

Northern Illinois University
Division of Student Affairs
Student Involvement and Leadership Development
Assessment Summary Report for (5-year cycle: FY 2004 – FY 2009)
November 2008

I. Departmental History

Student Involvement & Leadership Development provides a wide range of opportunities for students to pursue their interests while enhancing and developing their skill-set. Student Involvement and Leadership Development is a new department that replaced University Programming and Activities (UP &A). The transition of deconstructing UP &A occurred during the 2004-2005 academic year. Student Involvement and Leadership Development was launched in the Summer of 2005. All but two staff members (exceptions being one secretary and the Technical Director) were new to the department in July of 2005, and these were temporary positions to get through the first year. Further, the department structure continued to be tweaked throughout the 2005-2006 academic year. This included adding new service areas to the department, as well as additional staffing changes. In July of 2006, three of the four assistant director positions had new, permanent staff, and the fourth assistant director position was filled in October of that year. The change in department structure and staff has impacted the amount of time and the areas that have been assessed. There is limited and, at times, no relevant assessment data before 2006.

Currently, the functional areas that comprise SILD include Campus Activities Board, Event Production Services, Greek Affairs, Leadership, Parent's Association, Student Association, Student Organization Services, and Volunteerism.

Campus Activities Board: The Campus Activities Board was established on July 1, 1987. Since then, it has served as the primary student programming organization of Northern Illinois University, serving the diverse NIU student population by providing social, educational, cultural, and recreational programs. CAB's budget is allocated by the Student Association, and it is a student-run organization.

Event Production Services: Event Production Services is the functional area within SILD that provides hospitality and production services such as ticketing, sound, staging, and lighting to student organizations and departments for a wide variety of campus events.

Greek Affairs: The Greek Affairs area within Student Involvement and Leadership Development works with 44 different Greek chapters. Every individual Greek organization is part of one of four Greek Councils: the College Panhellenic Council (CPC), the Interfraternity Council (IFC), the Multicultural Greek Council (MGC), or the National Pan-Hellenic Council (NPHC). Several key events that happen every year are IFC Men's Tugs, NPHC week, CPC Recruitment, and MGC Week. In addition, the councils host several leadership training opportunities such as the Tony Fusaro Leadership Institute, B.A.N.G. (Becoming a New Greek), Social Policy Training, and various educational programs depending on the needs of the community.

Leadership: The first task of this new functional area was to develop the NIU Leadership Academy. This functional area promotes the development of well-rounded leaders and involves the exploration of practical and theoretical principles of leadership. The program includes speakers and trainings on leadership theories and principles. These include Leadership Foundations, Philosophy of Leadership, and Principles of Leadership. The program is designed to promote students through three levels: Emerging, Evolving, and Engaging leaders. The program focuses on the practices of exemplary leadership outlined in the book, "The Leadership Challenge" (2002), written by Kouzes and Posner.

Parents' Association: The Parents' Association has operated in its current state since Summer 2005. The mission of the organization is to provide members with meaningful opportunities for parents and family members to share in their students' college experiences. Parents' Association also serves as a

central point of contact and communication for parents and families so that they receive accurate information and appropriate referrals when navigating the institution. Members pay a one-time membership fee and have access to university communication (newsletters, periodic emails, etc.), a hotline/email dedicated to parent concerns, and discounts to Parents' Association events, as well as other areas of the university. The Parents' Association annually hosts Huskie Hospitality (Move-In Day parent reception), Family Weekend, Moms' Weekend, and Dads' Weekend.

Student Association: Student Involvement and Leadership Development became the advising unit to the Student Association beginning in the fall of 2006. Serving and representing students is the primary function of the Student Association, and the role of this department is to provide advice and support to the Student Association membership and provide oversight for their programs.

Student Organization Services: For the purpose of this historical chronology, it is important to note that the area known today as Student Organizational Services is a relatively new phenomenon in the SILD office and did not previously exist as a part of any other department. This functional area was launched in the fall of 2006. The primary functions of this sub-unit include meeting with student leaders to discuss program policy, assisting student leaders in their respective organizations, and serving as a resource for faculty advisors. In the spring we hold an advisor luncheon that is typically attended by about 40 advisors. This event allows advisors to get together to network and discuss advising issues, as well as receive information from our department about important changes or upcoming events in student organizations.

Volunteerism: The Volunteerism area of SILD offers opportunities for students to interact with the community organizations and citizens of DeKalb and Sycamore throughout the year. We also provide students with guidance for finding these opportunities in their own communities in the future. Currently, Volunteerism offers one-on-one assistance to students in finding community service opportunities that align with their individual interests, as well as large-scale programs such as NIU Cares Day.

II. Mission, Goals/Priorities and Objectives

Mission:

The Department of Student Involvement and Leadership Development, in alignment with the academic mission of Northern Illinois University, recognizes the value and need for programs and services that facilitate the total development of all students. Our staff is dedicated to helping students become actively engaged in campus and community life by providing opportunities for students to pursue their interests while developing and enhancing skills for effective leadership, engaging in a multicultural society, and encouraging active citizenship.

Department Program Goals:

1. Provide opportunities for students to pursue their interests while developing leadership skills.
2. Create environments and opportunities for students to gain experiences and transferrable work skills outside of the classroom.
3. Help students increase awareness, action, and engagement in civic responsibility.
4. Assist students in becoming actively engaged in campus life.
5. Serve as a resource for student organizations and faculty advisors.
6. Provide opportunities for parents and family members of NIU students to participate in their student's college experience and serve as a conduit for communication to and from the institution.

Department Program Goals with associated Annual Planning Priorities:

Department Goal 1. Provide opportunities for students to pursue their interests while developing leadership skills.

Fiscal Year 2005 - 2006 Annual Priority: Identify new resources to assist in the enhanced personal development of our fraternity and sorority members.

Assessment Targets:

Capital resources allocated to promote specific topics (e.g., hazing, building sister/brotherhood, the importance of ritual).

Develop a foundation account to fund three scholarships.

Achieve a 30% increase in scores from pre- to post-evaluation.

Fiscal Year 2006 - 2007 Annual Priority: Continue development of our comprehensive leadership program, focusing on phase two, Evolving Leaders.

Assessment Targets:

75% (24-25 students) of Emerging Leaders will continue with Evolving Leaders program.

75% (24-25 students) of current Evolving Leaders participants get involved and take on a leadership role in a registered student organization.

Fiscal Year 2006 - 2007 Annual Priority: Utilize student staff and relocate existing full-time staff to increase the overall quality of customer service at main reception area, including decreasing amount of dropped telephone calls.

Assessment Targets:

Collect data on lobby usage by students in fall 2006.

Increase lobby usage by students in spring 2007.

Decrease abandoned phone calls to reflect a rate under 5%.

Fiscal Year 2007 - 2008 Annual Priority: (Was moved to FY2009 after 2/14)

Fiscal Year 2008 - 2009 Annual Priority: Leadership Database

Assessment Targets:

70% of Leadership Academy (emerging leaders track) participants will be able to identify a leadership style for themselves.

Leadership Academy completers will score higher on the Leadership Practices Inventory (LPI) than non-completers.

70% of the Leadership Academy participants will identify mastering one or more of the nine competencies within their training track.

Department Goal 2. Create environments and opportunities for students to gain experiences and transferrable work skills outside of the classroom.

Fiscal Year 2007 - 2008 Annual Priority: Host an educational program for Greek new members called B.A.N.G.(Becoming a New Greek).

Assessment Targets:

A Minimum of 80% of all new members will participate in the new member education program: B.A.N.G.

60% of all B.A.N.G. participants will be able to identify characteristics of the four Greek Councils.

New member G.P.A. will increase to a minimum of 2.5, with a goal of being at or above the all University Average (which was 2.768 in fall 2006).

Fiscal Year 2008 - 2009 Annual Priority: Graduate Assistant Program Project. Graduate Assistants will be charged with developing a large-scale, campus-wide program.

Assessment Targets:

Graduate Assistants will indicate knowledge of managing a program budget.

Graduate Assistants will indicate having exposure to developing a program assessment tool that focuses on student learning outcomes.

Graduate Assistants will be able to describe their role on a functional team and will complete a critical reflection of this experience in a work group.

Journal exercise completed by the Graduate Assistants will indicate increase in knowledge about program planning and implementation.

Department Goal 3. Help students increase awareness, action, and engagement in civic responsibility.

Fiscal Year 2005 - 2006 Annual Priority: In 2005-2006 we had three priorities. Goal 3 was not one of the goals assessed at that stage.

Fiscal Year 2006 - 2007 Annual Priority: Establish the first of a regularly planned large-scale, university-wide community volunteer activity day.

Assessment Targets:

200 students, 50 staff, and 30 faculty will participate in the volunteer day activities.

Fiscal Year 2007 - 2008 Annual Priority: Plan and implement monthly service projects for students. We want to provide regular opportunities for students to be involved in service projects in the DeKalb community. Program name: Huskies Paws for a Cause.

Assessment Targets:

Through program evaluations, 80% of students participating in the monthly service projects will indicate an increased awareness of civic responsibility.

Fiscal Year 2008 - 2009 Annual Priority: Alternative Spring Break

Assessment Targets:

Student participants will develop relationships with other participants and community members being served.

Through reflective journaling, students will be able to express their perspective of impact of service to the community.

Through focus groups, student participants will be able to express the value of service and personal impact of the Alternative Spring Break experience.

Department Goal 4. Assist students in becoming actively engaged in campus life.

Fiscal Year 2005 - 2006 Annual Priority: Create and implement a systematic and intentional outreach strategy for all recognized student organizations and advisors, as well as diversity centers. Particular emphasis will be given to new student organizations that start up in fall 2005 (i.e., Multicultural Greek Council).

Assessment Targets:

Increase service to reach 75-85% of all registered student organizations.

Increase in Likert Scale scores.

Increase student traffic flow in office by 50%.

Administer a pretest to a random sample.

Develop and implement a process that uses the email announcement system to communicate in a timely fashion.

Use poster approval policy to make meaningful contact with student organizations.

Establish liaison relationships with organizations/advisors and diversity center directors.

Fiscal Year 2006 - 2007 Annual Priority: Establish comprehensive new and returning staff training programs and department handbooks.

Assessment Targets:

Increase funding for staff training and development including \$6,000 for travel.

Establish annual department staff training and utilize a learning outcome assessment tool for an ongoing cycle of training and assessment.

Fiscal Year 2007 - 2008 Annual Priority: Student Organization Handbook and Advisor training. This also targeted goal 5.

Assessment Targets:

Demonstrate on a Likert Scale (1-5) that 50% or more of all polled report that the handbook is useful.

Demonstrate 70% or more advisors report they feel they understand the role of the advisor better as a result of year-long training and workshops.

Fiscal Year 2008 - 2009 Annual Priority: Event Production Services (EPS): marketing and assessment plan.

Assessment Target:

Increase new customers by 10%.

Track the success of new marketing system by asking customers how they learned of EPS. 20% will identify a method implemented in new marketing strategy. Assess through satisfaction surveys the quality of service. 95% of customers will indicate satisfaction with services received. 70% of customers will indicate that they would use EPS services again in the future.

Department Goal 5. Serve as a resource for student organizations and faculty advisors.

Fiscal Year 2005 - 2006 Annual Priority: Develop/Implement student organization and advisor listserv in order to provide timely organization and advisor information to respective groups.

Assessment Targets:

75% increase in student organizational knowledge of office and university services.

75% increase in faculty advisor knowledge of office and university services.

25% increase in number of organization advisors.

Fiscal Year 2006 - 2007 Annual Priority: In 2006-2007 the Annual Priority for this goal was to establish training and resources for student organization advisors.

Assessment Targets:

Assessment of handbook conducted in spring 2007 will show over 50% of returning faculty advisors, and 70% of student organization officers, will indicate the handbook's being useful for them in managing their organization.

95% of the faculty advisors will demonstrate an improvement in their knowledge base in the pre- and post-evaluations for the orientation sessions.

Fiscal Year 2007 - 2008 Annual Priority: Student Organization Handbook and Advisor training. This also targeted goal 4.

Assessment Targets:

Demonstrate on a Likert Scale (1-5) that 50% or more of all polled report that the handbook is useful.

Demonstrate 70% or more advisors report they feel they understand the role of the advisor better as a result of year-long training and workshops.

Department Goal 6. Provide opportunities for parents and family members of NIU students to participate in their student's college experience and serve as a conduit for communication to and from the institution.

No specific priority has been assigned to this department goal at this stage. However, initiatives have been implemented, and priorities will be established accordingly.

III. Methods

DATA COLLECTION TIMELINE TABLE

Method	Description of Method	Timeline (Frequency)	Person Responsible	Goal/Objective Addressed
Surveys	Post Event Surveys: Administered after every program to assess learning outcomes and program satisfaction (For all areas including leadership and general programming)	Ongoing / Continuous	Assistant Directors, Associate Director	1, 2, 4, 5
	Staff Training Evaluations: Distributed after SILD Staff Training Programs to assess learning outcomes and satisfaction	Following every training session (generally twice/year)	Director or SILD Designee	4, 5
	Student Organization Advisor Luncheon Meeting Evaluation: Student Organization Advisors fill out a survey to evaluate if the luncheon meeting met their expectations and what can be done to improve the luncheon and the organization handbook.	Annually (following the event)	Assistant Director	4
	NIU Cares Day Evaluation: survey (both qualitative and quantitative questions) completed by each participant	Annually (following the event)	Assistant Director	4
	Tony Fusaro Greek Leadership Session Evaluations & Full Conference Evaluation: Surveys (both qualitative and quantitative questions) completed by each participant following each session, as well as the conference as a whole	Annually for the past 3 years for Tony Fusaro Greek Leadership Institute	Assistant Director	1, 3

	NIU Moms' & Dads' Weekends Full Program Evaluation: Moms', Dads' and Family Weekend event surveys are collected to see if parents and their students enjoyed the activities, if there were enough activities, etc.	After every annual "Weekend" program	Assistant Director for Parents' Association	6
External Review	Interviews of Staff and Evaluation of Programs and Resources were all part of the review process. The consultants explored student & staff dynamics, program effectiveness, challenges, ways to improve, etc.	As needed (Two reviews, both conducted five years ago)	Consultant	1, 2, 3, 4, 5
Committee Program Assessment	5- question survey completed by the chair of the student-run committee in charge of each program. Students must explain what their thoughts are about the constituency served, the program challenges, effectiveness, & ways to improve.	After each program	Cab Assistant Director	1, 2
Pre-test/Post-test for B.A.N.G.	<u>B.A.N.G. Pre-test:</u> Administered to all participants before any B.A.N.G. sessions had been conducted <u>B.A.N.G. Post-test:</u> Administered at the end of the program assessing their learning throughout the day about topics such as alcohol/substance abuse awareness, interpersonal violence education, policies, etc. Questions related to policies, practices, expectations, etc. of being a member of a Fraternity or a Sorority at NIU. An instrument that had	At Program	Assistant Director, and Assessment Class Group	1, 2, 4, 5

	multiple-choice and fill-in-the-blank questions			
Focus Groups	<p>Small group discussion on impact of community service on self and community</p> <p>Small group discussion about the role of advisors and what services they would like to see provided.</p>	<p>Annually (following NIU Cares Day)</p> <p>Every 3-5 yrs or as needed</p>	<p>Project Site Leaders (staff leaders)</p> <p>Assistant Director of Student Organization Services or SILD Designee</p>	1, 3
Benchmarking	<p>A benchmark of leadership programs was done in 2005. Some questions that were asked included whether or not the programs were grounded in a philosophy and whether or not there was an application process for participants.</p> <p>A benchmark for organization handbooks was done in 2006 to develop a student organization handbook. The process included looking at what policies and reference materials to include.</p>	<p>Every 3-5 yrs</p> <p>Every 5 yrs or as needed</p>	<p>Associate Director or designee</p> <p>Assistant Director</p>	1, 4 4,5

OUTCOMES BY METHODS MATRIX

GOAL	Surveys	External Review	Pre Test and Post Test	Focus Group	Benchmarking
Goal 1: Provide opportunities for students to pursue interests, develop leadership.	X	X	X	X	X
Goal 2: Students gain experiences and transferable work skills.	X	X			
Goal 3: Increase student awareness, action, & engagement in civic responsibility.	X	X		X	
Goal 4: Assist students to engage in campus life.	X	X	X	X	X
Goal 5: Serve as a resource for student organizations and faculty advisors.	X	X	X	X	X
Goal 6: Engage parents and family members of NIU Students, & serve as a conduit for communication from the institution.	X	X			

IV. Evidence by Goal/Priority and Use of Results

All evidence for year 2005-2006 reflects available data. This year was a transition year from the former department to the new department, which resulted in the annual priorities being set by a different staff with different priorities than those of the new structure and staff.

Department Goal 1. Provide opportunities for students to pursue their interests while developing leadership skills.

Fiscal Year 2005 - 2006 Annual Priority: Identify new resources to assist in the enhanced personal development of our fraternity and sorority members.

Assessment Targets:

Capital resources allocated to promote specific topics (e.g., hazing, building sister/brotherhood, the importance of ritual).

Develop a foundation account to fund three scholarships.

Achieve a 30% increase in scores from pre- to post-evaluation.

Results and Use of Results:

Greek Affairs advised the various Greek councils to become involved in new partnerships with other organizations and departments on campus. There were two events that increased resources for the councils through collaborative efforts. The first was an All-Greek dance during Welcome Days. It was co-sponsored with all four councils, as well as supported by a grant obtained from Health Enhancement to provide late night programs that do not allow alcohol. The grant money totaled \$1,500. The second program was the co-sponsorship of the Kanye West concert. The National Pan Hellenic Council and the Multicultural Greek Council approached the Campus Activities Board and the Student Association about working together with the Convocation Center to host this concert and after-party. This resulted in approximately \$25,000 in fundraising for the NPHC and MGC. SILD allocated \$4,000 towards speakers and training for Greek students. All of these fundraising efforts and allocation of funds met the assessment target of allocating capital resources for training and promotion of various topics.

Fiscal Year 2006 - 2007 Annual Priority: Continue development of our comprehensive leadership program, focusing on phase two, Evolving Leaders.

Assessment Targets:

75% (24-25 students) of Emerging Leaders will continue with Evolving Leaders program.

75% (24-25 students) of current Evolving Leaders participants get involved and take on a leadership role in a registered student organization.

Results and Use of Results:

This goal is being met as indicated by the evidence presented below: 33 students were part of our original tier one program. We had 23 students continue to tier two from tier one. We met our goal of 75% of participants continuing with the program (with the removal of graduating seniors from the total number of participants eligible to continue). Of the students who continued, all except for one (96%) were involved with a student organization at the beginning of the second tier. The one student who did not join an organization was a part of the Black Male Initiative, which we count as organization involvement through the leadership academy; however, it is not a Student Association recognized student organization. In reviewing the matriculation to student organization involvement data, we did not account for students who did not continue with the program. However, based on informal conversations with some of these students, we know that many of them did join or continue with student organizations even when they were no longer part of the leadership academy.

Fiscal Year 2006 - 2007 Annual Priority: Utilize student staff and relocate existing full-time staff to increase the overall quality of customer service at main reception area, including decreasing amount of dropped telephone calls.

Assessment Targets

Collect data on lobby usage by students in fall 2006.

Increase lobby usage by students in spring 2007.

Decrease abandoned phone calls to reflect a rate under 5%.

Results and Use of Results:

The first major change was relocating a full-time support staff to the front office area. This change allows for there to be two reception desks, the student staffed desk and the newly added full-time staff desk. Physically, the front area was reconfigured to better meet students' needs and handle high-volume periods comfortably. In addition, we shifted our department culture and cultivated a complete attitude change. Our entire staff has embraced the value of providing consistent positive service that should be unconditionally delivered to students who visit our department. A whole new student staff was trained and hired with an emphasis on customer service. A student worker handbook was developed to provide information, guidance, and references about how the work day progresses. Student workers were given name tags and told to greet all students in a specific manner. We intend to review reports from NIU Tel about dropped calls, but have not at this time. Further, all surveys collected demonstrated good customer service and satisfaction of all participating students. Surveys indicated that our staff has done a great job of greeting people promptly and listening. We did not get any negative or constructive feedback; however, we do not have a good sense of the ratio of surveys returned to those that were distributed. We will maintain our customer service training for staff and maintain current department processes to ensure the same level of customer satisfaction.

Fiscal Year 2007 - 2008 Annual Priority: (Was moved to FY09 after 2/14)

Fiscal Year 2008 - 2009 Annual Priority: Leadership Database

Assessment Targets:

70% of Leadership Academy (emerging leaders track) participants will be able to identify a leadership style for themselves.

Leadership Academy completers will score higher on LPI than non-completers.

70% of the Leadership Academy participants will identify mastering one or more of the nine competencies within their training track.

Results and Use of Results: TBD

Department Goal 2. Create environments and opportunities for students to gain experiences and transferrable work skills outside of the classroom.

Fiscal Year 2007 - 2008 Annual Priority: Host an educational program for Greek new members called B.A.N.G.(Becoming a New Greek).

Assessment Targets:

A Minimum of 80% of all new members will participate in the new member education program: B.A.N.G.

60% of all B.A.N.G. participants will be able to identify characteristics of the four Greek Councils.

New member G.P.A. will increase to a minimum of 2.5 with a goal of being at or above the all-university average (which was 2.768 in fall 2006).

Results and Use of Results: N/A

376 new member cards were collected from all Greek organizations, and 330 new members attended the program, which means 88% of new members attended.

Each participant was asked to list the name and a characteristic of all the Greek councils. In the pre-test, 57.4% new members were able to do this, while in the post-test 88.9% of new members were able to do this.

After reviewing the fall 2007 Greek grades, the new-member average was a 2.404 and not 2.5.

As a result of the findings, the program will continue to focus on study skills.

Additional suggestions and information gathered through general feedback from participants and event planners will be added to the program in the future.

Participants will now be asked to go through an application process for the program to gather information about the participants in the planning process, as well as to assist in management of numbers attending. The program format will be changed to have students learning in small groups rather than large lectures. Content focused on leadership development will be added.

Fiscal Year 2008 - 2009 Annual Priority: Graduate Assistant Program Project.

Graduate Assistants will be charged with developing a large-scale, campus-wide program.

Assessment Targets:

Graduate Assistants will indicate knowledge of managing a program budget.

Graduate Assistants will indicate having exposure to developing a program assessment tool that focuses on student learning outcomes.

Graduate Assistants will be able to describe their role on a functional team and will complete a critical reflection of this experience in a work group.

Journal exercise completed by the Graduate Assistants will indicate increase in knowledge about program planning and implementation.

Results and Use of Results: TBD

Department Goal 3. Help students increase awareness, action, and engagement in civic responsibility.

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

Fiscal Year 2006 - 2007 Annual Priority: Establish the first of a regularly planned large-scale, university-wide community volunteer activity day.

Assessment Targets:

200 students, 50 staff, and 30 faculty will participate in the volunteer day activities.

Results and Use of Results:

The year we developed and implemented NIU Cares Day, a large-scale campus-wide day of service, we collaborated with on- and off-campus partners, particularly with the DeKalb community. Over 1,300 volunteers registered for the event, and over 1,000 students and staff participated in the event. Registration forms were reviewed and counted after the completion of check-in. These numbers were recorded and added to the number of on-site registrations. This resulted in a count slightly less than 1,000. When we added in the staff members who volunteered that day, our total number of participants for the day was 1,006. In addition to the above mentioned, leftover t-shirts were counted to get another estimate of attendance. This count would indicate 1,032 participants; however, it is possible that some participants could have taken additional shirts. It is clear that the targets set were low. As registrants continued to increase, we added volunteer sites and obtained additional funding to accommodate the numbers of volunteers. Having the first year as a baseline helped us in planning the second year, as we knew the level of interest in this type of event.

Fiscal Year 2007 - 2008 Annual Priority: Plan and implement monthly service projects for students. We want to provide regular opportunities for students to be involved in service projects in the DeKalb community. Program name: Paws for a Cause.

Assessment Targets:

Through program evaluations, 80% of students participating in the monthly service projects will indicate an increased awareness of civic responsibility.

Results and Use of Results:

September: Volunteer Fair

Hosted 24 Sycamore and DeKalb agencies which displayed their volunteer needs, allowing students to connect with agencies and discover opportunities to get involved with the surrounding communities.

November: City of DeKalb

Participants finished painting a home that was an NIU Cares Day 2007 project. The home was selected by the City of DeKalb Community Development department and is owned by a single father with a special needs daughter.

December: Salvation Army

Participants adopted local families (contact provided by the Salvation Army) and purchased gifts for the appropriate age group of children in those families.

January: No Excuses University (Jane Addams School)

Participants served as pen pal mentors to students in a 5th grade class at Jane Addams School (Palatine, IL). Participants wrote letters to the students throughout the semester, encouraging them to explore their options in regards to continuing

their education after high school and answering questions about their individual college experiences. In April, a group of mentors traveled to the school to participate in a panel discussion with all three 5th grade classes and to visit with their mentees.

February: Egyptian Theatre

Participants learned about the historic DeKalb landmark and spent the morning tightening the bolts that attached the original seats to the floor, ensuring the theatre's good condition.

March: American Red Cross Month

Participants were stationed with other community individuals at businesses in DeKalb and Sycamore, collecting money to help with the cost of services that the American Red Cross provides.

April: NIU Cares Day

Groups of participants were placed at community agencies and not-for-profit organizations around the community, completing a variety of service projects.

May: Hope Haven & The Open Closet

Boxes were placed at each of the residence halls, the Campus Life Building, and the Holmes Student Center to collect clothing, personal items, school supplies, and other items as the students were packing. Items were then donated to the residents at Hope Haven and patrons of The Open Closet.

57% of students participating in the monthly service projects completed reflective assessment activities that indicated an increased awareness of civic responsibility. Our information was primarily collected using one method of assessment (a written reflection, involving 2-3 open-ended questions). During projects that were more personal and active, especially the No Excuses University mentor program, we were also able to engage the participants in conversations that provided us with informal feedback which reflected their increased awareness of, and interest in, community service and civic engagement.

As we continue the Huskie Paws for a Cause program, we will focus more on interactive programs where feedback can be collected through a variety of methods, including participant reflective activities and facilitator observations.

Fiscal Year 2008 - 2009 Annual Priority: Alternative Spring Break

Assessment Targets:

Student participants will develop relationships with other participants and community members being served.

Through reflective journaling, students will be able to express their perspective of impact of service to the community.

Through focus groups, student participants will be able to express the value of service and personal impact of the Alternative Spring Break experience.

Results and Use of Results: TBD

Department Goal 4. Assist students in becoming actively engaged in campus life.

This goal is being met as indicated by the evidence presented below:
Fiscal Year 2005 - 2006 Annual Priority: Create and implement a systematic and intentional outreach strategy for all recognized student organizations and advisors, as well as diversity centers. Particular emphasis will be given to new student organizations that start up in fall 2005 (i.e., Multicultural Greek Council).

Assessment Targets:

Increase service to reach 75-85% of all registered student organizations.

Increase in Likert Scale Scores.

Increase traffic flow by 50%.

Administer a pre-test to a random sample.

Develop and implement a process that uses the email announcement system to communicate in a timely fashion.

Use poster approval policy to make meaningful contact with student organizations.

Establish liaison relationships with organizations/advisors and diversity center directors.

Results and Use of Results: NA

Fiscal Year 2006 - 2007 Annual Priority: Establish comprehensive new and returning staff training programs and department handbooks.

Assessment Targets:

Increase funding for staff training and development, including \$6,000 for travel.

Establish annual department staff training and utilize a learning outcome assessment tool for an ongoing cycle of training and assessment.

Results and Use of Results: Staff training was developed for new staff and graduate assistants. The topics included advising, office procedures, goals and assessment, and diversity. A department handbook was created. The first draft is a compilation of policies for which our department is responsible and information on related policies and procedures with which we regularly work. Additionally, the handbook has journal articles and various professional development materials that may be of interest to new staff. In addition to in-house training, an increase in funding was allocated to travel, meeting the target of \$6,000, for the purpose of supporting professional development of our staff through conference attendance. Responses from ten training participants (100%) were tabulated. There were eleven training sessions evaluated, which gave 110 possible responses to the usefulness rating. There were 17 "not applicable" responses from staff who did not attend particular sessions, leaving 93 rated responses. There were 4 responses (4.3%) that indicated negative feedback, 18 responses (19.3%) that indicated neutral feedback, and 71 responses (76%) that indicated positive feedback. We also received a large amount of qualitative data. The responses indicated individual learning outcomes, perceptions of how the training sessions related to Student Affairs' core values, and individual comfort levels with office culture and job knowledge. Overall, the responses were positive, and indicated that the training sessions were well received. The information and feedback indicated what topics were useful and what missing

topics needed to be covered. This information helped us to develop the comprehensive summer training that will occur annually between July 15th and August 25th. Some of the feedback included a desire to have more direct involvement with the training and for the training to be more extensive. Staff found the sessions about divisional structure and opening welcome programs useful. They indicated a desire to have more time spent on policies that impact their day-to-day interactions with students (such as the social events policies). The tally of staff attending conferences or related external professional development sessions is as follows: regional conference attendance – 7 staff, national conference attendance – 6, area-specific conferences or other training – 7. Further, in follow up conversation with graduate student staff, the students indicated a desire to gain more “administrative” type experience to make them more marketable in the future. As a result, we developed the Graduate Assistant Program Project (“GAPP”) priority, which is listed in this report under department goal 2 for 2008-2009. Our graduate students will be given a budget, with very general guidelines, to develop from start to finish as a team, with minimal guidance and input from senior staff.

Fiscal Year 2008 - 2009 Annual Priority: Event Production Services: marketing and assessment plan

Assessment Target:

Increase new customers by 10%.

Track the success of new marketing system by asking customers how they learned of EPS. 20% will identify a method implemented in new marketing strategy.

Assess through satisfaction surveys the quality of service. 95% of customers will indicate satisfaction of services received.

70% of customers will indicate that they would use EPS services again in the future.

Results and Use of Results: TBD

Department Goal 5. Serve as a resource for student organizations and faculty advisors.

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

Fiscal Year 2005 - 2006 Annual Priority: Develop/implement student organization and advisor listserv in order to provide timely organization and advisor information to respective groups.

Assessment Targets:

75% increase in student organizational knowledge of office and university services.

75% increase in faculty advisor knowledge of office and university services.

25% increase in number of organization advisors.

Results and Use of Results:

An organization advisor listserv was established and is utilized throughout the year to keep advisors informed of important news, programs, and deadlines that

impact student organizations. Specific data about the increase of knowledge and awareness is unavailable at this time.

Fiscal Year 2006 - 2007 Annual Priority: Establish training and resources for student organization advisors.

Assessment Targets:

Assessment of handbook conducted in spring 07 will show that over 50% of returning faculty advisors, and 70% of student organization officers will indicate the handbook's being useful for them in managing their organization.

95% of the faculty advisors will demonstrate an improvement in their knowledge base in the pre- and post-evaluations for the orientation sessions.

Results and Use of Results:

We received 14 copies of the handbook back from advisors. The majority of the feedback we received was about content to edit or add to the handbook. Little feedback was given on the survey that was attached to the handbook. Feedback was incorporated into a final version of the handbook. In general, strong support was put forward for both the advisor luncheon and the student organizational handbook, as evidenced by comments within the survey form. We intend to maintain the advisor luncheon and add opportunities for advisor training. The handbook will be reviewed and updated annually.

Fiscal Year 2007 - 2008 Annual Priority: Student Organization Handbook and Advisor training. This also targeted goal 4.

Assessment Targets:

Demonstrate on a Likert Scale (1-5) that 50% or more of all polled report that the handbook is useful.

Demonstrate 70% or more advisors report they feel they understand the role of the advisor better as a result of year-long training and workshops.

Results and Use of Results:

The evaluation form consisted of a 1 to 5 Likert scale asking questions such as, "Was this orientation helpful?" and, "How valuable is the student organizational handbook?". Results showed a 95% approval rating, based on 42 responses for the handbook and the orientation. Advisors almost unanimously agreed that both the handbook and the orientation/thank-you luncheon are "very useful."

Next year, Student Organization Services will provide greater outreach and support to student organizations via the outreach program. The Handbook will be used as the official reference guide throughout the year for both students and advisors.

Department Goal 6. Provide opportunities for parents and family members of NIU students to participate in their student's college experience and serve as a conduit for communication to and from the institution.

Results and Use of Results:

The Parents' Association (PA) tried some new directions this year. In order to enhance our services to our members, we launched an online ordering system for PA annual events (Family Weekend, Moms' Weekend, and Dads' Weekend). This will allow PA members to register for events faster, and help our staff spend less time managing event orders and more time coordinating quality events. The PA staff has also increased its collaboration with the City of DeKalb (especially the Convention and Visitors' Bureau) in order to extend our annual events into the community as well. As a result of these initiatives, we saw an increase in attendance at each of our events this year. Further, we evaluate the experience of participants at both Moms' and Dads' Weekends in order to maintain appropriate programming every year. The feedback we received was generally positive. However, we did receive suggestions for improvement that will get implemented this year. An example of feedback being implemented was that Dad's Weekend did not include enough free time in the schedule for participants to rest or do activities on their own with their student. As a result, this year, we will focus on key activities and spread them out over the weekend to allow a better balance of structured activity and free time.

V. Further Information Needed & Timeline

- A) Managing assessment activities and data for the Leadership Academy is becoming cumbersome and time consuming. We need to update our system and implement an electronic method of collecting data for this area. We have outlined a priority to develop an electronic (possibly web-based) system for data collection for the Leadership Academy that we hope to have developed by the end of the spring 2009 semester so that we can pilot the system in 2009-2010.
- B) Further, it is evident that we need to be more purposeful in gathering data for efforts that are not part of our annual priorities so that we can have additional information regarding all of our department goals at least every other year (i.e. department goal 6).

VI. Resources Needed

No resources for assessment activities are requested at this time.

VII. Appendices

- a. Becoming a New Greek Evaluation
- b. NIU Cares Day Evaluations
- c. Volunteerism Evaluations
- d. Dad's Weekend Evaluation
- e. Mom's Weekend Evaluation
- f. Parent's Association Evaluation
- g. SILD Staff Training Evaluations
- h. Tony Fusaro Leadership Institute Evaluations