

Department Program Goal:

Provide appropriate support services for non-traditional students.

Division Goal	Action Steps	Collaborative Partners	Resources Needed or Reallocated	Expected Learning Outcomes (reference Appendix B)
<input checked="" type="checkbox"/> Student-centered programs & services <input type="checkbox"/> Enhance student learning <input type="checkbox"/> Create an inclusive community <input type="checkbox"/> Innovative programs and services <input type="checkbox"/> Provide professional development <input type="checkbox"/> Manage & develop resources <input type="checkbox"/> Promote technological advancement	1. Conduct 'pre-test' of CCC families at the beginning of the year to assess their knowledge and usage of the Commuter and Non-Trad office.  2. Include CCC link on Commuter and Non-Trad Home page and C/NT link on CCC Home page.  3. Promote 'Good Morning Huskies' (table with information about Commuter and Non-Trad office along with breakfast foods) at CCC one time during fall and spring semester.	<input checked="" type="checkbox"/> Student Affairs <input type="checkbox"/> Academic Affairs <input type="checkbox"/> Finance & Facilities <input type="checkbox"/> Development/Alumni <input type="checkbox"/> ITS <input type="checkbox"/> Athletics <input type="checkbox"/> Community Partner <input type="checkbox"/> Other/Specify:  Campus Child Care	<input type="checkbox"/> Staff <input checked="" type="checkbox"/> Staff Time <input type="checkbox"/> New Money <input type="checkbox"/> Reallocated Money <input type="checkbox"/> Space <input type="checkbox"/> Equipment <input type="checkbox"/> Other:  Available & Comparable Data	<input type="checkbox"/> Cognitive Complexity <input type="checkbox"/> Knowledge acquisition, integration & application <input type="checkbox"/> Humanitarianism <input type="checkbox"/> Civic Engagement <input checked="" type="checkbox"/> Inter/Intrapersonal competence <input type="checkbox"/> Practical competence <input type="checkbox"/> Persistence & academic achievement <input type="checkbox"/> Other:
<b>Division Objective(s) (reference appendix A)</b>	4. Commuter and Non-Trad office will have a permanent corner in the CCC newsletter to highlight their programs and events.	<b>Data Collection Method</b>	<b>Available &amp; Comparable Data</b>	<b>Assessment Targets/Measurable Objectives</b>
1c. Create new partnerships within the Division, University community, student body, and DeKalb County that stimulate the development and enhancement of student-centered programs.  1e. Provide programs and services at times/places in which students can engage.	5. CCC will provide a Web site link to the Commuter/Non-Trad office on any mass e-mail correspondence with parents.  6. CCC and Commuter and Non-Trad office will collaborate on one welcoming event in early fall (i.e., co-host Fun Fair at Northern View).	<input type="checkbox"/> Accreditation <input type="checkbox"/> Benchmarking <input type="checkbox"/> Focus Groups <input type="checkbox"/> Internal/External Review <input type="checkbox"/> Interviews <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Pre-test/Post-test <input type="checkbox"/> Program Evaluation <input type="checkbox"/> Published test/survey <input type="checkbox"/> Reflective Journals <input type="checkbox"/> Satisfaction Survey <input type="checkbox"/> Student Retention <input type="checkbox"/> Tracking <input type="checkbox"/> Other:	a. No available data.  b. No available data.  c. No available data.	a. 20 out of 70 (30%) student families will participate in at least one event co-sponsored by CCC and Commuter and Non-Traditional Student Services.  b. At least 75% of student families who participate in a co-sponsored event will indicate a personal benefit to their increased knowledge/involvement with Commuter and Non-Traditional Student Services.  c. 75% of CCC student families surveyed (post-test) will indicate an increase in awareness and/or usage of the services provided by Commuter and Non-Traditional Student Services by the end of the year.
<b>Department Annual Priority</b>	7. CCC and Commuter and Non-Trad office will collaborate on one program (i.e. movie night; football tailgating).			
Build awareness and usage of commuter and non-traditional services through developing a collaborative partnership with Campus Child Care Center. Assist Campus Child Care parents to connect and engage with Commuter and Non-Traditional Student Services.	8. Conduct 'post-test' of CCC families at the end of the year to assess their knowledge and usage of the Commuter/Non-Trad office.			

Department Program Goal:

Provide additional support services for non-traditional students

Division Goal	Action Steps	Collaborative Partners	Resources Needed or Reallocated	Expected Learning Outcomes (reference Appendix B)
<input type="checkbox"/> Student-centered programs & services <input type="checkbox"/> Enhance student learning <input checked="" type="checkbox"/> Create an inclusive community <input type="checkbox"/> Innovative programs and services <input type="checkbox"/> Provide professional development <input type="checkbox"/> Manage & develop resources <input type="checkbox"/> Promote technological advancement	1. Promote Veteran's Assistance Office (VAO) services on Commuter and Non-Traditional Student Services websites, and in the office area via brochures and personal interactions with students.  2. Program one event per semester with the VAO and/or VAClub to help foster relationship	<input checked="" type="checkbox"/> Student Affairs <input type="checkbox"/> Academic Affairs <input type="checkbox"/> Finance & Facilities <input type="checkbox"/> Development/Alumni <input type="checkbox"/> ITS <input type="checkbox"/> Athletics <input type="checkbox"/> Community Partner <input checked="" type="checkbox"/> Other/Specify:	<input type="checkbox"/> Staff <input checked="" type="checkbox"/> Staff Time <input type="checkbox"/> New Money <input type="checkbox"/> Reallocated Money <input type="checkbox"/> Space <input type="checkbox"/> Equipment <input type="checkbox"/> Other:	<input type="checkbox"/> Cognitive Complexity <input checked="" type="checkbox"/> Knowledge acquisition, integration & application <input type="checkbox"/> Humanitarianism <input type="checkbox"/> Civic Engagement <input type="checkbox"/> Inter/Intrapersonal competence <input type="checkbox"/> Practical competence <input type="checkbox"/> Persistence & academic achievement <input type="checkbox"/> Other:
<b>Division Objective(s)</b> (reference appendix A)	3. All staff members will take steps to learn more about Veteran Assistance in the US and on the NIU campus to better serve student veterans	Veteran's Assistance Office and Organization		
3a. Develop and implement programs and services that welcome and celebrate all NIU populations	4. Conduct observations (with rubric) during two week period of time in the Spring semester to gain understanding of Veteran student involvement within CNTSS and their knowledge of the services and resources we provide	<b>Data Collection Method</b> <input type="checkbox"/> Accreditation <input type="checkbox"/> Benchmarking <input type="checkbox"/> Focus Groups <input type="checkbox"/> Internal/External Review <input type="checkbox"/> Interviews <input type="checkbox"/> Needs Assessment <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Pre-test/Post-test <input type="checkbox"/> Program Evaluation <input type="checkbox"/> Published test/survey <input type="checkbox"/> Reflective Journals <input type="checkbox"/> Satisfaction Survey <input type="checkbox"/> Student Retention <input type="checkbox"/> Tracking <input type="checkbox"/> Other:	<b>Available &amp; Comparable Data</b>  a. no data available  b. no data available	<b>Assessment Targets/Measurable Objectives</b>  a. 70% of students observed will demonstrate increased awareness and knowledge of support services CNTSS provides  b. 50% of students observed will assume "leadership roles" within the office as they assist students who utilize the office and lounge space
<b>Department Priority</b>				
Focus outreach efforts to Veteran student population.				

Department Program Goal:

Enhance the experience and awareness for commuter and non-traditional students through leadership opportunities and creative programming

Division Goal	Action Steps	Collaborative Partners	Resources Needed or Reallocated	Expected Learning Outcomes <i>(reference Appendix B)</i>
<input checked="" type="checkbox"/> Student-centered programs & services <input type="checkbox"/> Enhance student learning <input type="checkbox"/> Create an inclusive community <input type="checkbox"/> Innovative programs and services <input type="checkbox"/> Provide professional development <input type="checkbox"/> Manage & develop resources <input type="checkbox"/> Promote technological advancement	<p>1. Develop and implement Student Coordinator program including a SC position description, application and interview process, and programmatic goals.</p> <p>2. Formal application process will begin in the summer of 2008, students will complete an application and have an interview with director.</p>	<input checked="" type="checkbox"/> Student Affairs <input type="checkbox"/> Academic Affairs <input type="checkbox"/> Finance & Facilities <input type="checkbox"/> Development/Alumni <input type="checkbox"/> ITS <input type="checkbox"/> Athletics <input type="checkbox"/> Community Partner <input type="checkbox"/> Other/Specify:	<input type="checkbox"/> Staff <input checked="" type="checkbox"/> Staff Time <input type="checkbox"/> New Money <input type="checkbox"/> Reallocated Money <input type="checkbox"/> Space <input type="checkbox"/> Equipment <input type="checkbox"/> Other:	<input type="checkbox"/> Cognitive Complexity <input checked="" type="checkbox"/> Knowledge acquisition, integration & application <input type="checkbox"/> Humanitarianism <input type="checkbox"/> Civic Engagement <input type="checkbox"/> Inter/Intrapersonal competence <input type="checkbox"/> Practical competence <input type="checkbox"/> Persistence & academic achievement <input type="checkbox"/> Other:
<p><b>Division Objective(s)</b> <i>(reference appendix A)</i></p>				
<p>1b. Develop and implement programs that enhance students' growth</p> <p>1e. Provide programs and services at times and places where students can engage</p>	<p>3. Students selected in August will be a part of training and planning days throughout the fall and spring semesters.</p> <p>4. Conduct pre-test and post-test of SCs to assess their understanding of their role and strategies to serve as resource for the department.</p> <p>5. Student Coordinators will create and implement programming and events for students.</p>	<p><b>Data Collection Method</b></p> <input type="checkbox"/> Accreditation <input type="checkbox"/> Benchmarking <input type="checkbox"/> Focus Groups <input type="checkbox"/> Internal/External Review <input type="checkbox"/> Interviews <input type="checkbox"/> Needs Assessment <input type="checkbox"/> Observation <input checked="" type="checkbox"/> Pre-test/Post-test <input type="checkbox"/> Program Evaluation <input type="checkbox"/> Published test/survey <input type="checkbox"/> Reflective Journals <input type="checkbox"/> Satisfaction Survey <input type="checkbox"/> Student Retention <input type="checkbox"/> Tracking <input type="checkbox"/> Other:	<p><b>Available &amp; Comparable Data</b></p> <p>a. No data currently available</p> <p>b. No data currently available</p>	<p><b>Assessment Targets/Measurable Objectives</b></p> <p>a. 100% of the Student Coordinators will report that their understanding of their role as a leader and their abilities to serve as a resource and leader for the department increased from the pre-test to the post-test.</p> <p>b. 100% of the Student Coordinators will report an increased understanding of the role of Commuter and Non-Traditional Student Services</p>
<p><b>Department Priority</b></p>				
<p>Create and implement the Student Coordinator program in which student leaders develop skills to be fully equipped to succeed in their role.</p>	<p>6. Student leaders will engage commuter and non-traditional students through marketing strategies and personal interactions in the office and on campus.</p>			

Department Program Goal:

To connect additional commuter and non-traditional students to campus and provide a social outlet for them

Division Goal	Action Steps	Collaborative Partners	Resources Needed or Reallocated	Expected Learning Outcomes <i>(reference Appendix B)</i>
<input checked="" type="checkbox"/> Student-centered programs & services <input type="checkbox"/> Enhance student learning <input type="checkbox"/> Create an inclusive community <input type="checkbox"/> Innovative programs and services <input type="checkbox"/> Provide professional development <input type="checkbox"/> Manage & develop resources <input type="checkbox"/> Promote technological advancement	1. Conduct a needs assessment regarding student involvement and interest in student organization for commuter, off-campus and/or non-traditional students beginning July 2008.  2. Staff will provide several interest meetings to the general campus in Commuter and Non-Traditional Student Services lounge, Northern View Community Center and HSC	<input checked="" type="checkbox"/> Student Affairs <input checked="" type="checkbox"/> Academic Affairs <input type="checkbox"/> Finance & Facilities <input type="checkbox"/> Development/Alumni <input type="checkbox"/> ITS <input type="checkbox"/> Athletics <input type="checkbox"/> Community Partner <input type="checkbox"/> Other/Specify: Veterans' Assistance Office and organization, The College Parent's Group, and Northern View	<input type="checkbox"/> Staff <input checked="" type="checkbox"/> Staff Time <input type="checkbox"/> New Money <input type="checkbox"/> Reallocated Money <input type="checkbox"/> Space <input type="checkbox"/> Equipment <input type="checkbox"/> Other:	<input type="checkbox"/> Cognitive Complexity <input type="checkbox"/> Knowledge acquisition, integration & application <input type="checkbox"/> Humanitarianism <input checked="" type="checkbox"/> Civic Engagement <input type="checkbox"/> Inter/Intrapersonal competence <input type="checkbox"/> Practical competence <input type="checkbox"/> Persistence & academic achievement <input type="checkbox"/> Other:
Division Objective(s) <i>(reference appendix A)</i>	3. Staff will partner with students to develop student organization  4. Staff will serve as advisors to student organization and support their mission and programs  5. Office members will partner with student organization on programs and services provided to campus	Data Collection Method	Available & Comparable Data	Assessment Targets/Measurable Objectives
1b. Develop and implement programs that enhance students' academic, social, and civic growth	6. Conduct observations (using rubric) during Spring semester throughout two week period	<input type="checkbox"/> Accreditation <input type="checkbox"/> Benchmarking <input checked="" type="checkbox"/> Focus Groups <input type="checkbox"/> Internal/External Review <input type="checkbox"/> Interviews <input checked="" type="checkbox"/> Needs Assessment <input checked="" type="checkbox"/> Observation <input type="checkbox"/> Pre-test/Post-test <input type="checkbox"/> Program Evaluation <input type="checkbox"/> Published test/survey <input type="checkbox"/> Reflective Journals <input type="checkbox"/> Satisfaction Survey <input type="checkbox"/> Student Retention <input type="checkbox"/> Tracking <input type="checkbox"/> Other:	a. No data available	a. If assessment suggests that students desire to form an organization:  50% of students involved with the focus group will report increased satisfaction of college experience due to involvement in new student organization
Department Priority				
Establish student organization to specifically meet the needs of commuter and non-traditional students.				

*Division of Student Affairs FY09 Planning & Assessment Workbook*

*Division Objectives (taken from the Strategic Plan)*

<b>Goal #:</b>	<b>Objective #:</b>	<b>Objective Narrative:</b>
<b>One</b>	1a	Regularly assess students' expectations, experiences, and learning outcomes.
	1b	Develop and implement programs that enhance students' academic, social, and civic growth.
	1c	Create new partnerships within the Division, University community, student body, and DeKalb County that stimulate the development and enhancement of student-centered programs.
	1d	Enhance the shared governance approach to decision-making by including students in the process.
	1e	Provide programs and services at times/places in which students can engage.
	1f	Ensure that programs and services are accessible in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Illinois state law, and University policies.
<b>Two</b>	2a	Increase collaboration with academic partners to ensure Student Affairs is providing experiential opportunities that reinforce NIU's academic mission.
	2b	Identify student learning objectives for major programs and services.
	2c	Assess and share student learning outcomes for all Divisional programs and services.
	2d	Provide programs and services appropriate to multiple learning styles.
	2e	Promote a student's ability to articulate how he/she has applied academic lessons to non-classroom experiences.
<b>Three</b>	3a	Develop and implement programs and services that welcome and celebrate all NIU populations.
	3b	Promote cross-cultural and cross-community collaborations.
	3c	Engage NIU community partners in program planning and implementation.
	3d	Assess and share the campus community's perceptions of the level of inclusiveness at NIU.
	3e	Provide programs and training that promote an inclusive community.
	3f	Recognize contributions of individuals or groups that promote an inclusive community.

<b>Four</b>	4a	Assess student needs and increase student participation in the planning, evaluation, and improvement of programs and services.
	4b	Benchmark with the best Student Affairs divisions regionally, nationally, and internationally then plan to exceed such best practices, as appropriate for NIU.
	4c	Annually assess program objectives; publish the results.
	4d	Seek new ways to use technology to serve students.
	4e	Employ cross-functional, think-tank structures to increase collaboration and innovation.

<b>Five</b>	5a	Assess the professional development of Division staff members and ensure personal and professional growth in the areas outlined by Student Affairs' Core Values.
	5b	Allocate departmental resources to support professional development and allow scheduling flexibility, as appropriate, to promote staff member participation.
	5c	Encourage staff members to participate in professional organizations, present at professional conferences, and bring new knowledge back to campus.
	5d	Utilize institutional experts and on-campus professional development opportunities.
	5e	Incorporate professional development goals and activities into performance evaluations.

<b>Six</b>	6a	Seek new resources through grants, gifts, partnerships, sponsorships, and alumni.
	6b	Budget managers and directors will demonstrate an understanding of institutional accounting and will meet financial goals.
	6c	Reassess allocations to ensure that the Division of Student Affairs is providing the maximum value from available funds across the Division.
	6d	Maximize the use of all Division of Student Affairs physical spaces, technology, and equipment.
	6e	Create a three-year plan for resource management.
	6f	Engage in personnel and program succession planning.

<b>Seven</b>	7a	Seek new ways to use technology to promote student learning.
	7b	Provide training to staff members to ensure appropriate levels of computer competency.
	7c	Use technology to increase productivity, effectiveness, and efficiency.
	7d	Ensure technology and technology products are accessible in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, Illinois state law, and University policies.
	7e	Audit the computer hardware and software within the Division to identify needs and deficiencies and to promote resource sharing to ensure adequate equipment to meet the needs of students and staff members.
	7f	Use technology to enhance the effectiveness of student organizations.

*Division of Student Affairs FY09 Planning & Assessment Workbook  
Learning Outcomes (adopted from Learning Reconsidered)*

Student Outcomes	Dimensions of Outcomes	Sample Developmental Experiences for Learning	Bodies of Knowledge for Educators
Cognitive Complexity	Critical thinking, reflective thinking, effective reasoning, intellectual flexibility, emotional/cognitive integration, identity/cognitive integration	Classroom teaching, readings & discussions; campus speakers; problem based learning; action research; study abroad; learning communities; campus newspaper & media; cultural advocacy groups; LGBT awareness programs; diversity programs; groups work in diverse teams; judicial board involvement	Cognitive development, identity development, interpersonal sensitivity, neurolinguistics, epistemology, reflective judgment, orders of consciousness, pedagogy
Knowledge acquisition, integration, and application	Understanding knowledge from a range of disciplines (acquisition); connecting knowledge to other knowledge, ideas, and experiences (integration); relate knowledge to daily life (application); pursuit of lifelong learning; career decidedness; technological competence	Majors, minors, general education requirements, certificate programs; laboratories; action research; research teams; service learning; group projects; internships; jobs (on/ off campus); career development courses and programs; living-learning communities; Web-based information search skills; activities programming boards (e.g., film, concerts); drama, arts, and music groups; literary magazines; special teams and activities (e.g., solar car, Model UN)	Experimental learning, cognitive development, identity development, interpersonal sensitivity, neurolinguistics, epistemology, learning theory; career development
Humanitarianism	Understanding and appreciating human differences; cultural competency; social responsibility	Diverse membership of student organizations; inter-group dialogue programs; service learning; community-based learning; cultural festivals; identity group programming (e.g., LGBT); ally programs; programs on world religions; study abroad; interdisciplinary courses; curriculum transformation	Racial identity development, multicultural competence, sexual/gender/affectational identity development; campus climate; reflective judgment, orders of consciousness, moral development, cognitive development

Civic Engagement	Sense of civic responsibility; commitment to public life through communities of practice; engage in principled dissent; effective in leadership	Involvement in student organizations; service learning; various student governance groups like student government/ resident hall government/ commuter student association; sports teams; community based organizations (e.g., PTA, neighborhood coalitions); emerging leader programs; leadership courses; open forums; teach-ins; activism and protest; community standards codes; student judicial boards; involvement in academic department/ major; identity	Leadership theory, socio-political theory, community development, group dynamics, organizational development and change theory, moral development, orders of consciousness
Interpersonal and intrapersonal competence	Realistic self appraisal and self understanding; personal attributes such as identity, self esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting; meaningful relationships, interdependence; collaboration; ability to work with people different from self	Identity based affinity groups; personal counseling; academic/life planning; roommate dialogues; individual advising; support groups, peer mentor programs; religious life programs and youth groups; student led judicial boards; paraprofessional roles (e.g., resident assistants, peer tutors, sexual assault advisors, peer mentor programs); disability support services; student employment; classroom project groups; classroom discussions	Psychosocial theory; identity development; interpersonal sensitivity; multiple intelligences; spiritual development, moral and ethical development
Practical competence	Effective communication; capacity to manage one's personal affairs; economic self-sufficiency and vocational competence; maintain personal health and wellness; prioritize leisure pursuits; living a purposeful and satisfying life	Campus recreation programs; food service and health center programs; drug and alcohol education; career development courses and programs; financial planning programs; club sports and recreation programs; senior council transition programs; personal counseling; academic/ personal advising; portfolios; senior capstone course	Psychosocial theory; self-efficacy; career development; spiritual development; self-authorship

<p>Persistence and academic achievement</p>	<p>Manage the college experience to achieve academic and personal success; leading to academic goal success including degree attainment</p>	<p>Learning skills; bridge programs; peer mentoring; faculty and staff mentoring; supplemental instruction-tutoring; orientation programs; academic advising; financial aid; disability support services; parents' programs; child care services</p>	<p>Retention theory, person-environment fit, socialization, family systems</p>
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Complete copy of *Learning Reconsidered* is available here:

[http://www.naspa.org/membership/leader\\_ex\\_pdf/lr\\_long.pdf](http://www.naspa.org/membership/leader_ex_pdf/lr_long.pdf)