On behalf of my colleagues in the Division of Student Affairs & Enrollment Management, I am pleased and honored to share the 2009–2010 Annual Report with you. This report is a compilation of highlights and major accomplishments for each of our 19 departments, as well as notable activities across the Division.

One major highlight of the past year was the addition to the Division of our Enrollment Management colleagues. In June 2009, we welcomed the Office of Admissions, Student Financial Aid, and the Scholarship Office and became the Division of Student Affairs & Enrollment Management. Our new partners, already focused on helping students succeed, easily adopted the Core Values, Mission, and Vision of our Division. It is with great pride that we join our new colleagues in providing student-centered service, forming partnerships focused on student learning, establishing an inclusive community, and actively building collaborative relationships among all NIU Huskies.

Additional accomplishments this year included the assessment of the health and wellness needs of NIU veterans, the strengthening of the Diversity & Equity Paraprofessional Training priority, the expansion of programs and services offered through the Graduate Assistant Experience, and the significant contributions to various professional fields as Division staff members demonstrated their care for the higher-education community.

The successes and accomplishments outlined in this report are only the beginning of a new Student Affairs & Enrollment Management tradition. Please take some time to review this report as evidence of how much we can accomplish together as we head toward the future.

Forward, Together Forward,

Brian O. Hemphill, Ph.D.
Vice President for Student Affairs & Enrollment Management
In spring 2009, Health Enhancement partnered with Recreation Services, the Counseling & Student Development Center, and Health Services to discuss assessing the health and wellness needs of NIU’s student-veterans. Because little had been documented about what constituted a veteran-friendly campus, focus groups were convened to discuss student-veterans’ transition to NIU, stress management practices, the role of alcohol in their lives, and their current experiences with interpersonal relationships. The themes identified in both the focus groups and in a number of published sources included orientation, admissions, and financial aid processes; identity perspectives and student engagement; classroom dynamics; the role of the NIU Veterans Club; resources available for those still serving and their families; potential alcohol misuse; stress management; and interpersonal relationships.

Since January 2010, NIU’s Veterans Assistance Office has addressed many of these themes through a variety of initiatives. These initiatives are not only in response to the themes discovered in the focus groups, but they are also in alignment with the best practices reported in the literature. Specific areas that have already been addressed at NIU since the completion of the data collection phase of the process include, but are not limited to, the following: expanding services and programs involving admissions and orientation to campus; streamlining the financial aid process; offering professional development opportunities for faculty and staff regarding classroom conversations; and redefining the scope and purpose of NIU’s Veterans Club.

The focus group data also revealed opportunities for growth, such as creating a “one-stop-shop” on campus for veterans to relax, gather, or study; and forming greater partnerships and collaboration within the Division and across the NIU Community to enhance services regarding health-related issues including stress management, alcohol misuse, interpersonal relationships, and military sexual trauma. Overall, the students’ comments and issues were validated and substantiated by the literature. While the focus groups’ comments reflected additional needs and desires, NIU’s current initiatives align with best practices.
Initially developed as a result of the Student Affairs 2005–2010 Strategic Plan, the departments encompassed by the Diversity & Equity Community of Practice (COP) have participated in a collaborative effort aimed at developing and enhancing paraprofessional training. The Asian American Center, Latino Resource Center, Women’s Resource Center, and Lesbian, Gay, Bisexual, Transgender (LGBT) Resource Center have all participated in the training.

One objective of this five-year, sustained initiative was to create an inclusive environment that promotes cross-cultural and cross-community collaboration. Since the program was launched in 2006, approximately 500 students have participated in 12 workshops ranging from professional development seminars and peer mentor retreat days to sessions on building an inclusive community. All of the sessions and activities in the program are intended to build and maintain collaboration between COP departments and other close campus partners.

Participants have included student employees and organizational leaders who are affiliated with departments in the Diversity & Equity COP, Center for Access-Ability Resources, CHANCE Program, and Center for Black Studies. As part of the initiative’s assessment activities during FY10, student employees maintained reflective journals throughout the entire academic year and conducted six 15-minute interviews. Through this process, student employees identified commonalities and differences shared with those interviewed.

Student journal entries have included reflections such as “Being comfortable with saying ‘I don’t know’ when faced with unfamiliar situations is important because it clears the lines of communication”; “Most of us don’t comprehend the value of diversity beyond the cultural”; “I learned about the different groups all over campus and how we all interact with each other”; and “Issues related to diversity confront us at all levels of life.” This important collaborative initiative will continue during FY11 and will include student employees who were trained during FY10 to co-facilitate the Dialogue on Diversity sessions with NIU groups and organizations. This new element of the paraprofessional training program will further strengthen students’ experiences in creating an inclusive environment that promotes cross-cultural and cross-community collaboration.
Designed as a comprehensive professional preparation program, the GA Experience provides opportunities for graduate assistants (GAs) within Student Affairs & Enrollment Management to enhance skill sets in six defined competency areas: administration, communication, diversity/inclusion, leadership, programming, and professional identity. Student transition theory as posited by Schlossberg (1981) has been a driving theoretical force in the development of this program. Through an orientation program, specialized professional development programming, and competency-based assessment practices, the GA Experience is truly a foundational support mechanism for the Division’s graduate assistants. Assessment practices carefully weigh program offerings against students’ perceived development in competency areas in order to continually refine, revise, and improve content. Professional development offerings, driven by key competencies shared by all departments, are a basis for the evaluation of graduate assistant performance.

During FY10, the Division employed 75 graduate assistants in more than 20 departments. Many of these students took advantage of the five professional development sessions offered on topics such as Programming, Helping Skills for Student Affairs Professionals, and Professional Identity. In addition, informal opportunities to build the GA community were available to those students who were invited to participate in the Graduate Student and Assistantship Recruitment Program, as well as those invited to partner with the Society for Higher Education Administrators student organization to facilitate social interactions.

The GA Experience will continue to grow in FY11. Offerings have been expanded to provide learning opportunities in all six competency areas while also allowing students to work with their supervisors to identify the programs and associated competency areas that will best support students’ holistic development. In response to student feedback, the Coffee With Colleagues series has been designed as an informal, facilitated discussion with a subject-matter specialist who provides an expert perspective on the topic. A Facebook group and expanded website content for current graduate assistants provide conveniently located resources and program information, as well as a social element to the GA Experience. An alumni group will enhance networking possibilities with colleagues and provide a method of connecting current GAs with alumni.

The Division of Student Affairs & Enrollment Management has taken great strides this past year in establishing NIU as a Caring Community. Some of the ways that the Division has excelled in giving back to the field are through association leadership, publications, and presentations. During FY10, Student Affairs & Enrollment Management professionals have held leadership roles in more than 15 local and national professional associations, have received numerous awards and recognitions from various organizations and associations, and have published material on a broad range of topics that included multicultural research, orientation, veterans’ services, career services, and campus preparedness.

Professionals in the Division of Student Affairs & Enrollment Management also contributed to the publishing of *Enough is Enough: A Student Affairs Perspective on Preparedness and Response to a Shooting on Campus*, a joint-publication of the American College Personnel Association (ACPA) and the Student Affairs Administrators in Higher Education (NASPA). A major collaborative effort that included 23 contributors—19 from NIU—this publication was initially released at the 2010 NASPA National Conference held in Chicago.

Further demonstrating the commitment of Division staff members to give back to their profession, approximately 30 professionals presented on more than 13 topics at the national NASPA Conference. Sessions addressed areas such as learning supervision skills, integrative threat assessment, Generation X senior student affairs officers, student technology culture, enhancing graduate competencies, using student development theory in practice, the legacy and future of LGBTQ inclusion on campus, responding to the needs of multiracial students, and building upon a legacy of activism in Latino cultural centers.
CAAR coordinators also serve as resources to many faculty and staff members on campus as they work with students with disabilities. Ongoing collaboration with the CHANCE Program has been, and continues to be, important as the offices work together to provide support services to these students. This year, new networking occurred between Veterans Assistance and CAAR. These collaborations will lead to improved services for injured military veterans at NIU. CAAR also began collaborating with the Counseling & Student Development Center and the Speech-Language-Hearing Clinic to provide students with Asperger’s Syndrome and other social/communication issues a group setting in which to learn social interaction skills. This has been successful and will continue next year. Additionally, some students with hearing impairments or who are deaf, but not signers, disclosed that they felt isolated at NIU. CAAR facilitated group discussions with these students at an awareness event. The students reported that these events were helpful to their adjustment.

Finally, using resources and information from other campus units that provide mentoring programs, CAAR developed the new Inspire mentor program. Eight mentors were chosen, and five were trained during spring 2010. Protégés were selected during the summer, and the mentor-protégé interactions were scheduled to begin in August. This program will provide mentors with additional skills as they assist their protégés in adjusting to NIU.
The Admissions Office recruits new students and provides student-centered, educational outreach that includes regular campus visits and Open Houses. Staff members guide students throughout the entire admission process; provide information about NIU to prospective students and families, as well as high school and college transfer counselors; and create connections for new students with current students, faculty, and staff members.

During FY10, the Application Processing unit and the Calling Center—two key components in the admission of undergraduate students—were reorganized in Undergraduate Admissions. This reorganization has resulted in greater service to students, families, and high school and college transfer counselors throughout all stages of the admission cycle: prospect and inquiry, application, admission, confirmation, and enrollment.

An important programmatic approach for recruiting students is on-campus visits and programs. Admissions hosted four Open Houses on campus. Compared to FY09, student attendance increased 10%, parent/family attendance increased more than 3%, and overall attendance was up 6%. In addition, three programs geared toward key enrollment target groups were hosted on campus: the Diversity Reception, Honors Reception, and an Admitted Student Day.

In collaboration with the Asian American Center, Center for Black Studies, Latino Resource Center, and several secondary schools, Admissions hosted 150 students and 236 family members on campus for the 21st annual Diversity Reception.

New initiatives implemented during FY10 include receptions for admitted and confirmed students in the homes of prominent alumni (in collaboration with the NIU Alumni Association and Alumni Relations); online chats for admitted students; an admitted student reception held in conjunction with the February Open House; and the expanded use of scholarship dollars. In addition, website enhancements were made to clarify and improve student navigation through the Admissions site, thus creating greater opportunities for students to take the next steps to enrollment (i.e., inquiring, applying, visiting, confirming enrollment, and registering for Orientation, Housing & Dining, and Testing Services).
The Asian American Center creates an inclusive environment where Asian American students cultivate a strong sense of community at NIU and where campus and community partners collaborate to raise awareness about the rich cultural heritage of Asian Americans.

During FY10, the Asian American Center celebrated its fifth anniversary with an afternoon Kick-off Event, an evening Community Celebration, and a year-end Open House. In preparation for next year’s recruitment initiative, the Center started a facility enhancement project and is working with Building Services to paint the outside of the building and the interior walls.

The Center received a $5,000 Target Campus Grant to support the Joint Peer Mentor Retreat—a collaborative program with the Center for Black Studies, CHANCE Program, Latino Resource Center, LGBT Resource Center, and Center for Access-Ability Resources—to coordinate a Training Retreat Day for peer mentor participants. In FY10, the Asian American Peer Mentor program recruited 37 mentors and 63 protégés, conducted a program assessment to measure student learning outcomes and satisfaction levels for participants, and implemented training sessions for mentors.

The department provided student-centered services through its close working/advising relationships with 17 Asian-American student-run organizations that included four Greek-letter organizations. The Center enhanced student learning by providing leadership opportunities, student partner/employee positions, and internships. The Center also engaged student interns whose focus areas included event planning, photography, marketing, peer mentoring, and website design.

The Asian American Center helped establish an inclusive environment through its service to students of various Asian ethnicities, its outreach efforts with Asian-based student organizations, and its diverse program offerings. The Center’s staff participated in outreach to 118 student organizational meetings, planning meetings, and/or campus events. It also collaborated with the Latino Resource Center, LGBT Resource Center, Center for Access-Ability Resources, Center for Black Studies, and Women’s Resource Center on Rock tha’ Mic: Huskie Talent Jam!, the Paraprofessional Training Program, the fourth annual Diversity and Equity Awards Gala, and summer orientation’s Caring Reception.

The Asian American Center developed collaborative relationships with departments including Career Services, Center for Burma Studies, Communication Department, Center for Southeast Asian Studies, Counseling & Student Development Center, Holmes Student Center, Foreign Language Programs, Housing & Dining, International Programs, Latino Resource Center, LGBT Resource Center, Music Department, Student Involvement & Leadership Development, and Unity in Diversity. These partnerships assisted with providing programs, services, outreach, leadership development, and/or resource acquisition.
Campus Child Care (CCC) continued to provide high-quality care and education to the children of NIU students (66%), faculty and staff (26%), and the surrounding community (8%). A total of 164 children were served during the year. Demographics served included 40% minority populations, 30% single parents, 27% commuters, and 51% low-income families.

The Center provided on-campus job opportunities and experiential training for 65 NIU students and four interns from Kishwaukee Community College. It also provided experiential learning opportunities to students in Psychology, Music, Sociology, DeafPride, and Family, Consumer & Nutrition Sciences. Some students provided direct learning activities for children and parents, while others participated in volunteer work, research projects, and observations.

CCC received $12,500 in grants to help pay for program improvements, replacement equipment, and professional development. The CCAMPIS Grant continued to provide funds and scholarships to assist 62 low-income student parents in paying for child care.

In collaboration with the LGBT Resource Center, Campus Child Care provided resources and education to CCC staff and parents that focused on ways to support LGBT families. An informative roundtable discussion was held with staff members from both departments and a faculty member. Information from the LGBT Resource Center and National Association for the Education of Young Children was provided so that parents and staff members could learn more about LGBT families.

CCC staff members developed and implemented a yearlong educational series for parents to promote the importance of character development in young children. The series focused on building character development in infants and toddlers, enhancing social competencies and friendships, building empathy and problem solving skills, and promoting community involvement and good citizenship. Activities directly related to character development were provided in all classrooms throughout the year, and evening parent programs focused on this topic. At the conclusion of this program, parents identified many ways in which their knowledge was enhanced. They also identified ways that they could positively impact their children’s character development.

In collaboration with the Center for Governmental Studies, a strategic plan was developed for Campus Child Care. The CCC researched and selected a formal assessment tool that will be used to evaluate children’s ongoing growth and development. This will help ready the CCC in its preparation for an external review from National Louis University to achieve a higher star rating through the Illinois Department of Human Services Quality Rating System.
Career Services helps undergraduate students secure internships and full-time employment through a centralized department serving all the colleges, departments, and majors. Career Counselors are available to assist NIU undergraduate students in making career decisions, to discuss career transitioning, and to develop plans to build hands-on experience into their educational program through internships. The Career Services staff also assists students in their search for off-campus, part-time, and full-time employment during their college experience.

The Career Services’ three-year strategic plan, developed during 2009, is a living document that provides a roadmap for the delivery of outstanding service to students. This has resulted in revisions to the departmental mission statement and program goals. An internal review by the entire staff and an external review using standards developed by the Council for the Advancement of Standards in Higher Education validated current programming. In addition, the review process suggested methods for Career Services to participate and collaborate in the integration of Enrollment Management. Recommendations from the review included establishing a student advisory board and restoring the departmental advisory board, which is comprised of faculty, alumni, and employers.

The Campus and Employer Relations unit acquired commitments from five new and returning employers who, by their departmental sponsorship, look to NIU students as a preference for their hiring and internship needs. Two new Career Fairs were added to assist students with entry into graduate school and the health care fields. Accountancy Internship interviews were held the week after finals in December.

Internal and external stakeholders were major partners in the department’s collaboration efforts. Target Corporation awarded a grant to Career Services that was used to recognize six academic advisors as Target Faculty/Advisor Award recipients. The $500 grant that each received will be used to expand or enhance internship and experiential learning opportunities. The recipients were selected based on how their partnerships with Career Services had influenced curriculum and programming to further the opportunities for experiential learning and student work experiences in their academic colleges. The department also received an Illinois Board of Higher Education Grant for internships targeted at students in nursing, journalism, and education.

Collaborations with academic departments, coupled with increased marketing of services, resulted in an increase in workshop delivery. The department presented 219 workshops (a 10% increase over FY09) to prepare students for their job searches. Topics included etiquette dinners, résumé reviews, interviewing skills, networking, and preparation for job and internship fairs. Additionally, the department co-presented 72 UNIV 101 and UNIV 201 sessions with members of the Academic Advising Center.
The Counseling & Student Development Center (CSDC) provides mental health support to NIU students and overall support to the NIU Community. This is achieved by providing counseling, crisis intervention, assessment, and academic coaching to students. The Center also provides consultation and outreach to the NIU Community. CSDC maintains solid relationships with other mental health treatment centers both on NIU’s campus and in the surrounding community. These relationships help CSDC best meet students’ mental health needs.

The Center saw a 19% increase in clinical services compared to the previous academic year. To best manage the increased demand for clinical services, the Center designed an annual priority that focused on expanding the group-counseling program. This initiative was highly successful. Five new counseling groups were offered during the year, resulting in a 25% increase in the number of group counseling sessions provided. One of the new groups, Communications, focused on students with Asperger’s Syndrome or general communication issues. This group was a collaborative effort with the Center for Access-Ability Resources and had a co-facilitator from the Rehabilitation Counseling program.

As the number of military veteran students continues to increase at NIU, CSDC focused on gaining knowledge to meet the needs of student-veterans. Three external experts gave a presentation at the CSDC retreat, and the Coordinator of Veteran and Military Personnel Student Services attended a staff meeting to provide information about his department. Center staff also collaborated with staff members from Health Enhancement and Recreation Services to run multiple focus groups of student-veterans to better understand their specific needs.

The Center was part of the planning and preparation for the second anniversary of the February 14, 2008, tragedy. On this day, Center staff members were available for individuals who needed assistance, and they were present at all memorial events. The Center was also responsible for the return of Therapy Dog Teams, which provided support to the community at this year’s commemoration.
Health Enhancement, the health promotion department within the Division of Student Affairs & Enrollment Management, provides student-centered, relevant health promotion information, materials, and interventions to assist students as they pursue their academic goals. The provision of these student-centered services through new and continuing partnerships remained central to the department’s daily operations and annual goals for FY10.

For the first time since becoming an independent department, Health Enhancement underwent its own internal and external review. Both review teams used the Council for the Advancement of Standards to identify areas of achievement and growth. Among the many recommendations listed in the review reports, the two most significant were rethinking the mission statement to better align with the socio-ecological model of health promotion and primary prevention education, and developing a three- to five-year strategic plan to implement, analyze, and distribute results from assessment initiatives intended to identify unmet needs, evaluate program effectiveness, and track trends in student health status.

In partnership with Recreation Services, Counseling & Student Development Center, and Health Services, Health Enhancement assumed leadership in assessing the health and wellness needs of student-veterans as they transitioned to NIU. One of the major themes that emerged from focus group findings was the need to create greater partnerships across the NIU Community to enhance services regarding stress management, alcohol misuse, and interpersonal relationships.

The Alcohol Task Group, a new population-based alcohol education program for students living in the residence halls, was established in FY10. Staff members from Health Enhancement and Housing & Dining developed core messages and methods for alcohol education. Two staff training modules were developed, and at least 10 different programming options were created for Community Advisors to use as part of their programming efforts. These included various bulletin-board projects, interactive games, and guerrilla-style educational activities (Frozen Alcohol Messages and Spring Break Adventure). Survey results from both semesters indicated that nearly all of the respondents were exposed to educational alcohol messages either through creative print or electronic media and/or through a combination of innovative active and passive programming. The Alcohol Task Group is now a standing committee in Housing & Dining and Health Enhancement.

Interpersonal violence prevention education continued to reach many students through a variety of activities. Health Enhancement partnered with multiple campus entities to host Sexual Assault Awareness Month and the White Ribbon Campaign. While Health Enhancement’s well established Speakers Bureau and Pause Off! peer theater troupe continued to honor presentation requests, the department also partnered with Admissions to send an e-mail message to all first-time students to refer them to on- and off-campus websites for prevention and service-related resources. NIU remains compliant under the state mandate regarding sexual assault awareness education.
Health Services (HS) is an accredited, ambulatory clinic supporting NIU students in their pursuit of academic achievement. In FY10, Health Services provided medical care for 11,122 students, for a total of 32,199 visits. Health Services continues to serve as the compliance office for the State of Illinois pre-enrollment immunization requirements, to fulfill a public health role on campus in conjunction with the DeKalb County Health Department, to maintain administration of the Student Health Insurance program, and to provide sports medicine services for Intercollegiate Athletics at NIU.

The Preventive Medicine staff serves as the liaison between Health Services and the DeKalb County Health Department and Illinois Department of Public Health. Health Services continued in collaboration with NIU departments and local community agencies in Emergency Management planning, specifically for the H1N1 influenza endeavors of fall 2009 and spring 2010. From September through April, Health Services saw 431 students with influenza-like illnesses, with October and November being the busiest months. Throughout the month of November, a nurse phone triage was implemented. The nurse received 345 calls for advice about H1N1. Preventive Medicine administered 1,463 H1N1 vaccines.

Point N Click, the electronic medical record, was further enhanced and upgraded in its first year following implementation. On June 1, 2010, Open Communicator was implemented. This is a secured portal that allows students to make appointments at Health Services for certain types of health visits and to receive secured messages from Health Services.

The Health Services’ physicians began the recredentialing process in spring 2010, which also included the radiologist, orthopedists (Athletics), gynecologist, and CSDC psychiatrist. This process is to demonstrate that each physician is qualified and competent by education, training, and experience to provide routine medical care and has maintained competency in any special privileges. Recredentialing is conducted every two years.

In September 2009, a group of NIU Health Services staff members and Student Health Advisory Council (SHAC) members convened to discuss changing from conventional pap tests to all Thin Prep Pap tests. This group was formed to research information and to analyze the benefits of changing to this more sensitive test and best practice. Based on the outcome of this project, Health Services will begin exclusively providing Thin Prep Pap tests on July 1, 2010.
Housing & Dining (H&D) is committed to providing a safe, supportive, and educationally empowering community where students can learn, grow, and succeed in a complex and diverse world. Through its facilities and programs and its collaboration with staff, student leaders, and campus partners, H&D promotes respect, individuality, and personal responsibility.

During FY10, a renewed focus on residential transfer students led to a number of new initiatives and collaborations. Stevenson Towers established a Transfer Advisory Council, which provides programmatic suggestions and guidance for the Transfer Student Living Learning Community (LLC). This LLC is an ongoing collaboration with the Admissions Office Transfer Center.

New projects and technological initiatives that significantly enhanced the residence halls included the following: a computer lab in Grant Towers South; smart equipment in the Stevenson Towers multi-purpose room; back-up hard drives for the surveillance camera system; the conversion of an underused Lincoln Hall lounge into a game room; new paint, carpet, and vinyl flooring in Lincoln Hall lobby; new mattresses in the B, C, and D wings of Lincoln Hall; and paint and carpet replacement in the Neptune Central Fireplace Lounge. In addition, Douglas Hall Council worked with Residential Facilities to create a pilot recycling program for A-wing residents.

FY10 marked the return of Saturday service hours at Lincoln Dining. Approximately 8,000 customer transactions occurred on Saturdays at Lincoln Hall in 2009–2010. This significant number of transactions resulted in many positive responses from Lincoln residents who appreciated the service being available in their residence hall.

In FY10, Residential Dining continued to offer a Nutrition Corner where residents could obtain written information about dining opportunities, informed food selections, the need for physical activity, and ways to deal with stress. This educational effort was enhanced by the introduction of a nutrition blog where residents could seek additional information through an online question-and-answer feature.

Staffing reorganization allowed the department to identify a Complex Coordinator to focus on diversity initiatives for the department. Leading the inclusiveness team, this staff member researched and proposed a diversity statement that was adopted during the spring semester. This leader also developed a bias-incident response protocol for use in bias-related incidents in the residence halls and Northern View Community apartments.
FY10 served as both a year of continuity and a year of change for the department of Judicial Affairs. The commitment of Judicial Affairs to provide high-quality customer service related to responding to inquiries and overseeing and executing the NIU judicial system remains in place.

During FY10, Judicial Affairs staff members provided annual training to the Housing & Dining professional and student staff members in the area of judicial affairs procedure and mediation. Overall, the training was well received and allowed the judicial system to be more efficiently executed.

Judicial Affairs staff members also provided programming to various student organizations on a variety of topics that included responsible alcohol use, fire safety, risk management, and hazing. These topics were provided to both Greek and non-Greek student organizations. Throughout FY10, Judicial Affairs held 47 Judicial Board hearings and 59 Appeals hearings and logged 1,337 cases, resulting in the adjudication of 1,000 cases. The sanctions most frequently imposed were referral to the e-CHUG service, judicial fine, and University Disciplinary Probation. In addition, Judicial Affairs handled more than 1,100 walk-in requests related to student conduct issues.

In February 2010, the department received the Judicial Affairs Review Team’s final report, the culmination of a 12-month internal review of office operations. In April 2010, Judicial Affairs underwent an external review of its procedures and the student conduct process. The reports from both the internal and external reviews highlighted the opportunity to change current practice and philosophy of the office to better serve NIU students. The external report provided specific direction to assist the office in creating a paradigm shift for the student conduct process. As a result of both reviews, the department’s name was changed to the Office of Community Standards & Student Conduct effective FY11. The department will develop a mission statement to reflect this new direction.

After the completion of the review process, the department worked with various Division and University departments to develop a new Student Code of Conduct that incorporates the recommendations of both the internal and external review reports. Additionally, the department worked to revamp the training procedures and presentations for Hearing Board members and staff members who assist in the judicial process.
The Latino Resource Center (LRC) serves as a central resource for Latino/a students on campus and in the community to assist and encourage them toward graduation at NIU. Last year, the LRC hosted and co-sponsored several academic, social, and cultural events, and it collaborated with 28 student organizations, University departments, and community agencies to implement 16 events for Latino Heritage Month (September 15 to October 15, 2009). A highlight of this month was guest speaker Rigoberta Menchú, the 1992 Nobel Peace Prize recipient, who shared her courageous life story about her dedication to fight the plight of Guatemala’s indigenous groups.

Latino Parent University (LPU), a new pilot program, was successfully completed in spring 2010. The LPU program was designed to provide educational workshops about the high school experience and college process—such as academic preparation and applying to college—to Latino parents of freshmen at East Aurora High School. Between 10 and 15 Latino parents participated in this program for the 2009–2010 academic year. In addition, the Mentoring for Academic Success (MAS), De Mujer a Mujer: Latina Assistance Program (LAP), and Freshmen Receiving Experience and Study Habits (F.R.E.S.H.) programs continue to positively affect the experiences of first-year students in their transition to college life and to provide a strong social support group specifically for Latino students at NIU.

Thirty-two students volunteered for the mentoring programs offered by the LRC throughout the year. Several students served as positive role models to middle school and high school students in the surrounding DeKalb Community through programs such as Together Exploring Oportunidades para Sobresalir (T.E.L.O.S.), Changing How I Can Achieve Success (C.H.I.C.A.S.), and Vanguardia Afirmativa de Latinos Unidos (V.A.L.U.). The students who were members of these programs participated in workshops focused on cultural identity, diversity, building healthy relationships, successfully transitioning to campus life, and time management. The LRC worked in close collaboration with parents of the participants and District 428 administrators to ensure that the needs of the students were being addressed.

In spring 2010, the LRC hosted hosted 16 visits by schools from the local community and the Chicagoland area. LRC student staff members are dedicated to providing an individualized tour for each school, thereby making the experience more personal for visitors. The majority of visitors indicated that they would consider NIU as their first college choice. This interest is also reflected in the increasing number of visitors to the LRC website. In FY10, the website had 19,595 visitors who viewed information on programs, services, and events.
The Lesbian, Gay, Bisexual, Transgender (LGBT) Resource Center serves as a vital source where lesbian, gay, bisexual, transgender, and questioning (LGBTQ) individuals can find a sense of community and everyone can learn about LGBTQ identity and culture.

The LGBT Resource Center was active this year, averaging 107 visitors per month—a 37% increase over the past two years. Students accounted for 79% of all visitors, with 21% visiting the Center for the first time. Walk-in traffic was matched by substantial traffic on the Resource Center website. Unique visitors to the website averaged 1,038 per month, an increase of 18% over the previous year. There were 18,801 website visits throughout the year.

The LGBT Resource Center hosted a full schedule of educational, cultural, and social events throughout the year, collaborating with 30 co-sponsors to implement 40 events that attracted nearly 1,500 participants. The Ally Program and the Straight Talk Speakers Bureau—two signature programs of the Center—continued to show strong assessment results in support of fostering Community awareness and knowledge about sexual orientation and gender identity. Nearly 100% of workshop participants reported an increased understanding of LGBT identity, heterosexual privilege, and ways to be allies.

The Center launched the Q-Connect online peer mentor program, which provides online chatting sessions for students to ask questions about gender and sexuality. Six mentors participated in the program. When evaluating it, each stated that his or her communication skills and self-confidence improved; 83% of the mentors stated that their decision-making skills improved. The goal of the program is to further develop the mentors’ self-confidence, communication, and decision-making skills.

Nine students volunteered for the Straight Talk Speakers Bureau program, and they made nine presentations to 213 audience members in classrooms and residence halls and around campus. At all events evaluated, 100% of audience members rated the speakers as professional, knowledgeable, open to questions, and effective. In addition, 82% of audience members were able to list at least one thing they learned from the presentations. More than 80% of audience members left the sessions saying that the speakers “helped me understand LGBT identity.”

The LGBT Resource Center hosted the first annual Lavender Graduation, which celebrated the accomplishments of LGBTQ self-identified graduates. The program resulted in nine participants coming from bachelor, master, and doctoral programs. The graduates stated that they felt closure to their NIU experience and were more likely to return to the LGBT community as active alumni.
Off-Campus & Non-Traditional Student Services aims to foster a sense of community for NIU students by providing a supportive and inclusive environment for commuter, off-campus, and non-traditional students.

During FY10, Off-Campus & Non-Traditional Student Services engaged with more than 2,000 students through programmatic efforts and served numerous additional students through Facebook updates (86 recipients), a weekly listserv (e-mail group of 530 recipients), daily departmental e-mails, instant messages, a monthly newsletter, and one-on-one meetings with students.

Assisting students with housing searches is a weekly occurrence during the academic year and a daily service during the summer session. In speaking with students, the staff learned that the term commuter—which was originally part of the department name—deferred students who sought apartment resources. To be a more inclusive office, staff members decided to change the name from Commuter & Non-Traditional Student Services to Off-Campus & Non-Traditional Student Services. As a result, the department has been able to connect with more students and make the services offered more widely known.

The staff members worked together to surpass a goal of $10,000 in applying for outside funding to help support departmental programs. They received $2,400 in funding and sponsorship, approximately 25% of the monies for which they applied. The staff members continue to attend grant-writing training sessions and to seek additional opportunities to apply for funding.

The department collaborated with approximately 10 Divisional partners (multiple times), five campus offices outside of the Division, two off-campus community partners, and four student organizations. Collaboration is essential as the team expands services and delineates the large number of allies and advocates in the campus community.

Many of the department’s annual programs experienced an increase in student participation from FY09. Those events included the Off-Campus Housing Fair (38% increase), Soup du Jour (2% increase), Study Break (44% increase), and Comrade Week (18% increase). These successful programs will continue to be annual traditions for NIU students.

The entire office staff contributed to the success of the Dialogue on Diversity initiative to provide diversity discussion sessions for student leaders throughout the academic year. Staff members personally reached out to student leaders through phone calls and e-mails to request their participation in this innovative program.
The Office of Support & Advocacy (OSA) empowers students, faculty, and staff members who were present in Cole Hall Auditorium on February 14, 2008, at the time of the NIU campus tragedy, as well as the loved ones of the students lost, to take full advantage of the resources available to support them as they manage their present situation and create their future.

In October 2009, the OSA hosted a dedication ceremony for the Forward, Together Forward Memorial for the families of the deceased and the students directly impacted by the Cole Hall shooting. Fifty-five people attended the private event, which included presentations from the artist and architects, a poetry reading, and a balloon launch. The event recognized the permanent commemoration of the students NIU lost in February 2008.

In February 2010, the OSA hosted private events for students who were directly impacted and the families of the deceased during the campus-wide Day of Remembrance. The OSA also held a private reception, opened the Memorial Center for private viewings, and hosted a special luncheon for the student survivors and a scholarship luncheon for the families of the deceased.

The release of the Report of the February 14, 2008, Shootings at Northern Illinois University was a significant milestone for many of the families of the deceased and the student survivors. The OSA provided advanced screening of the report to the families of the deceased. Student survivors were informed about the report and were encouraged to read it in a place where they felt comfortable and on a day without time constraints such as upcoming tests or quizzes. While many students chose not to read it, a handful chose to read it at the OSA, stating that they felt comfortable reading it there and discussing it with other students and OSA staff.

In April, the OSA Student Programming Board, in conjunction with the “Enough is Enough” campaign to end societal violence, hosted an art show to raise funds for the student survivors to have a tree planted on campus in remembrance of them. Four student artists submitted unique works to be judged, and the OSA students raised more than $1,000, with a sizeable contribution coming from the DeKalb Fire Department.
In support of the academic missions of the University and the Division of Student Affairs & Enrollment Management, Orientation & First-Year Experience (O&FYE) aims to help all first-year freshmen and transfer students make a successful transition to NIU.

Orientation & First-Year Experience continued to expand and refine many of its programs and services in FY10. As in FY09, the defining activity for the department was the continuation of the Foundations of Excellence® self-study and improvement process. More than 100 faculty, staff, and students have participated—as part of the Foundations of Excellence® Steering Committee or on one of the nine Dimension Committees—in gathering evidence on NIU’s first-year experience. They gathered evidence by using both quantitative and qualitative methodology. Each Dimension Committee submitted a report, which was subsequently reviewed by consultants of the Gardner Institute. By June 2010, the Co-Liaisons for the NIU project had reported preliminary findings to 10 University committees. The final report was written in summer 2010, and recommendations will be made early in the fall 2010 semester.

The second annual Midwest First-Year Conference (Strengthening the First Year of College: Embracing Collaborative Partnerships) was held on the NIU campus on September 25, 2009, and was hosted jointly by NIU, Rock Valley College, Elgin Community College, College of Lake County, and Aurora University. This event drew more than 200 participants and offered nearly 20 educational sessions in addition to plenary speaker Betsy O. Barefoot and John N. Gardner, both of the John N. Gardner Institute for Excellence in Undergraduate Education.

Successful new additions to the orientation programs, which served nearly 12,000 participants in the past year, included a Northern Pact reception at the close of the summer orientation day (co-sponsored by Campus Activities Board, the Division of Student Affairs & Enrollment Management, Chipotle, Target, and www.from-mom.com). In FY10, 58% of the entering freshman class enrolled in a section of the UNIV 101 (University Experience) course, and 20 sections featured a common reading of The Last Lecture by Randy Pausch and Jeffrey Zaslow. The 2010 instructor recruitment/training phase was so successful that 21 potential instructors could not be placed in sections. More than 70 Peer Instructors have been named for fall 2010; they will be joined by eight Graduate Student Leaders who will be mentored by master instructors and who will attend theory-to-practice seminars during the fall semester.
As the department responsible for providing leadership for the planning and assessment activities of the Division of Student Affairs & Enrollment Management, Planning & Assessment (P&A) continued to develop as a stand-alone department during FY10. The department created a mission statement, department program goals, associated measurable objectives, and a departmental nameplate.

After a September 2009 Assessment 101 Webinar, P&A conducted an online survey to assess staff needs related to professional development focused on assessment strategies. Of those who attended the webinar and who also completed the survey (n=21), most said that the quantity of information presented was “just right.” As a result of this survey, which was also sent to Division staff (n=121), P&A sent two Assessment Tips e-mails (60% responded that they would appreciate this form of communication), hosted one drop-in session on surveying techniques (50% requested this topic), and presented a Focus Groups 101 training session (41% requested this topic). Additional professional development programs and materials continue to be created based on this needs-assessment data.

The P&A website was completely redesigned during the year to provide more accessible resources for staff members and professional colleagues searching for assessment resources. Those resources that were requested most frequently in phone calls or e-mails to P&A were highlighted by links on the P&A homepage (e.g., the Assessment Strategy Grid).

During FY10, staff members also studied student development theory through a variety of methods and participated in several professional development dialogues about how to integrate these theories into the department’s planning and assessment activities. Further professional development was obtained related to data analysis, report writing, and website creation.

As P&A continues to develop as a department, it will continue to identify strategies and resources to assist Divisional staff members to be successful in their planning and assessment initiatives. Additionally, the foundation that was set this year through the mission, goals, and objectives will support future initiatives to provide relevant information about students and student learning to Divisional colleagues.
Recreation Services (RS) continues to provide recreation programs for NIU students to support their pursuit of healthy lifestyles in the areas of fitness, nutrition, personal training, wellness, outdoor adventure, and sports. The Open Recreation program hosted at the Student Recreation Center (SRC), Chick Evans Field House (FH), and aquatic centers offered 6,737 hours of recreation time, resulting in 393,174 individual uses during this fiscal year. Open Recreation had a 9% increase in participation when compared to FY09, resulting in an increase of 33,983 users. Through Intramural Sports, Group Fitness Classes, Nutrition Counseling, Personal Training, Outdoor Adventure (OA) trips, and Sport Clubs, RS offered 3,209 (5% increase) diverse recreational opportunities, resulting in 26,106 student participants.

Overall program participation increased 14% compared to FY09, resulting in 2,239 more participants. This is primarily attributed to the Group Fitness program that added new exercise formats, which resulted in a 63% (3,352 participants) increase. Additionally, the Aquatics program offered instructional and lifeguard certification classes for the first time at NIU. Although these classes did not completely fill, they helped RS provide a more comprehensive and inclusive recreation program. User fees in Intramural Sports and OA appear to be a deterrent for participation, resulting in a decrease of 1,049 students for these two programs.

One of the primary tenets of Recreation Services is to provide students and student employees opportunities to learn through participation in recreation and in the work environment. Peer education is an integral function of Recreation Services’ programs and often involves student leaders teaching other students about fitness and wellness. For example, OA trip leaders spent 3,586 hours teaching their peers outdoor adventure skills and environmental ethics. This year, RS developed three educational sessions for Sport Club officers to help them gain the knowledge and skills they need to be student leaders for their respective clubs. Additionally, 66 student employees reflected on their work experience in RS, which helped them practice realistic self-appraisal of their own skills, identify learning outcomes that resulted from their employment, and provide input for improving programs and services.

An online registration system was implemented in fall 2009 for Group Fitness classes, nutrition consultations, personal training sessions, Intramural Sports, and RS Membership Services. This system provides easier and more convenient access for patrons to register for activities and services. The management software system also provides better participation and financial records, which aids in more efficient business operations. In FY11, the OA staff will explore the feasibility of implementing an online registration program for OA trips and outdoor gear rentals.
The Scholarship Office works in coordination with Student Financial Aid to connect NIU students with scholarship resources, and it assists NIU offices and departments with the administration of scholarship funds. In addition, the Scholarship Office awards and monitors several scholarship programs for new and continuing students.

In conjunction with Student Financial Aid, the Scholarship Office distributed more than $2,622,000 in funds to new and continuing NIU students this year, thereby recognizing students’ commitment to hard work and encouraging their persistence and success.

The Scholarship Office focuses on students’ access to scholarship information and their understanding of the scholarship process. During the fall semester, the Office developed a partnership with a Counseling, Adult and Higher Education graduate assessment class that focused on student learning. The research and recommendations received from the partnership will be paired with data from the FY10 benchmarking project to further streamline specific scholarship application and renewal processes.

To provide a seamless scholarship application experience for both students and staff, the Scholarship Office has implemented the OnBase document imaging system. All scholarship documents will be stored electronically and coded for assessment purposes in the MyNIU system. Electronic scholarship applications will be operational for FY11. These changes will revolutionize the application and scholarship review process, allowing ease of document retrieval and workflow. The Scholarship website was also revised and updated, and a Facebook group started. Scholarship recipient profiles were added to the website as well.

The Scholarship Office embraces the Division’s core values, which it exemplifies through collaborative relationships within the NIU Community and with external partners. In addition, the Scholarship Office was named an LGBT Ally for assisting individual students and supporting an inclusive community. To enhance student learning, the department developed a comprehensive financial resources brochure in conjunction with Student Financial Aid.
Student Financial Aid helps students pursue their college education by assisting students and their families to manage educational expenses. The office manages the processing and regulatory responsibilities associated with the delivery of financial aid, and it provides counseling and general information on financing higher education to students, families, the NIU Community, high schools, and the public.

Recognizing that navigating through the financial aid process is not intuitive, Student Financial Aid guides students and parents through the process of applying for and receiving aid and repaying student loans. Because of the challenging economic environment, Student Financial Aid played a critical role in providing students financial help to pay for educational expenses. There was an 11% increase over FY09 in the number of NIU students who received financial aid in FY10. In FY10, 20,256 students received a total of $192,266,098 in financial aid. In addition, 6,295 NIU undergraduates received a Federal Pell Grant, totaling $24,450,864—a 19% increase over the prior year. The department engaged with more than 49,000 students and family members through walk-in visits and phone contact. An estimated 20,000 e-mails were sent in response to students’ and parents’ financial-aid inquiries.

Since financial aid plays a critical role in both recruitment and retention, department staff and resources provide comprehensive and equitable financial aid support services to prospective and current students. To support NIU’s recruitment efforts, Student Financial Aid introduced the Huskie Advantage, a new institutional grant program for incoming freshmen. Incoming freshmen who qualified for Pell and State of Illinois Monetary Award Program (MAP) grants received funds from Huskie Advantage if their tuition costs were not met through a combination of Pell, MAP, and other tuition-only awards. Seventy percent of the applicants awarded the Huskie Advantage Scholarship chose to attend NIU in fall 2009. Two hundred thirty new freshmen received a total of $302,504 in tuition assistance through the Huskie Advantage program.

The department was also at the forefront of the effort to maintain MAP funding for current NIU students in spring 2010. Student Financial Aid provided important data, resources, and communications to inform students, families, the University, and the Community about the possible loss of MAP funding. The efforts of the University, the students, and the community resulted in full MAP funding for spring 2010.

Due to limited funding, early filing of the Free Application for Federal Student Aid (FAFSA) is even more crucial for receiving federal, state, and institutional grants. To encourage students to file the FAFSA early, Student Financial Aid initiated a new program, FAFSA Fridays. The department also collaborated with Intercollegiate Athletics and local high schools to provide FAFSA completion workshops. These efforts, along with enhanced communication efforts, resulted in a 20% increase in early submission of FAFSA applications.
Student Involvement & Leadership Development (SILD) recognizes the value and need for programs and services that facilitate the total development of all students. The SILD 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.

This year, the Greek Councils and Intercollegiate Athletics collaborated for a Huskie Pride Night at the Yordon Center. Students who attended learned about the different councils and the Intercollegiate Athletics program. Approximately 40 students participated in the third annual Becoming a New Greek conference in October, which addressed topics such as alcohol education and living your values. About 300 students attended the annual Tony Fusaro Greek Leadership Conference in February.

The Campus Activities Board (CAB) had a strong year focused on professional development. General Board members attended institutes and conferences and collaborated with colleagues at other institutions. Twenty-five CAB members also participated in Dialogue on Diversity, which allowed for in-depth conversations about diversity and race among the members. CAB membership increased 27% during FY10 (to 127 students).

As a way of providing better service to Huskie families, the Parents’ Association merged Moms’ Weekend and Dads’ Weekend into Spring Family Weekend, allowing family members to save on travel and lodging costs. By the end of the year, SILD prepared to fully launch the marketing campaign, highlighting the name change to Huskie Family Connections.

Volunteerism saw significant growth in participation in major events. Popularity of the 2010 Alternative Spring Break program resulted in an increase in the number of destinations to three (from one in 2009). Students and staff members ventured across the country to provide services centered on a variety of social issues. NIU Cares Day 2010 saw its highest volunteer turnout ever, with more than 1,800 students, faculty, and staff members working at 70 project sites throughout DeKalb County. In one day, the volunteers logged more than 7,000 hours of community service for local agencies, nonprofit organizations, and individual residents.

SILD’S Leadership area continues to provide holistic training for participants of the Leadership Academy, which expanded this year to place more emphasis on advanced student leaders. The leadership program received a significant gift from a private donor who endowed the Kevin D. Knight Leadership Award and provided additional funds to continue program expansion. The year ended with the annual Kevin D. Knight Leadership Awards Ceremony.
Students’ Legal Assistance (SLA) continued to provide high-quality legal services to students at NIU in FY10. The department provided direct assistance to 976 new clients, an increase of 162 over FY09. The department also assisted hundreds of repeat clients and other students who received services that included voter registration, notary public, and referral to other offices.

Of the new clients seen, 53% were male and 47% female; 12% were freshmen, 14% sophomores, 24% juniors, 33% seniors, 8% masters, 2% doctoral, 1% law, and 6% at-large or post-graduate students. Due to outreach efforts to new students, 50 more freshmen contacted the office in FY10 than did in FY09. Services were provided in a wide variety of cases: 34% of new cases involved landlord/tenant issues; 33% concerned criminal misdemeanor, traffic, or local ordinance violations; 9% consumer and employment; 4% expungement; 3% domestic relations; 3% tort; 1% insurance; 1% identity theft; and 12% miscellaneous. Of the cases handled, an unprecedented number, 45 (4.5%) were for Driving Under the Influence of Alcohol (DUI). There were 38 expungement cases. The two office attorneys also made 334 court appearances (more than ever before) on behalf of 729 students.

Given the volume of individual cases, staff members continue to develop prevention programs to increase student learning and to address issues before they become serious. Again this year, Students’ Legal Assistance worked with the NIU Department of Police & Public Safety to speak to new students about avoiding legal trouble. Overall, SLA staff members made presentations and conducted workshops to more than 30 UNIV 101 classes and various student organizations about specific issues such as financial literacy, expungement of criminal records, rights and responsibilities when dealing with the police, and DUI and alcohol laws. These programs reached more than 700 students. The office website was also updated throughout the year with legal information of interest to students.

Students’ Legal Assistance participated in a five-year assessment review under the auspices of the University Assessment Panel (UAP). The UAP indicated that the office had engaged in numerous positive assessment practices, and it made suggestions for additional improvements in assessment efforts.

Collaborative partnerships on campus remained active with the NIU College of Law, Ombudsman, NIU Foundation, International Student and Faculty Office, and Division of Student Affairs & Enrollment Management. Off-campus collaboration continued with the DeKalb County State’s Attorney, DeKalb City Attorney, DeKalb Police Department, and Hope Fair Housing.
The Women’s Resource Center (WRC) is a central resource for men and women to support their success on campus. The WRC staff is dedicated to improving the campus climate for women. The Center provides all students a variety of services that include social justice programming, internships, volunteer and other leadership opportunities, and individual advocacy for gender-related concerns. During FY10, the WRC staff members reached more than 3,300 students, faculty, and staff members with programming, outreach, and advocacy services.

In FY10, the WRC collaborated with numerous departments, organizations, and businesses to provide gender-focused programs and services. New initiatives included outreach presentations to District 428 schools, as well as a leadership summit with eighth graders in the district at Clinton Rosette and Huntley middle schools. The leadership summit employed the talents of all Center staff members and 12 volunteers who donated more than 50 volunteer hours to lead sessions throughout the two days. The WRC worked with 24 volunteers throughout FY10 for a total of 214 volunteer hours. Of those, 16 students took on regular weekly volunteer shifts, totaling 186 volunteer hours throughout fall and spring. The WRC also continued its Selfless Saturdays events during which 43 volunteers logged 129 volunteer hours throughout the semester at community agencies. Finally, in working with a Planned Parenthood campus intern, the WRC helped establish a new student group, Advocates for Choice. The group had a successful first year, hosting eight campus-wide events and collaborating with seven other student organizations and campus departments.

Throughout FY10, the WRC offered 31 student-designed and initiated social justice programs that focused on gender. One of the most successful events of fall 2009 was a presentation by Michelle Garcia, director of the National Stalking Resource Center. The event was co-sponsored by the College Panhellenic Council. The presentation drew more than 400 Greek and Communication 100 students. Ms. Garcia also held a professional development session for more than 30 Student Affairs & Enrollment Management professionals on responding to stalking. The WRC consistently had audiences for events that exceeded the capacity of WRC facilities, requiring that events be moved to a classroom in the Psychology building in order to accommodate the number in attendance. Additionally, the WRC hosted the first Rock Against Rape benefit concert in DeKalb in April. The event took place at The House Café, where it attracted more than 200 people and raised more than $1,000 for Safe Passage Inc. Domestic Violence Services.
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