had used the services of the Resource Center	15%
Had attended an LGBT event on campus	30%
Indicated awareness of specific services (depending on the service)	40% - 69%
Indicated willingness to use services of the LGBT Resource Center	34%
Thought it was beneficial for NIU to have an LGBT Resource Center	99%

6. Ally Training Evaluations

- a. For context regarding this data, see section V, Goal B, point 4 (page 13).
- b. A pre-test/post-test method was used to assess learning outcomes from the training.

<b>Outcomes Reported Included:</b>	
27% increase in understanding of being an ally	68% to 95%
35% increase in ability to identify indicators of inclusive community	43% to 78%
29% increase in ability to identify resources	48% to 77%
36% increase in preparedness to assist LGBT people	52% to 88%
22% increase in ability to list actions one can take as an ally	55% to 77%

## 7. Event Participation Rates

- a. Event participation rates show that from 2002-2007, an average of 58 events took place each year, reaching an average audience of 2,250 per year. See Section V, Goal B, point 5 for associated data (page 13).

## D. Goal D: Identify and advocate for LGBT-inclusive campus programs, services, and policies.

This goal is being met as indicated by the evidence presented below.

### 1. Document Review

- a. On an ongoing basis, the director reviews NIU publications and public outreach materials for inclusion of accurate content describing LGBT programs, services, and resources. Materials reviewed include:
  - i. *Undergraduate and Graduate Catalogs*, annually
  - ii. Student and Family Handbooks, annually
  - iii. NIU Web Page, ongoing, as needed
  - iv. University telephone book, annually
  - v. *Northern Star*, daily
- b. As a member of the Affirmative Action and Diversity Resources Advisory Committee, the director participated in committee development, review and/or revisions of employee recruitment, hiring, and retention tools, including:
  - i. Administrative position interview agenda (ongoing): review of interview agenda for inclusion of interview meetings with commissions, committees, and offices representing diverse constituencies
  - ii. Employee recruitment packets (fall 2002): review of packets sent to applicants for inclusion of informational materials regarding diversity resources on campus
  - iii. Post-interview survey instrument (fall 2002): review of post-interview survey for inclusion of items assessing candidate experiences with interview processes and materials
  - iv. Equal Employment Opportunity Information Request Form (fall 2002): review of survey items gathering employee demographic data via EEO information request form
  - v. Exit Survey (2003): review of employee exit survey for inclusion of items requesting feedback regarding perceptions of campus climate related to diversity
- c. As a member of the Affirmative Action and Diversity Resources Advisory Committee, the director participated in committee review and revisions of NIU employment plans, policies, and training materials for appropriate inclusion of LGBT-related content. Materials reviewed included:
  - i. Affirmative Action Plan, 2002-2003
  - ii. Non-Discrimination and Harassment Policy: 2003-2004
  - iii. Non-Discrimination and Harassment Prevention Training: 2003
- d. As a member of the Presidential Commission on Sexual Orientation and Gender Identity (PCSOGI), the director participated in commission activities advocating for LGBT-inclusive campus programs, services, and policies. Activities included:
  - i. Participation in administrative search processes (Ongoing): participation in interview meetings screening administrative candidates for knowledge and experience related to LGBT concerns, and commitment to LGBT-inclusive practices
  - ii. Review of Recommendations of 1993 Task Force on Discrimination based on Sexual Orientation (annually): review and update of status of recommendations to address issues of inclusion of LGBT community throughout campus

- iii. Establishment of the LGBT Resource Center (fall 2002): research and recommendations provided to Provost regarding space needs, staffing levels, and funding requirements for establishment of university department addressing LGBT-related needs on campus
- iv. Recommendations for adoption of domestic partner benefits (2002 - 2005): provided consultation to PCSOGI Personnel Subcommittee, Human Resources Ad Hoc Benefits Committee, and University Benefits Committee, and assisted with development, review and revision of policies and materials implementing domestic partner benefits.

2. LGBT Campus Services Benchmarking

- a. A website review of 110 member institutions of the Consortium of Higher Education LGBT Resource Professionals was conducted in summer 2005 to identify best practices in LGBT campus services.
- b. Services reviewed included staffing levels, alumni groups, mentoring programs, support groups, fundraising, prospective student outreach, leadership programs, and advisory boards.

<b>Benchmarking Findings Included:</b>	
Staffing utilizes student employees	45%
Staffing utilizes volunteers	16%
Provides student internships	6%
Offers an LGBT alumni organization	34%
Offers a mentoring program	24%
Offers support or discussion groups	71%
Employs fundraising	17%
Engages in prospective student outreach	15%
Offers student leadership programs	13%
Governance structure includes advisory board	16%
Other services of note: interactive library catalog, scholarships, handouts/information resources, newsletters, transgender friendly restroom lists, incident report forms	

3. LGBT Campus Center Websites Benchmarking

- a. A website review of 110 member institutions of the Consortium of Higher Education LGBT Resource Professionals was conducted in summer 2006 to identify best practices in website design.
- b. Website features reviewed included aesthetic appeal, major navigation categories, ease of navigation, integrated design of pages, organization of content, quality of content, interactive features, event calendars, and online resources.

4. LGBT Student Housing Benchmarking

- a. A website and literature review was conducted in summer 2007 to identify best practices for meeting LGBT student needs in campus housing.
- b. A review of the *Advocate College Guide for LGBT Students* identified 36 schools among the top 100 (36%) who indicate that they offer some type of LGBT housing options or themes within campus housing. A website review of those schools was conducted to determine types and commonality of accommodations offered. From

the review, 12 common approaches to meeting LGBT student needs in campus housing were identified.

- c. Sample policies, forms, and informational statements were collected from 8 institutions.

## **VI. Use of Results by Goal (and *Other*)**

- A. Goal A: Support the developmental process, well-being, and academic success of lesbian, gay, bisexual, and/or transgender students.
  - Assessment results for this goal demonstrate the LGBT Resource Center's role in actualizing the Student Affairs goal of providing student-centered programs and services through implementing programs that enhance students' academic, social, and civic growth and assessing students' experiences and learning outcomes.

  1. Satisfaction Surveys
    - a. Results are being integrated into marketing and promotional materials.
  2. Post-Event Surveys
    - a. Results are discussed by the Resource Center staff and used to help plan future programming, including event selection, timing of events, format of events, and marketing for events.
    - b. Results are used to continually refine assessment methods.
  3. CAHC 490 Pre-Test/Post-Test
    - a. Results will be used in redesign of course content for future offering.
    - b. Results are being used in design of Quest Leadership Project, initiated in fall 2007 and ongoing.
  4. Resource Center Utilization Rates
    - a. Results are used for selection, development, and marketing of resources.
    - b. Results are used for development of staff training curricula.
  5. Scholarship Program Participation
    - a. The scholarship marketing plan will be enhanced in FY08 with the goal of increasing awareness and number of applicants.
    - b. The scholarship application and selection process will continue each year with the goal of annual disbursement of 100% of available funds to support student retention and academic success.
  6. Student Employee Reflection Forms
    - a. Results were used to assist students in reflecting on their job performance and career preparedness, and to develop work assignments that would assist students in expanding their skill sets.
    - b. Results will be used to target topics for staff training and professional development for student employees to enhance their career preparation.

- B. Goal B: Foster community awareness and knowledge about sexual orientation and gender identity.
  - Assessment results for this goal demonstrate the LGBT Resource Center's role in actualizing the Student Affairs goal of providing programs and services that establish an inclusive community for all NIU students and campus partners.

  1. Post Event Surveys
    - a. Results are used to help plan future programming, including event selection, timing of events, format of events, and marketing for events.

- b. Results are used to continually refine assessment methods.
- 2. Post Presentation Surveys
  - a. Results were used in fall 2007 in redesign of training curriculum for student speakers.
- 3. Ally Program Volunteer Questionnaire and Ally Training Evaluations
  - a. Results were used in FY08 to revise the format and content of the training workshop, and to develop advanced trainings on specific topics.
  - b. Results will be used to continue to develop additional support materials and resources, and to make program improvements.
- 4. Event Participation Rates
  - a. Results are used to help plan future programming, including event selection, timing of events, format of events, and marketing for events.
- 5. Resource Center Utilization Rates
  - a. Results are used for selection, development and marketing of resources.
  - b. Results are used for development of staff training curricula.
- C. Goal C: Promote a campus community that is inclusive of LGBTQ individuals.
  - Assessment results for this goal demonstrate the LGBT Resource Center's role in actualizing the Student Affairs goal of providing programs and services that establish an inclusive community for all NIU students and campus partners.
- 1. Satisfaction Surveys
  - a. Results are being integrated into marketing and promotional materials.
  - b. Student suggestions for improvements are being addressed through a campus assessment project surveying services for transgender individuals (initiated in fall 2007), recommendations regarding space needs of the Resource Center, and recommendations to Housing and Dining regarding housing needs of LGBT students.
- 2. Post Event Surveys
  - a. Results are used to help plan future programming, including event selection, timing of events, format of events, and marketing for events.
  - b. Results are used to continually refine assessment methods.
- 3. Post Training Surveys
  - a. Results will be used to revise the format and content of future training workshops as well as identify professional development needs for university staff.
- 4. Ally Program Volunteer Questionnaire and Ally Training Evaluations
  - a. Results were used in FY08 to revise the format and content of the training workshop, and to develop advanced trainings on specific topics.
  - b. Results will be used to continue to develop additional support materials and resources, and to make program improvements.
- 5. Wellness Fair Awareness Survey
  - a. Results are used for selection, development, and marketing of resources.
- 6. Event Participation Rates
  - a. Results are used to help plan future programming, including event selection, timing of events, format of events, and marketing for events.

- D. Goal D: Identify and advocate for LGBT-inclusive campus programs, services, and policies.
- Assessment results for this goal demonstrate the LGBT Resource Center's role in actualizing the Student Affairs goals of providing programs and services that establish an inclusive community for all NIU students and campus partners, and serving the evolving demographic of NIU students by providing innovative programs and services.
1. Document Review
    - a. Reviews of NIU publications and public outreach materials are used to ensure visible representation of LGBT programs, services, and resources in NIU public relations materials.
    - b. Reviews of employee recruitment, hiring, and retention tools were used to provide feedback to the Office of Affirmative Action and Diversity Resources, resulting in revisions to documents and procedures.
    - c. Reviews of NIU employment plans, policies, and training materials were used to provide feedback to the Office of Affirmative Action and Diversity Resources, resulting in revisions to policies, documents and training materials.
    - d. Reviews conducted as part of PCSOGI have been used to provide recommendations to search committees, university departments, the Provost, and the President. As a result of reviews conducted for the Provost, the LGBT Resource Center was established in 2003. As a result of recommendations provided to the President, domestic partner benefits were adopted in 2006.
  2. LGBT Campus Services Benchmarking
    - a. Results are being used for identification of future departmental planning goals, development of new services, and development of departmental budget. Results will also be used for development of divisional benchmarking project scheduled to commence in 2010.
  3. LGBT Campus Center Websites Benchmarking
    - a. Results were shared with staff as a foundation for a team brainstorming and planning process and are being used in a complete redesign and restructuring of the LGBT Resource Center website, initiated in spring 2007 and ongoing.
  4. LGBT Student Housing Benchmarking
    - a. Results are being used to develop recommendations for Housing and Dining, as well as for the Living and Learning by Design Project and the Student Affairs task force reviewing the current academic residential programs.

## VII. Further Information Needed

- A. Assessment methods need to be expanded and varied to include a greater number of direct methods of assessment as well as methods that are more direct in nature. For example, assessment of our Speakers Bureau, which supports goals B and C, could include development of a criteria checklist or rubric for assessing trained volunteer student speakers. Observers could then utilize the criteria to assess student volunteers' abilities to demonstrate the outcomes they were to have achieved during their training.
- B. Departmental goals need to be further broken down into specific objectives or annual planning priorities with stated targets for performance.
- C. Beginning in fall 2007, the departmental mission was revised to include an emphasis on student leadership development. Corresponding goals, objectives/annual planning priorities, and assessment strategies will need to be developed.

## **VIII. Timeline**

- A. Development and implementation of more direct methods of assessment has been initiated in 2007-2008 and will continue more intensively beginning in summer 2008.
- B. Development of specific objectives/annual planning priorities will begin with the development of the FY09 departmental annual planning priorities, and will be continued during summer 2008.
- C. Goals, objectives/annual planning priorities, and assessment strategies for student leadership development will be worked on beginning in summer 2008.

## **IX. Resources Needed**

No resources for assessment activities are requested at this time.

## **X. Appendices**

- A. Student Satisfaction Survey
- B. Post-Event Surveys
  - Sample 1: Audience Feedback Form (used 2002 - 2005)
  - Sample 2: One-Minute Evaluation (Individualized by Event) (Used 2005 - 2007)
  - Sample 3: LGBT Welcome Event Survey
- C. Post-Training and Presentation Surveys
  - Sample 1: One-Minute Evaluation
  - Sample 2: Housing and Dining Staff Training Evaluations
- D. Ally Program Volunteer Questionnaire
- E. Wellness Fair Awareness Survey
- F. Ally Training Pre-Test/Post-Test
- G. LGBT Leadership Course Pre-Test/Post-Test
- H. Student Employee Bi-Weekly Reflection Forms
- I. Benchmarking Template: Website Review of LGBT Campus Services
- J. Benchmarking Template: LGBT Campus Center Website Review

Appendix A  
Student Satisfaction Survey

1. What has your experience been like as an LGBTQ student at NIU?
2. In what ways is NIU a good school for LGBTQ students?
3. What three words best describe the campus environment from the perspective of an LGBTQ student?
4. Please share an area of improvement needed related to LGBTQ needs/concerns.
5. In your view, what does the LGBT Resource Center offer for LGBTQ students?
6. How has the LGBT Resource Center supported you or helped you as a student?
7. What do you use the LGBT Resource Center for?
8. What advice would you give to other LGBTQ students about being LGBTQ at NIU?
9. How has your involvement on campus helped you?

Appendix B  
Sample 1

Audience Feedback Form

Name of Event:

Date:

1. How did you hear about the event (check all that apply):

Posters ( ) flyers ( ) word of mouth ( ) Northern Star ( )  
department/class ( ) Channel 8 ( ) web page ( ) e-mail ( )

Other: \_\_\_\_\_

2. Was there adequate publicity for this event? \_\_\_Yes \_\_\_ No

\*If "no" please explain:

3. Did you observe a diverse crowd? \_\_\_Yes \_\_\_ No

\*If "no" please explain:

4. Did the event fulfill your expectations? \_\_\_Yes \_\_\_ No

\*If "no" please explain:

5. How would you rate the event overall:

\_\_\_excellent \_\_\_good \_\_\_fair \_\_\_poor:

6. What did you gain from this event?

7. What other diversity events would you like to see on campus?

8. Would you prefer events such as this on:

\_\_\_week nights \_\_\_weekends \_\_\_both \_\_\_either

Appendix B  
Sample 2

**One Minute Evaluation**

**Program Name:** \_\_\_\_\_

1. Please rate the following about **this program**:

**I think this program:**

(Standardized items)

	Low				High
▪ Had a welcoming & friendly environment:	1	2	3	4	5
▪ Was inclusive of my identity:	1	2	3	4	5
▪ Exposed me to new ideas or information:	—	—	—	—	—
▪ Increased my appreciation of human differences:	—	—	—	—	—
▪ Gave me an opportunity to learn from others' experience:	1	2	3	4	5

(Items individualized by event)

▪ Informed me about gay and lesbian history:	—	—	—	—	—
▪ Helped break down stereotypes:	—	—	—	—	—
▪ Increased my self-confidence:	1	2	3	4	5
▪ Increased my confidence in my presentation abilities:	1	2	3	4	5
▪ Allowed me to apply ideas/skills I have learned in class:	1	2	3	4	5
▪ Will help me express myself more effectively:	1	2	3	4	5
▪ Will help me express myself more creatively:	1	2	3	4	5
▪ Expanded my view of poetry:	1	2	3	4	5
▪ Helped me understand bisexuality:	1	2	3	4	5
▪ Will help me keep an open mind when I meet bisexuals	1	2	3	4	5
▪ Will help me identify myths about bisexuality	1	2	3	4	5
▪ Helped me realize how biphobia is expressed	1	2	3	4	5
▪ Helped me recognize myths about relationship violence:	—	—	—	—	—
▪ Will help me recognize signs of abusive behavior:	—	—	—	—	—
▪ Helped me understand power & control in relationships:	—	—	—	—	—
▪ Provided models for healthy, nonviolent relationships:	—	—	—	—	—
▪ Will help me communicate with my partners:	—	—	—	—	—
▪ Provided ideas for helping someone in an abusive situation:	—	—	—	—	—
▪ Helped me understand myself better:	—	—	—	—	—
▪ Increased my confidence about my sexuality:	—	—	—	—	—
▪ Will help me make healthy sexual choices:	—	—	—	—	—
▪ Will help me establish meaningful relationships:	—	—	—	—	—
▪ Will help me communicate with my sexual partners:	—	—	—	—	—
▪ Will help me express my needs/wants in a relationship:	—	—	—	—	—

**In general, this program ...**

2. Was helpful to me because ...

3. Made me think differently about ...

4. I wish this program ...

5. Other topics or events I'd be interested in are ...

Appendix B  
Sample 3

LGBT Welcome Event Survey

1. I am: \_\_\_\_\_ new freshman \_\_\_\_\_ new transfer student  
\_\_\_\_\_ new graduate student \_\_\_\_\_ returning student

2. Prior to this session, did you feel welcomed at NIU?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

3. How did you learn about the LGBT Resource Center (check all that apply):  
\_\_\_\_\_ Campus Visit \_\_\_\_\_ web page  
\_\_\_\_\_ Summer Orientation \_\_\_\_\_ Friday Fest  
\_\_\_\_\_ Ice Cream Social \_\_\_\_\_ Prism meeting  
\_\_\_\_\_ e-mail \_\_\_\_\_ friend or word of mouth  
\_\_\_\_\_ other: \_\_\_\_\_

4. Have you (check all that apply):  
\_\_\_\_\_ Been to the LGBT Resource Center?  
\_\_\_\_\_ Viewed the LGBT Resource Center web page?

5. Please rate the following about this session:

	POOR			HIGH	
Made me feel more welcome at NIU	1	2	3	4	5
Helped me meet new people	1	2	3	4	5
Increased my awareness of resources	1	2	3	4	5
Increased my awareness of activities	1	2	3	4	5
Answered my questions	1	2	3	4	5

6. This program was helpful because ...

7. I wish this program ...

8. What resources or services could we offer that would be helpful to you?  
What LGBT focused activities would you like to see on campus?

9. What questions do you have that we did not answer? Do you have suggestions to improve this session in the future?

For additional space, please use back of form. Thank you!



Appendix C  
Sample 2

Housing & Dining Staff Training  
60 Second Evaluation

Professional Staff

1. What is the most valuable lesson that you learned so far today?
2. What is one question that you still have?
3. What do you think is the next step that residential life needs to take to better understand and address LGBT issues?

Community Advisors

1. What is the most valuable lesson that you learned about the topic?
2. What is one question about the topic that you still have?
3. What additional training or skills would make you more effective in addressing LGBT issues?

## Appendix D

### Ally Program Volunteer Questionnaire

1. Now that you have been a volunteer in the Ally Program for a while, how useful do you think the information presented during the training workshop has been?
2. What kinds of responses, positive or negative, have you had from students, colleagues, other staff, etc. about your sign or your involvement in the Ally Program in general?
3. How has being a volunteer in the Ally Program affected you personally?

Appendix E

Lesbian, Gay, Bisexual, Transgender Resource Center Survey

1. I am:       student            faculty/staff            community member
  
2. Prior to taking this survey, were you aware that NIU had a Lesbian, Gay, Bisexual, Transgender Resource Center?     Yes     No
  
3. If Yes, how did you learn about the LGBT Resource Center (check all that apply):  
     newspaper article            Channel 8 announcements  
     web page                        friend or word of mouth  
     e-mail                            campus event  
     flyers or posters            class  
     other \_\_\_\_\_
  
4. Have you (check all that apply):  
     Been to the LGBT Resource Center?  
     Viewed the LGBT Resource Center web page?  
     Used the services of the LGBT Resource Center?  
     Attended an LGBT related event on campus?
  
5. Did you know that the Resource Center offers (check all that apply)?  
     A place to discuss individual concerns  
     Support group for students  
     Educational programs (speakers, films, etc)  
     A speakers bureau  
     An ally program for those who wish to show their support  
     A Resource Room with a library, films, educational brochures and handouts  
     Advocacy for anyone experiencing discrimination based on sexual orientation or gender identity
  
6.  I have OR  I would use the services of the LGBT Resource Center for (check all that apply):  
     personal use  
     to complete a class assignment or research project  
     to learn more about LGBT topics  
     to assist a friend, coworker, family member, etc.  
     other: \_\_\_\_\_
  
7. Do you think it is beneficial for NIU to have an LGBT Resource Center?     Yes     No
  
8. Additional Comments: Please use back of form. Thank you!

## Appendix F

### Ally Program Training Pre-Workshop Questionnaire

1. Please tell us why you are interested in volunteering for the Ally Program:
2. What issues or topics are you most interested in learning about or do you feel you would most benefit from learning about?
3. Are there any particular questions you hope to have addressed to feel prepared to take on the role of being an ally?
4. What kind of previous knowledge do you have with LGBT identity/issues/topics (i.e. personal experiences, classes, work, training)?
5. Overall, how would you rank your current knowledge level about LGBT identity (pick one):
  - Low (It's all new to me, but I'm ready to learn!)
  - Moderate (I have a friend ...)
  - High (I've actually read some books or taken a class ...)
  - Very High (I know so much, I am the rainbow!)

SA=strongly agree, A=agree, N=not sure, D=disagree, SD=strongly disagree

ITEM	SA	A	N	D	SD
1. I have thought about/reflected on the events and experiences that have influenced my attitudes, values, and beliefs about sexual orientation and gender identity.					
2. I could list at least 3 challenges that LGBT people might face or concerns that LGBT people might have.					
3. I understand how transgender is different from lesbian, gay, or bisexual.					
4. I feel knowledgeable enough about LGBT identity to respond to common myths and stereotypes.					
5. If someone asked me, I could define/explain heterosexual privilege.					
6. I could list at least 3 ways my life would be different if my sexual orientation or gender identity were different.					
7. I could identify ways in which homophobia affects both LGBT and non-LGBT people.					
8. I could define what it means to be an ally.					
9. I could list at least 3 actions I could take to be an ally to LGBT people.					
10. If someone who is LGBT came to me for assistance, I feel knowledgeable enough to help them.					
11. I am aware of resources for LGBT people at NIU/in our community.					
12. If I observed or witnessed anti-LGBT behavior around me, I would feel confident addressing it.					
13. I could list at least 3 indicators that demonstrate a community or environment is inclusive of LGBT people.					

## Ally Program Training Post-Workshop Evaluation

### Section I: Workshop Content

SA=strongly agree, A=agree, N=not sure, D=disagree, SD=strongly disagree

I think this workshop ...	SA	A	N	D	SD
Gave me a better understanding of heterosexual privilege					
Gave me a better understanding of what it means to be an ally					
Gave me ideas for actions I can take as an ally Please list at least 3:					
Helped me understand indicators that demonstrate if a community or environment is inclusive of LGBT people Please list at least 3:					
Informed me about resources for LGBT people at NIU/in our community Please list at least 3:					
Increased my understanding about LGBT identity and related issues					
Gave me a better understanding of transgender identity					
Better prepared me to talk with others about LGBT identity or issues					
Better prepared me to assist an LGBT person					

<b>Section II: Presentation of Material</b>	Poor	Below Average	Average	Above Average	Excellent	N/A
The amount of material covered in the allotted time was appropriate						
Balance of lecture and discussion/activities was appropriate						
Participants were given an appropriate opportunity to ask questions						
The handouts distributed are useful						
Overall quality of workshop content						

<b>Section III: Presenter Effectiveness</b>	Poor	Below Average	Average	Above Average	Excellent	N/A
The presenter was well organized and prepared						
The presenter was able to communicate thoughts and ideas clearly						
The presenter was able to motivate and interest audience						
The presenter had an open and accepting manner						
Overall effectiveness of the presenter						

In general, this workshop was helpful to me because ...

---

In general, I think this workshop could be more effective or useful if ...

---

Was the program what you expected from the announcement?      Yes \_\_\_\_\_ No \_\_\_\_\_  
 If not, why?

\_\_\_\_\_ I would recommend this program to others.

\_\_\_\_\_ I would not recommend this program to others.

## Appendix G

### Leadership in the LGBT Community – Fall 2005 Pre-Test

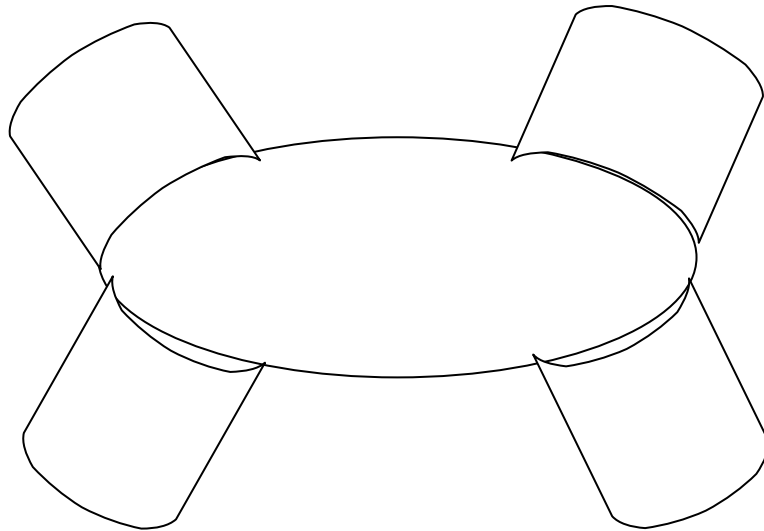
Instructions: DO NOT PANIC! This test will not be graded nor will it factor into your grade for this class. This test is designed to establish a baseline of what you know related to the course content. If you do not know any of the answers, don't worry. You haven't taken the class yet.

1. Have you ever taken a leadership course or attended a leadership workshop or seminar? If so, what was it (title, purpose, major topics, etc)?
2. Please circle any of the following leadership theories or models with which you are familiar:
  - a. Social Change Model
  - b. Leadership Challenge Model
  - c. Relational Leadership Model
  - d. Transforming Leadership Theory
  - e. Servant Leadership Theory
  - f. E6 Leadership Framework
3. List five parts of nonverbal communication:
4. List ten Listening Blocks that interfere with our ability to listen effectively:
5. List six techniques of active listening:
6. Define ethics:
7. In the Riddle Scale of Attitudes toward Differences, what are the four negative levels of attitude and the four positive levels of attitude?
8. What are the four stages of group development?
9. What are the three types of roles that individuals in groups perform?
10. Please circle any of the following LGBT identity development models with which you are familiar:
  - a. Cass Model
  - b. Fassinger Model
11. List four common misperceptions about conflict as defined by Smith and Andrews:
12. According to Johnson & Johnson, what are five possible approaches to conflict management?
13. What are the four components of argument?
14. What are three common forms of faulty reasoning used by people developing an argument to support a position?
15. How many LGBT leaders can you list?

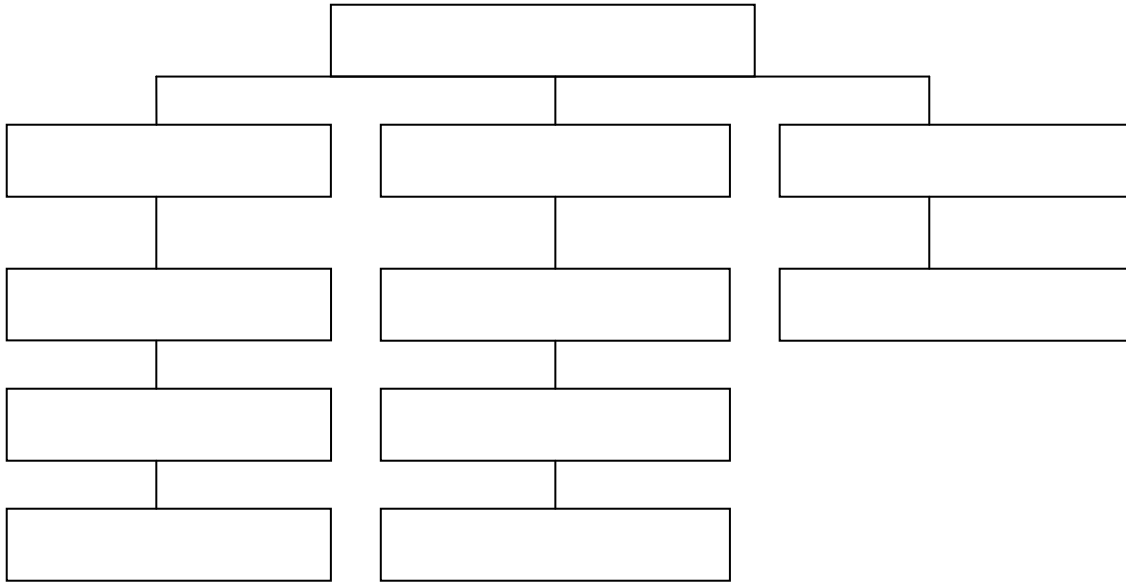
LGBT Leadership Class  
Post-Test Assessment

This test is designed to assess your learning in this course. This test will not be graded and will not be part of your grade for the class. HOWEVER, the test will be used to assess the effectiveness of the course and to revamp the course for the future. Please answer the following questions to the **best** of your ability.

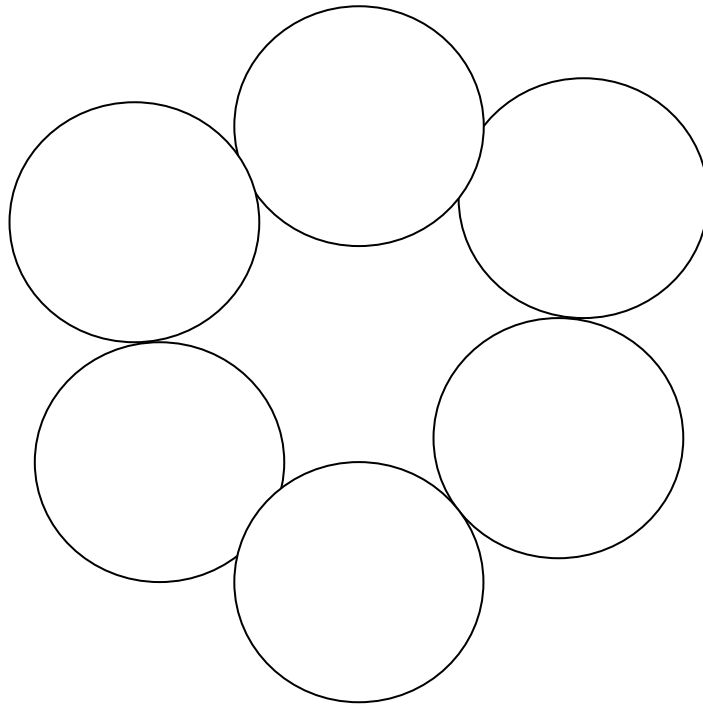
1. Circle the names of any Leadership Theories or Models with which you are familiar:
  - g. Transforming Leadership Theory
  - h. Servant Leadership Theory
  - i. Social Change Model
  - j. Leadership Challenge Model
  - k. Relational Leadership Model
  - l. E6 Leadership Framework
  
2. In the diagrams provided, identify the components of the respective leadership models:
  - a. Relational Leadership Model



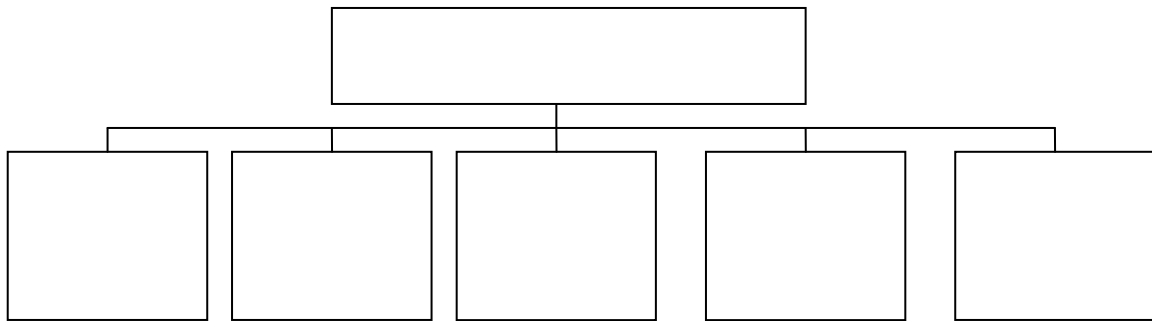
b. Social Change Leadership Model



c. E6 Framework



d. Leadership Challenge Model



3. List as many of the Key Concepts and Common Themes of the Leadership Models we studied as you are able to (up to 15 possible):

4. Circle any LGBT identity development models with which you are familiar and identify the components of the model:

c. Cass Model

- a. Stage 1:
- b. Stage 2:
- c. Stage 3:
- d. Stage 4:
- e. Stage 5:
- f. Stage 6:

d. Fassinger Model

\_\_\_\_\_

\_\_\_\_\_

- 1.
- 2.
- 3.
- 4.

5. List the six channels of nonverbal communication:

6. List the Ten Listening Blocks that interfere with our ability to listen effectively:

7. List the Six techniques of active listening:

8. Define ethics:

9. Identify the Two Types of Roles people play in groups, and give examples:

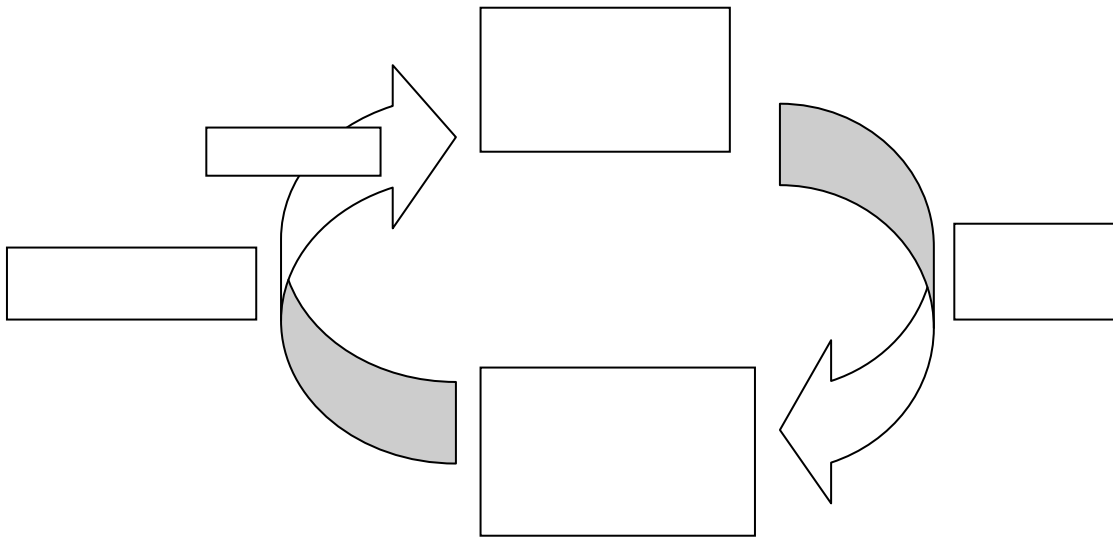
10. List Six Facilitation Tools

11. List the Four stages of group development

12. List Four Frameworks for Understanding & Dealing with Conflict:

13. List Four types of responses to conflict:

14. Identify the components of the Conflict Cycle:



15. List five Sources of Power

16. List Nine Influence Tactics

17. How many LGBT Leaders can you list?

Appendix H

LGBT Resource Center  
Diversity & Equity Community of Practice  
Bi-Weekly Reflection for Student Employees

Name \_\_\_\_\_

Date \_\_\_\_\_

In the last two weeks I learned:

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

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

The programs and activities I attended were (include name of event, date, & event attendance)

I would like to know or learn more about:

(Please include any information on special projects/programs or training/facilitation you have worked on this week)



Appendix J

Benchmarking Project: LGBT Campus Center Websites

School\_\_\_\_\_

URL:\_\_\_\_\_

Aesthetic Appeal (overall look, visual interest, use & quality of graphics, photos, white space, fonts)  
1 2 3 4 5 6 7 8 9 10

---

Major Navigation Categories (i.e. sidebar or task bar buttons)  
1 2 3 4 5 6 7 8 9 10

---

Ease of Navigation (easy to see, easy to use)  
1 2 3 4 5 6 7 8 9 10

---

Integration of pages (i.e. consistent look throughout)  
1 2 3 4 5 6 7 8 9 10

---

Organization of Content (intuitive, makes sense?)  
1 2 3 4 5 6 7 8 9 10

---

Content (to much, too little, informative, answers the right questions, interesting, boring)  
1 2 3 4 5 6 7 8 9 10

---

Interactive Features  
1 2 3 4 5 6 7 8 9 10

---

Calendars  
1 2 3 4 5 6 7 8 9 10

---

Resources & Educational Information (what kinds)  
1 2 3 4 5 6 7 8 9 10

---