

Northern Illinois University  
Division of Student Affairs  
Latino Resource Center  
Assessment Summary Report for FY 2007  
May 31, 2007

## **1. Departmental Mission**

The Latino Resource Center (LRC) is a Student Affairs department established to assist and encourage Latino students to persist at Northern Illinois University. The Latino Resource Center goals are: 1) to recruit Latino students to NIU; 2) to increase their retention rate by providing cultural, social, and academic programs that enhance the quality of Latino student life; and, 3) to engage in community/service learning opportunities.

## **2. Program Description**

The Latino Resource Center staff consists of a director (vacant position), assistant director, program coordinator, secretary, three graduate assistants, and four undergraduate student employees. The LRC serves Latino students enrolled at NIU. It provides both incoming and current students a friendly, student-centered, and inclusive environment. The Center has a plan of programs and new initiatives to better meet the needs of students. (see Appendix A).

LRC offers students opportunities to participate in cultural, social, and academic programs that will enhance their classroom experiences. Furthermore, in an effort to create learning opportunities beyond the classroom that inspire intellectual, personal, and civic growth for leadership, the LRC provides community outreach/service opportunities.

The Center works collaboratively with departments across campus to provide programs and workshops relevant to student life, academic success, and financial resources. The Center's mentoring program helps first-year and transfer students make a successful transition from high school and community college to NIU by encouraging academic success, campus/community involvement, and leadership development.

**Note:** *The information presented in this report reflects assessment data of activities/programs conducted since July 5, 2006. A more comprehensive report will be provided for the next assessment cycle.*

### **3. Program Objectives**

#### **Recruitment**

1. Support the university's commitment of increasing the admission of prospective Latino students.

1.1 LRC will develop and implement programs that enhance prospective students' knowledge of NIU admission requirements, academics and other university resources.

1.2 LRC will assess prospective students' expectations, experiences and learning outcomes. (see Appendix B).

1.3 LRC will provide programs and services relevant to parents and prospective students already admitted to NIU.

#### **Retention**

2. Provide support and resources for increasing retention and graduation rates of Latino students.

LRC will develop and implement new procedures for existing retention programs.

LRC will foster partnerships with student groups, Academic and Student Affairs departments to enhance student retention and promote student learning and leadership opportunities.

#### **Community Outreach**

3. Support the Division's mission of creating learning opportunities beyond the classroom.

LRC will foster current sponsorships and will seek new resources through grants, gifts, partnerships and alumni.

LRC will promote cross-cultural and cross-community collaborations.

LRC will increase collaboration with academic partners to enhance student learning beyond the classroom.

#### 4. Methods

Method	Description of Method	Timeline	Person Responsible	Objectives Addressed
Survey	<p><u>Electronic survey:</u> Participants were contacted via email asking vending machine beverage choice preference. (see Appendix C).</p> <p><u>Open house phone survey:</u> Open house participants were contacted by phone to complete satisfaction survey. (see Appendix B).</p>	Data collection ongoing, all surveys are analyzed once data is entered	Assistant Director	1 & 2
Evaluation	<p><u>60 second:</u> participants completed evaluations assessing the following programs/events: (see Appendix D, 1-9).</p> <ul style="list-style-type: none"> <li>▪ School visits</li> <li>▪ Latin Chill</li> <li>▪ Latino Month Kick-off</li> <li>▪ Seminar: Latinos in Education</li> <li>▪ Family Potluck</li> <li>▪ Lock-in</li> <li>▪ Speaker: Andrew Velazquez</li> <li>▪ Forum: Latinos/Hispanics?</li> <li>▪ Lecture: Africa in Mexico</li> </ul>	Ongoing data collection	Assistant Director	1, 2, 3
Observation	Active observation; recording of student interaction in student forums.	Data is recorded and analyzed after each student forum	Assistant Director	2
Benchmarking	Review of best practices and comparison to current practices of services/programs	Started process in preparation for April 2009 deadline	Assistant Director	1,2,3
Document Review	<p><u>Procedure Handbook:</u> Development of program implementation procedures for LAP, MAS, and SOL</p> <p><u>Sign-in Sheets:</u> List of participants attending minority reception with contact information</p> <p><u>Clinton Rosette Middle School Mentoring Program:</u> Development of program implementation procedures</p>	<p>fall/spring 2006-07</p> <p>Every spring</p> <p>spring 2007</p>	Assistant Director	<p>2</p> <p>2</p> <p>3</p>

5. Objectives by Method

Objective	Survey	60 Sec. Evaluation	Observation	Document Review	Benchmarking
1. Recruitment	X	X			X
2. Retention	X	X	X	X	X
3. Community Outreach		X		X	X

6. Evidence by Objective (Results, Available Data)

1. Support the university’s commitment of increasing the admission of prospective Latino students.

LRC has created a database with the schools/groups (N=81) that have previously visited NIU. Twenty six percent (n=21) have scheduled school visits. In 2005-06, the LRC hosted eight school visits totaling 285 students. As of February 28, 2007, a total of 380 students have visited the university through the LRC. By the end of May 2007, the LRC will have hosted 24 school visits to NIU with an estimated total number of 771 prospective students.

1.1. LRC will develop and implement school visit programs that enhance prospective students’ knowledge of NIU admission requirements, academics, and other university resources.

60 second evaluation survey was completed by each school visit group. Findings:

<i>School Visit Evaluation (N=256)</i>	Percentage
What did you learn the most from your visit to NIU?	
NIU general information (i.e. financial aid procedures and requirements, scholarship opportunities, demographic information, tuition cost, and living expenses.	86%
the daily life of a college student, such as locations and events a student would attend	25%
What did you enjoy most?	
visiting the nursing building, college of business and college of engineering;	36%
general tour of the university	18%
the experience of being at a university	30%

the food	24%
the speakers	19%
Would you consider NIU as your first choice for college education?	
NIU is my first choice	53%
NIU is not my first choice	20%
I am undecided.	15%
NIU is my first or second choice	18%

**1.2. LRC will assess prospective students’ expectations, experiences, and learning outcomes.**

In fall 2006, LRC initiated ongoing satisfaction data collection of prospective students after they had attended NIU Open House events. Data is not available at this time due to data entry error.

**1.3. LRC will provide programs and services relevant to parents and prospective students already admitted to NIU.**

LRC established an email group of students and parents attending the *2007 Minority Reception*. At the reception, 13 students and 10 parents signed-up to receive bimonthly “LRC alerts” to ease the transition to NIU in the fall. LRC will host a family seminar during summer 2007 orientation addressing general graduation requirements, LRC services, and scholarship information.

**Retention**

**2. Provide support and resources for increasing retention and graduation rates of Latino students.**

LRC mails congratulatory letters to newly admitted Latino students with information on its services and retention programs. In January 2007, LRC mailed 922 letters. While these letters are mailed to all Latino students who have been admitted to NIU. However, not all students will choose to attend NIU. As of March 30, 2007, LRC received the following requests: 18 students want to participate in Mentoring for Academic Success (MAS), 7 students want to participate in Latina Assistance Program (LAP), and 6 students want to get involved with Supporting Opportunities for Latinos (SOL).

**2.1. LRC will develop and implement new procedures for existing retention programs.**

*Document Review*

- *Mentoring for Academic Success (MAS)*: Document review included program’s procedures, mentor application guidelines, program’s timeline, mentor’s recruitment and training, evaluation of training curriculum, and calendar of events/programs for academic year. (see Appendix E-1).

During fall 2006, the LRC restructured and developed procedures for the implementation of the mentoring program through a document review. In spring 2007 recruitment of mentors has been reestablished and training sessions have been scheduled. Information to recruit mentors was mailed out to 600 Latino upperclassmen who met criteria. Seven applications have been returned and one training session has taken place. The LRC goal is to secure and provide training to 45 mentors by the end of April.

#### *Document Review*

- *Latina Assistance Program “De Mujer a Mujer”(LAP):* Document review included program’s procedures, participant application guidelines, program’s timeline, participants’ recruitment, calendar of events/programs for academic year, evaluation of needs assessment, and development of student learning outcomes. (see Appendix E-2).

In fall 2006, the Assistant Director conducted an initial meeting with “LAP” participants to collect data on how the program was implemented in previous years.

#### *Document Review*

- *Supporting Opportunities for Latinos (SOL):* Document review included a mutual agreement between the SOL student group advisors and LRC collaboration to provide leadership programming opportunities. (see Appendix E-3).

The existing structure and development of this program evolved to a student group that now is recognized by the Student Association. The LRC partnered with SOL advisors to establish a structured LRC collaboration with the SOL group. Data collection will begin fall 2007.

## **2.2. LRC will foster partnerships with student groups, Academic and Student Affairs departments to enhance student retention and promote student learning and leadership opportunities.**

### *Observation of student forums findings:*

Students participated in a total of three student forums during the fall semester. Assistant Director initiated discussions by giving them the following directive: “This is your Center. What do you need the LRC staff to do to enhance your student experience? What are your needs? This is an opportunity for you to voice your opinion about our services and take ownership of future changes impacting Latinos. Student comments were recorded. (see Appendix F).

### ***60 second evaluation survey was administered after each of the following programs. Findings:***

#### a. Latin Chill 2006

83 participants signed in at the Latin Chill 2006. Of those 23 were new students to NIU, 42 returning students, and four students marked themselves as other (alumni). Of those participants, 69 students answered the 60 second evaluation.

	<i>Percentage</i>	
	<i>Returning Student (N=42)</i>	<i>New Student (N=23)</i>
<i>Latin Chill 2006 (N=69)</i>		
What I enjoyed about Latin Chill?		
Latino Resource Center was welcoming and friendly		52%
Food		26%
Music		13%
As a result to Latin Chill I would be interested in...		
Programs/workshops/events at the LRC		43%
Joining an organization	12%	26%
Having more events to hang out at the LRC	55%	
Would you like to see an event like this again?		
Yes	100%	100%

b. Latino Month Kick-Off (Ice Cram Social)

At this event 38 participants signed in (26 students and 12 staff).

<i>Latino Month Kick-Off (Ice Cream Social) (N=20)</i>	<i>Percentage</i>
What did you like the most about this event?	
Ice cream	80%
The welcoming and social environment	55%
What would you suggest for the future?	
More publicity	40%
More events like this one	30%
What can the LRC to improve the service to the Latino/a students at NIU?	
Continue to have events like this one	40%
More publicity	25%

c. Latinos in Education: Bridging the Gap  
At this event 12 students attended.

<i>Latinos in Education: Bridging the Gap (N=12)</i>	<i>Percentage</i>
What did you learn from the presentation today?	
Importance of networking	42%
Latinos making a difference	17%
Motivated by the speakers	17%
What is one question you still have left?	
Bring more Latino speakers to campus?	33%
What are some topics/issues you would like to see presented in the future?	
Programming addressing collaboration between different majors and different people	33%
Mentoring programs between students and successful Latinos in the outside world	22%

d. Family Potluck  
At this event seven parents and 10 students attended.

<i>Family Potluck (N=12)</i>	<i>Percentage</i>
What is something new you learned or did today?	
Hispanic Food	17%
NIU community	17%
Parents Association, and the LRC	8%
What can we do to improve the LRC Family Potluck?	
Promote better the event to motivate parents participation	50%
Have more interaction between families: games, contests, icebreakers	8%
Would you be interested in helping with this event next year?	
I would help	50%
I will not be at NIU	25%
I will not be able to help	8%

e. Latino Lock-In fall 2006

This event included 15 participants. There were 12 returning students and three freshman students. Eight students completed evaluations.

<i>Latino Lock-In fall 2006 (N=8)</i>	<i>Percentage</i>
What did you learn from this event?	
Latino unity	63%
Student's reflections on 9/11 video	25%
What was the best part of the event?	
Entertainment and swimming	90%
How can we improve our next event?	
More publicity	20%

f. Guest Speaker: Andrew Velasquez

<i>Guest Speaker: Andrew Velasquez</i>
What did you learn from the presentation today?
All of the participants spoke of the Office of Emergency Management and Communication (OEMC) and its various functions including its centralized location and its day to day operations. Participants mentioned that they learned that Chicago is a leader when it comes to being prepared for emergencies. They learned about the infrastructure which makes up the OEMC and they learned how the various components work together to keep Chicago safe.
What is one question you still have?
Participants were interested in learning more about Andrew's military background and how it helped out his career. One participant asked if they need for law enforcement would decrease due to the efficiency of the OEMC. When referring to the LRC, participants were interested in finding out about a possible return visit, as well as developing a line of communication between the LRC and its guest speakers.

How could we improve on future events?
Participants suggested increased promotions such as additional fliers in different colleges, and having free food. Two participants suggested providing the different career opportunities associated with specific majors such as economics, psychology, and sociology. They wanted to see the relationship between the major and the actual career path associated with the speaker.
What are some future events you would like to see?
Increased career based programming. They suggested bringing more Latino based companies who seek to recruit Latinos. Others suggested having more cultural programs that involve speakers who have become successful and hope to educate those about the opportunities available.

g. Forum: Latino? Hispanic?: What's in a name?  
 At this event 12 students attended.

<i>Forum: Latino - Hispanic, What's in a name? (N=7)</i>	<i>Percentage</i>
What did you learn from the discussion today?	
Difference between Latino and Hispanic	43%
Cultural identity is a personal choice	29%
What is one question you still have left?	
Country of origin versus ethnic group	29%
What other discussions would you like to see?	
Part II of this discussion	43%
Immigration issues	29%

h. Presence of Africa in Mexico: Reception and Lecture  
 This program was attended by 60 participants.

<i>Presence of Africa in Mexico    Reception and Lecture (N=23)</i>	<i>Percentage</i>
What is one thing you learned from today's program?	
Did not know there was an African presence in Mexico	39%
How ethnically diverse Mexico is	13%
There were 16 different classifications of people with interracial mixes.	17%

Second president of Mexico was of African decent	4%
What did you think of the guest speaker? Content of Lecture?	
Speaker was very knowledgeable and well informed. Lecture was abundant	91%
More general explanation of the lecture: Indian words, the background of his research	4%
Would you like to see more events like this one? Suggestions	
Yes	100%
How Africans were integrated into other Latino backgrounds	9%
More interaction with the audience, a trip to his museum	4%
Learning opportunities that enhance students' knowledge of own culture	4%

### **Community Outreach**

#### **3. Support the Division's mission of creating learning opportunities beyond the classroom.**

##### **3.1. LRC will foster current sponsorships and will seek new resources through grants, gifts, partnerships and alumni.**

LRC Assistant Director is in communications with the Office of Sponsored Projects and is researching grant opportunities that will create learning opportunities for students. Current sponsors are considering the possibility of paid summer internships. LRC is in direct contact with a member of the NIU Alumni Council and will collaborate efforts to establish a Latino Alumni Council.

##### **3.2. LRC will promote cross-cultural and cross-community collaborations.**

LRC has restructured the implementation of Clinton Rosette Middle School Mentoring Program which will be fully implemented in fall 2007. Students, parents and school staff will evaluate program in December 2007. LRC initiated dialogue to extend mentoring program to DeKalb High School.

##### **3.3. LRC will promote collaboration with academic and community partners to enhance student learning beyond the classroom.**

Collaborations started with Dr. Otieno in College of Engineering and Engineering Technology to have an "Engineers without Borders" chapter at NIU. The lecture of "Africa Presence in Mexico" initiated dialogue for a possible fieldtrip to Veracruz, Mexico, to visit

the first freed community of the Americas. LRC's continues to offer students with opportunities to volunteer in the community (e.g. Conexion Comunidad, Latino Summit, and March of Dimes).

## **7. Use of Results by Objective**

### **1. Support the university's commitment of increasing the admission of prospective Latino students.**

Due to the success of initiating contact with schools to schedule campus visits, the LRC is planning to host an in-service session in collaboration with the Office of Undergraduate Admissions for school counselors and community agencies to provide them with information about admission requirements and priority deadlines.

#### **1.1. LRC will develop and implement school visit programs that enhance prospective students' knowledge of NIU admission requirements, academics, and other university resources**

##### *School Visit Evaluation*

- After the realization that participants were not given enough time to complete school visit evaluations, LRC included a specific time frame on the itinerary for students to complete evaluations. The restructure of logistics and itinerary has resulted in an overall higher rate of completed evaluations.
- As a result of the development of school visit procedures, the LRC will revise campus visit request form and add academic interests and ethnicity of participants to better meet their needs.

#### **1.2. LRC will assess prospective students' expectations, experiences and learning outcomes.**

##### *Open House Phone Survey*

- As a result of the lack of response after sending a survey via e-mail to participants attending the first open house event in October, LRC decided to collect phone contact information and conduct phone surveys instead.
- Since prospective students are in school until 3 p.m., it was a challenge for LRC graduate students to conduct the phone survey given their available work hours. LRC is evaluating a more efficient and effective way to collect feedback from students attending open house events.

### **1.3. LRC will provide programs and services relevant to parents and prospective students already admitted to NIU.**

#### *Document Review: Sign-in sheets*

- After the minority reception, 13 students were contacted via e-mail. The assistant director has sent two “LRC Alerts” with information about scholarships for graduating high school seniors.
- Because LRC has received messages of “undelivered e-mail” from our targeted group, in the future the Center will collect phone contact information to verify e-mail addresses.
- Parents will be receiving a letter with information about LRC services and Parents Advocating for Latino Success (PALS) during the summer.

## **2. Provide support and resources for increasing retention and graduation rates of Latino students.**

### **2.1 LRC will develop and implement new procedures for existing retention programs.**

#### *Document Review*

- Latina Assistance Program (LAP): As a result of the document review conducted in the fall, and participants’ feedback, the LRC restructured and developed procedures and student learning outcomes for the program. In spring 2007, the program was implemented and a total of 24 women have attended at least one weekly meeting.
- Mentoring for Academic Success (MAS): Due to lack of background information on how the program was structured in the past, the LRC developed student learning outcomes and procedures for the implementation of the program. There has been a positive reception among current students. At the end of April, 27 students have registered as mentors.
- Supporting Opportunities for Latinos (SOL): Because the original retention program evolved into a student group recognized by the Student Association; the LRC finalized an agreement between LRC and SOL. LRC is preparing the programs that will be implemented in fall 2007.

### **2.2 LRC will foster partnerships with student groups, Academic and Student Affairs departments to enhance student retention and promote student learning and leadership opportunities.**

#### *Observation*

- Student Forums: As a result of student feedback, LRC implemented programs like the Friday Chills, Lunch with the Bunch, and Lock-in. The Center now has text-to voice software in two stations of the computer lab, Publisher software in all 12 stations in

computer lab, wireless Internet connection is now available through out the building, and a permanent display of Latin American flags. Students are able to rearrange the student lounge and receive LRC updates via email.

### *60-Second Evaluations*

- Overall feedback collected from the following programs suggests a high level of satisfaction. However, on all evaluations there was a common theme from participants to increase marketing of events. LRC will develop a more intentional and aggressive marketing strategy to promote future events.
- Latin Chill: As a result of analyzing data collected, the Center plans to be more intentional in the distribution and collection of program evaluations. In response to students' feedback, LRC plans to continue sponsoring similar events.
- Latino Month Kick-off: LRC will continue to host this event because participants' feedback suggests that the event provided a welcoming social environment and good ice cream. LRC plans to be more intentional in the identification of student learning outcomes related to this program.
- Latinos in Education: Bridging the Gap: Student feedback suggested that LRC facilitate programs that focus on networking and mentoring with Latinos in the workforce. LRC is in the beginning stages of developing a partnership with the newly created Latino alumni chapter. LRC will focus on Homecoming 2007 to recruit Latino alumni as mentors for our senior students.
- Family Potluck: Feedback to improve this event suggests a need for increased interaction between families and motivation for parents to attend. During summer orientation, LRC plans to engage new parents to attend the family potluck during summer orientation and returning parents to assist in the planning of the event.
- Latino Lock-in: Student feedback indicated that events that promote Latino unity are valuable. LRC plans to incorporate similar events in the future that focus on unity and collaboration (retreats, lock-ins, picnic, etc).
- Guest Speaker, Andrew Velazquez: Student feedback indicated an interest in career-based programs, Latino based companies, and motivational speakers. LRC is developing networking collaborations with employers through Career Services, and Latino alumni.
- Forum: Latinos? Hispanics?: Student feedback indicated that topics of ethnicity, heritage, and country of origin are important. LRC was able to present a lecture on "The presence of Africa in Mexico". LRC will plan a series of programs addressing cultural identity issues.
- Lecture, Presence of Africa in Mexico: As a result of students' feedback, the LRC initiated conversations with College of Liberal Arts and Sciences External Programming Office to explore possibilities of a spring break fieldtrip to visit the first freed community of the Americas.

### **3. Support the Division's mission of creating learning opportunities beyond the classroom.**

#### **3.1. LRC will foster current sponsorships and will seek new resources through grants, gifts, partnerships, and alumni.**

- Because of the success of programs sponsored through Castle Bank gift; the bank has agreed to continue its support of the LRC with an increment of \$1,000.00 for a total gift of \$ 4,640.00 for the 2007-08 academic year.

#### **3.2. LRC will promote cross-cultural and cross-community collaborations.**

##### *Document Review: Clinton Rosette Middle School Mentoring Program*

- Since the mentoring program at Clinton Rosette Middle School was restructured data is not available at this time. (see Appendix G).
- As a result of the identification of student learning outcomes and procedures for the mentoring program at Clinton Rosette Middle School, program implementation and data collection will start in fall 2007.

#### **3.3. LRC will promote collaboration with academic and community partners to enhance student learning beyond the classroom.**

- LRC plans to identify specific student learning outcomes in relation to volunteerism: A focus group session will be scheduled to reflect on their experiences.

### **8. Further Information Needed**

- A. Review assessment plan and identify measurable student learning outcomes for all programming events.
- B. Review prospective students follow-up calls procedures. LRC needs to implement a more effective and efficient way to collect information and conduct surveys addressing specific student learning outcomes.
- C. Data regarding campus school visits needs to be restructured around learning outcomes. Also visiting school contact staff needs to evaluate the process of requesting a campus visit.
- D. Assessment data on the implementation of retention programs (LAP, MAS, SOL).
- E. Enhance assessment of LRC retention programs through collaboration with NIU Institutional Research.
- F. General student satisfaction survey to elicit student feedback on LRC programs and services.

## 9. Timeline

- A. Review of assessment plan and identify measurable student learning outcomes of all programming events: **summer 2007.**
- B. Review of prospective students follow-up calls procedures. LRC needs to implement a more effective and efficient way to collect information and conduct surveys addressing specific student learning outcomes: **One survey in fall and one in spring.**
- C. Data regarding campus school visits need to be restructured around learning outcomes. Also visiting school contact staff needs to evaluate the process of requesting a campus visit: **summer 2007.**
- D. Implementation of retention programs (LAP, MAS, SOL) need to reflect identified student learning outcomes in order to adequately collect data: **fall 2007.**
- E. Enhance assessment of LRC retention programs through collaboration with NIU Institutional Research: **Annually**
- F. General student satisfaction survey to elicit student feedback on LRC programs and services: **summer 2007**

## 10. Resources Needed

No resources are requested of the University Assessment Panel at this time.

## 11. Appendices

Appendix A: Latino Resource Center Timeline of Programs and New Initiatives

Appendix B: Open House Survey

Appendix C: Electronic Survey

Appendix D: 60-Second Evaluations

- 1. School visits
- 2. Latin Chill
- 3. Latino Month kick-off
- 4. Seminar: Latinos in Education
- 5. Family Potluck
- 6. Lock-in
- 7. Speaker: Andrew Velazquez
- 8. Forum: Latinos/Hispanics?
- 9. Lecture: Africa Presence in Mexico

Appendix E: Procedures of Retention Programs

- 1. Mentoring for Academic Success (MAS)
- 2. Latina Assistance Program (LAP)
- 3. Supporting Opportunities for Latinos (SÓL)

Appendix F: Observation Recordings of Student Forums

Appendix G: Implementation procedures: Clinton Rosette Middle School Mentoring Program

## Appendix A

### Latino Resource Center Timeline of Programs and New Initiatives

<b>Summer semester</b>	
Summer orientation: Northern Neighborhood; Parent seminar	Scheduled during NIU summer orientation dates
Recruitment of new students to participate in MAS, Sól and LAP	NIU summer orientation dates.
<b>Fall Semester</b>	
Latin Chill	Welcome Days program (Friday before classes begin)
Supporting Opportunities for Latinos (Sól) ®	Collaborative partnership with the Office of Retention Programs. LRC program Coordinator actively involved with this program. First meeting 2 <sup>nd</sup> week classes. Regular meetings scheduled every Thursday.
Latina Assistance Program (LAP) ®	First meeting (Sept. 11) Regular meeting scheduled every other week
Mentoring for Academic Success (MAS) ®	First meeting (1 <sup>st</sup> week of classes) Regular meetings scheduled bimonthly
Latino Heritage Month Celebration	September 15 – October 15 (various academic, cultural and social programs. See attached calendar for 2006 programs)
Family Potluck	An event during NIU family weekend
Homecoming	LRC has a tent to host alumni during homecoming weekend
Student Forums*	LRC hosts a series of student forums during the semester
Lunch with the Bunch*	Meet the LRC staff for lunch. 1 <sup>st</sup> Tuesday in residence hall cafeterias; 3 <sup>rd</sup> Tuesday at the LRC.
Friday Chills*	Schedule every other Friday starting in November 17 for students to stop by the LRC and relax
LRC Punch cards*	To encourage students participation and utilization of LRC programs and facilities. Cards will be distribute by October 27 (see sample punch card)
School visits	Begins in October
Workshops/Seminars/Panels (Various academic/cultural topics)	4 programs

<b>Spring Semester</b>	
Latino Resource Center Open House*	Scheduled for the 1 <sup>st</sup> week of classes
Latino Organizations week hosted by LRC*	Scheduled for the 2 <sup>nd</sup> week of classes. Monday & Tuesday designated for none- Greek; Wednesday & Thursday designated for Greeks. Student organizations can have a display tables for new and returning students to visit.
School visits	Begins in October
Workshops/Seminars/Panels (Various academic/cultural topics)	4 programs
Student Forums*	LRC hosts a series of student forums during the semester
Lunch with the Bunch*	Meet the LRC staff for lunch. 1 <sup>st</sup> Tuesday in residence hall cafeterias; 3 <sup>rd</sup> Tuesday at the LRC.
Friday Chills*	Schedule every other Friday starting January 19 for students to stop by the LRC and relax
Recruitment & Training of Mentors for MAS	Through out the spring semester

\* Denotes new initiative

® Denotes program is being re-established

Open House Phone Survey

Latino Resource Center  
Division of Student Affairs  
Open House Phone Survey

Instructions: Please follow the script when contacting Open House participants. Record participants' answers "word for word" in space provided.

Hello, My name is \_\_\_\_\_ and I am calling on behalf of the Latino Resource Center at NIU. We are calling you as a follow-up to your open house visit and would like to ask you a few questions. Is this a good time? It will only take 5 minutes of your time.

.....

Name of Prospective Student: \_\_\_\_\_

Date of Open House attended: \_\_\_\_\_ Date of Survey: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Classification:    High School:    FR    SO    JR    SR                    Community College Transfer

Have you applied to NIU for fall 2007?    YES    NO

1. What did you learn about the Latino Resource Center during the Open House?
2. In a scale 1 – 5 (1 being unfriendly and 5 being friendly) How would you rate the Latino Resource Center staff?
3. Did Latino Resource Center staff answer all of your questions?
4. Are there any questions that I could answer for you today?
5. Would you like to be in our electronic mailing list?

Electronic Survey, vending machine

Das Neves" <CD0SAP1@wpo.cso.niu.edu>

To: <latinosonline1@yahoogroups.com>

Subject: [L] PEPSI VENDING MACHINE

Date: Tue, 18 Jul 2006 17:02:25 -0500

>Hello Everyone!

>I guess I was so excited about getting the vending machine back to the

>Latino Resource Center that I made a mistake on deadline. Please submit

>your requests by Thursday, July 20th. I am very happy to have students' feedback! Some of you have asked about the snack machine- well... Let's see how we do with the Pepsi machine

>first. Then we can convince the snack machine people to bring it back to the center.

>Again the choices for the seven selections that the machine will have

>are:

>Pepsi

>Pepsi edge

>pepsi one

>Pepsi twist

>Diet pepsi twist

>wild cherry

>mtn dew

>diet mtn dew

>sierra mist

>orange slice

>Hawaiian punch

>sunny delight

>mug root beer

>lipton brisk

>ginger ale

>tropicana lemonade

>tropicana orangeade

>WATER Aquafina

>

>I really want to get students feedback on the choices for the vending

>machine- so that we can keep it in the center.

>

>Have a great week!

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60-Second Evaluations

**D-1: School visits**

**Latino Resource Center  
Division of Student Affairs  
School Visits Evaluation**

Name of School: _____	
Date: _____	# students: _____

Please circle: **Student**    **FR**    **SO**    **JR**    **SR**    **Community College: 1<sup>st</sup> yr**    **2<sup>nd</sup> yr**  
**Staff**

1. What did you learn today?
2. What did you enjoyed the most about your visit at NIU?
3. After your visit today, would you consider NIU as your first choice for your college education? Why?

.....  
**D-2: Latin Chill**

LATINO RESOURCE CENTER  
Division of Student Affairs  
Latin Chill  
September 23, 2006

**Please Check one:** I am    \_\_\_ New to NIU    \_\_\_ Returning Student

Please rate the following about “**Latin Chill**”

	<b>Low</b>				<b>Hi</b>
<b>Welcome &amp; Friendly Environment :</b>	1	2	3	4	5
<b>Introduced me to Student Organization(s) :</b>	1	2	3	4	5

1. What I enjoyed about “Latin Chill” was...
2. As a result of “Latin Chill” I would be interested in...
3. Would you like to see an event like this again?    \_\_\_Yes    \_\_\_No

**D-3: Latino Month kick-off**

LATINO RESOURCE CENTER  
Division of Student Affairs  
Latino Month Kick-Off (Ice Cream Social)  
September 18, 2006

1. What did you like the most about this event?
  2. What would you suggest for the future?
  3. What can the LRC do to improve the service to the Latino/a students at NIU?
- 

**D-4: Seminar: Latinos in Education**

LATINO RESOURCE CENTER  
Division of Student Affairs  
Latino Month Event: Latinos in Education: Bridging the Gap  
September 20, 2006

1. What did you learn from the presentation today?
2. What is one question that you still have?
3. What are some topics/issues you would like to see presented in the future?

### **D-5: Family Potluck**

LATINO RESOURCE CENTER  
Division of Student Affairs  
Family Pot-Luck  
September 23, 2006

1. What is something new you learned or did today? ¿Que es algo Nuevo que aprendio o hizo hoy?
2. What can we do to improve the LRC Family Potluck? ¿Que podemos hacer para mejorar este evento?
3. Would you be interest in helping with this event next year? If yes, please give us your contact information. ¿Esta interesado en ayudar con este evento el proximo año? Por favor de darnos su informacion si esta interesado.

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### **D-6: Lock-in**

LATINO RESOURCE CENTER  
Division of Student Affairs  
LRC – Lock-in  
September 29, 2006

1. What did you learn from this event?
2. What was the best part of the event?
3. How can we improve our next event?

**D-7: Speaker: Andrew Velazquez**

LATINO RESOURCE CENTER  
Division of Student Affairs  
Guest Speaker: **Andrew Velasquez**  
Oct 4, 2006

1. What did you learn from today's presentation?
2. What questions do you still have left?
3. How could we improve on future events?

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**D-8: Forum: Latinos/Hispanics?**

LATINO RESOURCE CENTER  
Division of Student Affairs  
Forum: Latinos? Hispanics? What's in a Name?  
Oct 10, 2006

1. What did you learn from the discussion today?
2. What is one question you still have?
3. What other discussions would you like to see?

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**D-9: Lecture: Presence of Africa in Mexico**

LATINO RESOURCE CENTER  
Division of Student Affairs  
Lecture: Presence of Africa in Mexico  
March 1, 2007

1. What is one thing you learned in today's program?
2. What did you think of the speaker? Content of lecture?
3. Would you like to see more events like this one? Suggestions?

Procedures of Retention Programs

**E-1: Mentoring for Academic Success (MAS) Outline**

**E-2: Latina Assistance Program (LAP)**

**E-3: Supporting Opportunities for Latinos (SóL)**

**Latino Resource Center  
Division of Student Affairs**

**Mentoring for Academic Success (MAS)**

**Handbook  
Outline**

## **Purpose**

The mentoring program is designed to foster a network of support for first year students and transfer students among the Latino community at NIU. Mentors serve as peer support for incoming freshmen or transfer students and share program goals and responsibilities aimed to enhance retention of Latino students.

## **Objectives**

1. To provide a one-on-one support system in their transition to NIU
2. To connect participants with university resources
3. To enhance the academic and social learning experience of participants at NIU
4. To develop and foster leadership skills
5. To engage students in local school mentoring program

### **1. Peer Mentor Requirements**

### **2. Protégé Expectations**

### **3. Mentor/Protégé Academic Year Expectations**

### **4. Operations Calendar**

- Recruitment
- Training
- Matching
- Programming
- Monitoring
- Evaluation

### **5. Collaborative Partners**

- NIU Leadership Academy
- Diversity & Equity Community of Practice
- Career Services
- Counseling and Student Development
- Recreational Center
- DeKalb School Di

**Latino Resource Center  
Division of Student Affairs**

**LATINA ASSISTANCE PROGRAM  
(LAP)**

**“De Mujer a Mujer”**

**Handbook**

Created by:

Susana A. Das Neves, Assistant Director

## **Mission**

The mission of *Latina Assistance Program (LAP)* is to provide academic, support that will lead to increase the retention and graduation rates of Latina women at Northern Illinois University.

## **Awareness Objectives**

6. To assist participants in the development of personal growth as it relates to identity, culture and gender roles.
7. To identify personal and professional goals through self-assessment needs.

## **Readiness Objectives**

1. To assist participants identify academic, professional, social and leadership development weaknesses.
2. To connect participants with resources needed to overcome identified weaknesses.
3. To enhance the academic and social learning experience of participants at NIU.

## **Access Objectives**

1. To obtain knowledge of university resources, scholarships, and student involvement opportunities.
2. To motivate participants in study abroad opportunities.

## **Success Objectives**

1. To Increase the retention and graduation of Latina women at NIU.
2. To create a professional resume and develop interviewing skills to secure summer employment/internship.

## **6. General Procedures**

### A. Recruitment of participants

- Application
- Agreement

### B. Fall Semester Curriculum (getting started)

### C. Spring Semester Curriculum (Latina appreciation week, retreat)

## **7. Implementation**

- “De Mujer a Mujer” (Woman to Woman) Meetings
- Structure of meetings
- Evaluation of participants: setting a baseline

## **8. Collaborative Partners**

- NIU Leadership Academy
- Diversity & Equity Community of Practice
- Career Services
- Mestiza Leadership Institute
- Counseling and Student Development
- Safe Passage women shelter
- Department of Women Studi

**Latino Resource Center**  
Division of Student Affairs

**“De Mujer a Mujer”  
Latina Assistance Program  
Participant Application**

Please print clearly

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Fall \_\_\_\_ Spring \_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Local  
Address: \_\_\_\_\_

Student Classification: **FR SO JR SR TRANSFER LAW GRAD**

Major: \_\_\_\_\_ Minor: \_\_\_\_\_

Current Cumulative GPA \_\_\_\_\_

Are you a first generation college student? YES NO

Are you the first woman in your family to go to college? YES NO

What are your hobbies and interests?

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**Personal Statement: Please write a two paragraph response to: (Please use back of paper if needed)**

**Why you would like to participate in the “Latina Assistance Program”.**



Supporting Opportunities for Latinos (SÓL) and Latino Resource Center  
Collaborative Efforts Agenda

**New SÓL description for LRC brochure:**

*“ SÓL is a student group that emerged to meet the needs of Latino males. The Latino Resource Center collaborates closely with SÓL to provide academic, social, cultural and leadership opportunities that enhance students’ retention and graduation”.*

As part of the mission of the SÓL student organization, the following objectives will be included in our efforts to recruit, support, and retain male Latino students at NIU:

I. Recruitment

- a) Members of SÓL will actively participate in the programs offered to visiting prospective student groups. This participation will include attending student panel discussions addressing college life in general and conducting campus tours.
- b) SÓL advisors will arrange to visit the high schools of current members of SÓL in an effort to present to high school students tips on navigating the process of higher education, objectives of the SÓL group, and other resources available to Latino students attending NIU. These school visits will be coordinated through high school counselors and teachers with whom SÓL members have a relationship. These visits will occur at least once per academic year.

\*All NIU school visits will be coordinated by the LRC. SÓL members can provide information of the school they want to invite for a campus visit and the LRC will follow-up with already established procedures of campus visits. School visit requests will need to be placed 3 weeks in advance.

II. Leadership

- a) Advisors and members of SÓL will work with the Latino Resource Center to identify leadership opportunities for our membership as well as for the Latino student population at NIU. These leadership efforts will take place no less than one time per semester and will include, but not be limited to a workshop presented by in-house faculty/staff, conference participation for executive board members of SÓL and contracting speakers or presenters from outside of the NIU community to present to the general student population. In addition, efforts will be made to arrange for presenters to have a meeting with SÓL members over a lunch or dinner.

III. Mentoring

- a) Members of the SÓL group will continue to participate in the mentoring opportunities at local area middle schools offered through the Latino Resource Center. Participation in this program will be voluntary, but strongly encouraged.

SÓL members will also participate in any efforts to accompany these students on field trips that may occur as a result of the mentoring program objectives.

Note: It is DeKalb school district policy that all volunteers involved with students submit a criminal background check. The LRC will facilitate this process for all students involved with LRC mentoring program in the local schools.

- b) Members of the SÓL group will participate as mentors in the Mentoring for Academic Success program (MAS) offered through the Latino Resource Center. At least five SÓL members will sign-up for the “MAS” and will adhere to the agenda of the MAS program.

IV. Additional Programming

- a) Members of the SÓL group will participate in an interpersonal violence/ sexual assault workshop at least once per academic year. The objective of this workshop will be to increase participants’ empathy for survivors of sexual assault, increase participants’ knowledge of how to properly respond to a survivor of sexual assault, increase participants’ knowledge of NIU and local community resources available to survivors of sexual assault and to engage participants’ in regard to their own development in the areas of interpersonal and intimate relationships.

V. LRC/SOL programming

LRC will be responsible for providing a 45 minute monthly program session for SOL members. It can be identified as the last Thursday of the month.

VI. Meeting location

All SOL meetings will be scheduled at the LRC, with the exception of one meeting per month that will meet in the Residence halls. It can be identified as the third Thursday of the month.

VII. Assesment

LRC will only be responsible for the assessment of programs directly organized and coordinated by the LRC.

VIII. Recruitment of new students:

LRC will continue to promote SÓL as part of the retention programs offered through the center. LRC is responsible for disseminating information at open house events, minority reception, summer orientation, as well as the ongoing mailings to newly admitted Latino students to NIU.

Note: LRC will collect returned interested forms to participate in SÓL and will share this information with SÓL.

## Observation Recordings of Student Forums

“This is your center. What do you need the LRC staff to do to enhance your student experience? What are your needs? This is an opportunity for you to voice your opinion about our services and take ownership of future changes impacting Latinos. Student comments were recorded.

- Spring orientation
- Communications workshop
- Self-defense class for women
- Career workshop for Latinos
- Spades night
- Talent show
- Tutorials on how to use computer applications (Excel, etc.)
- Movie nights
- Job fair for Latinos
- Game night (Loteria)
- Ernesto Nieto
- Dinner with President Peters
- Banquet/Gala/ Dance
- Carnival
- Bring a Latino artist to the convocation center
- Something like the Latin Chill- Friday Chills
- Outreach/promote LRC
- Internet wireless connection
- Snack vending machine
- Make it feel like a nice place, like a home
- Do things that will make me want to come from Stevenson residence hall
- Keep it friendly, happy
- Microsoft Publisher software in computers
- Text-to-Voice software
- Food
- Have a welcoming environment for students who are not interested in Greek life
- Don't have only “Mexican food”- we are not all Mexicans
- The flags of Latin America are nice
- It's nice that we can come and talk with you
- More scholarship information
- Make e-mails more fun
- Language nights (Spanish, Portuguese)

## Implementation procedures: Clinton Rosette Middle School Mentoring Program

Latino Resource Center  
 Division of Student Affairs  
 Clinton Rosette Middle School  
 Mentoring Program (7<sup>th</sup> & 8<sup>th</sup> grades)

Purpose: To provide educational, social and cultural support through positive male role models.

### 1. Academic Objectives

- To provide a path towards a college education
- To assist with the middle school to high school transition
- To help increase school attendance
- To connect participants with “Conexion Comunidad” after school program and tutoring services.

### 2. Social Objectives

- To establish a sense of belonging in the school and the community
- To create an open line of communication between other students, and teaching staff
- To provide an open forum in which students can express their cultural and social beliefs.
- To strengthen the communication between parents, students, and school staff
- To help parents know about the school system structure and the various community resources

### 3. Personal Development Objectives

- To provide gender and cultural awareness programs
- To facilitate health discussions
- To assist students in the development of personal goals

#### Activities:

- Fieldtrips (academic, social, cultural, artistic)
- Summer Activity
- College student for a day (when school is not in session)

#### Implementation:

- Application with permission of parents to participate
- Roster of participants
- Fieldtrips and NIU visits must be pre-arranged and structured with the appropriate permission slips from parents with specific drop-off and pick-up instructions.

#### Mentors/Requirements:

- NIU male Latino students in good standing (at least a 2.5 cumulative gpa)
- Participating mentors will sign-in commitment as mentors for a minimum of one semester
- Mentors will comply with DeKalb school district’s criminal background check and TB test.
- Facilitator of middle school visits will be an LRC staff (male graduate student)

**Latino Resource Center**  
Division of Student Affairs  
Northern Illinois University  
Clinton Rosette Middle School Mentoring Program

**Permission Slip**

**Event Information**

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**Capoeira Demonstration: Brazilian Martial Arts**

Date: Wednesday, April 4, 2007

Time: 7:30 – 9:00 PM

Location: Holmes Student Center, Carl Sandburg Auditorium

**DROP OFF: Latino Resource Center (515 Garden Rd) at 7:00PM**

**PICK-UP: Latino Resource Center (515 Garden Rd) at 9:30PM**

Contact information: Jaime Garcia, Latino Resource Center Program Coordinator (cell: 708-220-5420)

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Last Name	First Name	Middle Initial
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Home Address

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City	State	Zip Code
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Phone Number

**To the parent or guardian:**

Please read this form carefully and be aware that in enrolling and participating in the Latino Resource Center Mentoring Program at Clinton Rosette Middle School, you will be waiving and releasing all claims for injuries you or the participant may sustain.

As a participant or guardian of a participant in the Latino Resource Center Mentoring Program at Clinton Rosette Middle School, I do hereby fully release and discharge the Latino Resource Center Mentoring Program at Clinton Rosette Middle School, its members, officers, directors, employees, assistants, and volunteers (hereinafter referred to collectively as the "volunteers") from any and all claims from injuries, damages, or losses which I or the above participant may have or which may accrue on account of participation in the Latino Resource Center Mentoring Program at Clinton Rosette Middle School (hereinafter referred to as the "Program").

I do hereby as a parent or guardian specifically release and discharge the volunteers from any causes of action I may have as a parent or guardian for support, mental or emotional affect or otherwise arising out of my relationship to the participant. I further agree to indemnify and hold harmless and defend the volunteers from any and all claims resulting from injuries, damages, and losses sustained by me or the above participant and arising out of, connected with, or in any way associated with the activities of the Program. I have read and fully understand the nature of the Program and Waiver and Release of All Claims.

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Signature of Parent(s) or Guardian	Date
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Name of Participant	Date
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Parent/Guardian Last Name	First Name	Middle Initial
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Address/City/Zipcode (if different from above)

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Home No.	Work No.	Emergency No.
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Latino Resource Center  
Division of Student Affairs  
**Clinton Rosette Middle School**  
**Mentoring Program (7<sup>th</sup> & 8<sup>th</sup> grades)**

STUDENT PARTICIPATION APPLICATION FORM

**Please print clearly**

New Member: \_\_\_\_\_ Returning Member: \_\_\_\_\_ Today's Date: \_\_\_\_\_

\_\_\_\_\_  
Last Name First Name M. I.

\_\_\_\_\_  
Home Address

\_\_\_\_\_  
City State Zip Code

\_\_\_\_\_  
School Name

\_\_\_\_\_  
Grade Age Birthday Career Interest

\_\_\_\_\_  
Phone Number

Please provide the name of a parent that can be contacted in case of an emergency:

\_\_\_\_\_  
Last Name First Name Phone Number

\*\* By signing this application, you are agreeing to the terms of the Latino Resource Center Mentoring program at Clinton Rosette Middle School values of integrity, professionalism and respect for others that this organization promotes.

\_\_\_\_\_  
Student Signature Date

\_\_\_\_\_  
Parent/Guardian Signature Date

\_\_\_\_\_  
School Counselor Signature Date