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LETTER FROM THE VICE PRESIDENT

Dear Colleagues,

It is my pleasure to present the 2013 Annual Report of the Division of Student Affairs & Enrollment Management. This report is a compilation of successes achieved and milestones reached within each of the 22 departments in SAEM. Also included in our Annual Report is a summary of Division-wide highlights that illustrate the true leadership, dedication, and collaboration of our staff members. Our core values of providing student-centered service, establishing partnerships focused on student learning, actively building collaborative relationships, and establishing an inclusive community are at the heart of what we do each day; and this year’s Annual Report highlights this fact.

Several significant initiatives implemented in our Division are featured in this report. At the Division-wide level, we have been intentional about promoting our Bystander Intervention Education program by spreading the word across campus on the importance of getting help, speaking up, and just acting when witnessing situations that might get out of hand. We have also connected engaged learning and career planning through the creation of our Engagement Template. In addition, we opened our New Hall residential complex and revamped our Welcome Days activities to better acclimate new students to the NIU community.

Our Division’s priority has always been student success. We want our students to grow into dynamic leaders and become active community members. The accomplishments detailed in this year’s Annual Report illustrate how each department, and the Division as a whole, has made this priority a reality.

In Huskie Pride,

Eric A. Weldy, Ed.D.
Vice President for Student Affairs & Enrollment Management
Division Highlights

BYSTANDER INTERVENTION EDUCATION

This year marked the first year of the Division of Student Affairs & Enrollment Management’s Bystander Intervention Education initiative. “Speak Up. Get Help. JUST ACT.” was designed to empower students to report problematic behaviors and situations. Through educational workshops focusing on awareness, motivation, and skill-building, and a campus-wide social marketing campaign, this program/initiative promoted positive norms, behaviors, values, and customs. Key accomplishments were:

- Twenty-two (22) 2-hour training sessions for students were offered; approximately 270 students gained information and tools which enhanced their bystander intervention skills. Assessment results indicated that students were more likely to intervene as a result of the trainings.

- Thirteen (13) staff and three (3) student facilitators were trained.

- The “Speak Up. Get Help. JUST ACT.” social marketing campaign (four posters, each with its own message) blanketed the campus.

- The inaugural Huskie Heroes Awards ceremony took place in April 2013.

- The Student Association “I Will” videos were completed and have been featured during Orientation.

ENGAGEMENT TEMPLATE

During FY13, President Emeritus Peters gave the divisions of Student Affairs & Enrollment Management and Academic Affairs a charge to identify pathways for integrating career planning into student experiences, from recruitment to graduation. Over the course of the academic year, Career Services and the Academic Advising Center worked together to respond to this charge, with a particular focus on aligning engaged learning, first-year experiences, curriculum transformation efforts, and alumni at multiple levels through academic experiences and career planning. Several key accomplishments were made:

- A holistic roadmap was created that integrates academic and student affairs in a model for supporting success and graduation of students at NIU. The roadmap is a grid of action steps which indicate key activities at numerous intervention points to help guide students throughout their college career, and whose focus is to impact retention at NIU with progressive steps that end at graduation.

- A pilot program was implemented in which 66 students completed their scheduled interactions with staff. Utilizing a pre-/post-survey, results indicated that students found the interactions with staff to be overwhelmingly positive and to increase their intent to continue working with staff in the next academic year.

- During FY14, there are plans to expand collaboration to include the Office of Student Academic Success and select departments within the Division of Student Affairs & Enrollment Management. This expansion will include as many students as workload can accommodate, with a target of 2,200 additional students. Student appointments will include the use of a database tool provided by the Educational Advisory Board which can help predict “at risk” students based on their academic curriculum decisions.
NEW HALL OPENING

The first new residence hall complex at NIU in nearly fifty years opened in August 2012. New Hall houses 1,000 residents who reside in this cluster-style facility which features single bedrooms, semi-private bathrooms, and a shared living room for a dozen students. The complex also features a large community center with a state-of-the-art dining center and a modern recreation facility, a collaborative partnership with Campus Recreation. In spring 2013, a survey (N=270) and two focus groups were conducted to assess student satisfaction with this new facility. Key findings and recommendations from the assessment were as follows:

- Approximately 69% of respondents were satisfied with New Hall. Focus group participants reported an appreciation for the “newness” of the facility.

- Respondents enjoyed the cluster-style living environment, but some students found it difficult to meet people and make friends beyond their cluster.

- Results showed that 63% of respondents were satisfied with the technology in New Hall.

- In addition, 63% were also satisfied with the dining operation in New Hall.

- Based on findings from the survey and focus groups, recommendations include expanding use of resident services, creating storage spaces in the recreation facility, and greater promotion of the Hall’s services to residents. Creating more usable common space will also be examined.
WELCOME DAYS 2012

In an effort to create a true Huskie welcome to our first-year students, Welcome Days 2012 was re-envisioned to create a set of common experiences in which all first-year students would participate. The welcome events that took place the weekend prior to classes beginning were designed with the goals of creating a stronger sense of connection between participants, instilling an understanding of the Northern PACT culture, and imparting Huskie Pride. NIU’s traditionally most successful welcome events were incorporated alongside large-scale, purposeful event programming. Highlights from Welcome Days 2012 include:

- Approximately 200 students participated in the new Saturday of Service event coordinated by Student Involvement & Leadership Development and the Division’s diversity resource centers. Based on their experiences, 68% of the students who completed evaluations indicated at least 2 diversity resource centers they would utilize in the future, and 92% identified 1 center.

- More than 1,750 students followed the Huskie Marching Band across campus, taking part in the new Band Run event that led students to Academic Convocation.

- For the first time, nearly 130 returning students volunteered to be Huskie Helpers, guiding new students to significant Welcome Days events.

- Students participating in Rec Fest doubled in 2012 as compared to 2011, with more than 600 students taking part in the activities offered by Campus Recreation.

- A Taste of Northern continued to bring in a crowd, with almost 3,000 tickets being redeemed, up from 1,800 participants in 2011.

- Approximately 1,500 students attended the Involvement Fair in order to learn more about student organizations and involvement opportunities on campus.
NEW STUDENT FACEBOOK ENGAGEMENT

In an attempt to increase the rate at which admitted students successfully enrolled at NIU, Admissions promoted active engagement with newly admitted students via a closed Facebook page. Final data regarding the success of this initiative is not yet available.

ENHANCE COMMUNICATIONS TO PROSPECTIVE STUDENTS, PARTICULARLY STUDENTS OF ASIAN AMERICAN AND HISPANIC AMERICAN BACKGROUND, BY CREATING A BLOG PROGRAM (WITH DIVERSE BLOGGERS)

Over the course of the year, 55 blog posts were created as a result of this initiative. The blog posts were on various topics, such as living on campus, campus life, class/academics, connecting with others, etc. Three separate posts were shared that dealt specifically with themes of Latino culture. Most posts were created by four student bloggers, with 11 guest bloggers also participating. The blog was shared with prospective students to assist them in their decision to attend Northern.

MAKE TRANSFER-RELATED INFORMATION EASIER FOR PROSPECTIVE TRANSFER STUDENTS TO ACCESS USING ENHANCED TECHNOLOGY

This priority was meant to improve customer service and to increase the rate at which those who inquire about transferring then follow through and apply. In order to achieve this priority, Admissions engaged in a variety of activities to enhance their marketing and communication with prospective students. Final data regarding the success of this initiative is not yet available.
UNIVERSITY ASSESSMENT PLANNING (5-YEAR REVIEW)

Every five years, departments prepare a report for the University Assessment Panel (UAP) outlining their departmental assessment activities. Reports include the learning and program outcomes which support the department’s program goals. Data gathered while writing the UAP report and the feedback that was received from the Panel will be shared with an external consultant (Noel-Levitz) that is being brought to campus during FY14. This data will be used as part of a comprehensive review of the office’s operations.

HIGHLIGHTS

ADMISSIONS’ CALL CENTER

<table>
<thead>
<tr>
<th></th>
<th>FY12</th>
<th>FY13</th>
<th>% Change Between FY12 &amp; FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Incoming Calls</td>
<td>54,307</td>
<td>48,280</td>
<td>↓ 11%</td>
</tr>
<tr>
<td># of Outgoing Calls</td>
<td>30,798</td>
<td>43,228</td>
<td>↑ 12%</td>
</tr>
</tbody>
</table>

- FRESHMAN ADMISSIONS COUNSELORS MET WITH 3,801 STUDENTS DURING 452 SCHOOL VISITS.

- FRESHMAN AND TRANSFER ADMISSIONS COUNSELORS INTERACTED WITH OVER 15,740 STUDENTS AT 296 COLLEGE FAIRS.

- 11,352 GUESTS PARTICIPATED IN ADMISSIONS’ DAILY TOURS. THAT IS ROUGHLY 756 WALKING TOURS.
COMPLETE 5-YEAR UNIVERSITY ASSESSMENT PANEL REPORT

Every five years, departments prepare a report for the University Assessment Panel (UAP) outlining their departmental assessment activities. Reports include the learning and program outcomes which support the department’s program goals. The Asian American Resource Center (AARC) successfully completed its five-year UAP report where 68% of the criteria was scored as “met;” 32% of the criteria were scored as “partially met;” and none of its criteria were unmet. In preparation for FY18, the feedback received from the panel will be used to improve the Center’s methods and outcomes.

ENHANCE STUDENT AMBASSADOR PROGRAM TRAINING

In support of Vision 2020, the Center enhanced the Student Ambassador Program by training nine students to assist with high school visits to NIU. Three training sessions were conducted, and a rubric was used to measure learning outcomes for this program. Student ambassadors were required to learn various facts about the NIU student experience and demonstrate an ability to communicate this information to prospective students. Recommendations for next year include incorporating more opportunities for application of learning and to align rubric and assessment items more closely.

ANNUAL PRIORITIES

Asian American Resource Center

OUR MISSION

In support of the academic mission of Northern Illinois University and the Division of Student Affairs & Enrollment Management, 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. The Asian American Center strives to enhance the quality of college life for Asian American students as they reach their academic goals by providing student-centered services, student learning opportunities, leadership development, student organizational advisement, and educational/cultural programs. In short, Asian American Center provides a welcoming environment and a “home away from home” atmosphere for the Asian American student population.
DEVELOP COMMUNITY COLLEGE OUTREACH PILOT PROGRAM

A Community College Outreach Program was piloted with the AARC hosting the College of DuPage in fall 2012. Results showed that 100% of student attendees learned at least one fact about scholarships available for transfer students and about the “Huskies Get Hired” program offered through Career Services. These results will be shared with the departments that coordinate the visits (i.e., Admissions, Career Services, Student Ambassadors) so additional improvements can be made for next year.

HIGHLIGHTS

470+ Attendance at 10 cultural education events hosted by the AARC which highlighted issues facing Asian American college students, including stereotypes, mental health issues, body image, and leadership development.

2,289+ Attendance at cultural engagement/celebration events hosted by the AARC. Signature events included Asian American Welcome Night, Asian American Heritage Month, Taste of Asia, and Philippine Madrigal Singers.

409+ Number of perspective students who had contact with the AARC during various active and passive recruitment efforts. These contacts were made in support of NIU’s Vision 2020 strategic plan for recruitment.

1,633+ Number of users who utilized the AARC’s physical space during fiscal year 2013.
RENEWAL OF NAEYC ACCREDITATION

Campus Child Care (CCC) was granted reaccreditation through the National Association for the Education of Young Children. Accreditation must be maintained each year, and a thorough self-study and external review is conducted every five years. Results indicated that all candidacy requirements and required criteria were met. The four classrooms that were observed received a score of either 97% or 98%. Scores for the 10 Program Standards ranged from 92% to 100+%.

DEVELOP AND IMPLEMENT A MENTORING PROGRAM FOR STUDENTS PURSUING A DEGREE IN EARLY CHILDHOOD OR ELEMENTARY EDUCATION

CCC staff continued their work on a five-year priority to develop and implement a mentoring program for student employees who are majoring in a profession in which they will work with children and families. The progress for this year included the mentoring of 11 students. Eighty-Five percent (85%) of proteges were able to identify at least two ways in which the mentoring program helped prepare them for future student teaching or professional work, and the same number were also able to identify at least one teaching skill that was strengthened through their participation in the mentoring program.

PROVIDE PURPOSEFUL SUPPORT AND EDUCATION FOR FAMILIES WHO PARTICIPATE IN THE STATE SUBSIDY PROGRAM

Each family received support through individualized meetings with the director and office manager to discuss the policies of the program and answer questions that directly pertained to their family. Due to the additional support provided by staff, 85% of respondents indicated an increase in knowledge related to the subsidy policies. Families specifically reported learning about the requirements they needed to maintain in order to remain enrolled in the state subsidy program. CCC will continue to monitor each family’s subsidy in order to keep them informed of various compliance issues.
RESTRUCTURE AND IMPROVE PROFESSIONAL DEVELOPMENT

CCC staff worked to restructure and enhance the professional development opportunities available to student employees. Student employee trainings increased in size and scope; 15 topics were offered per semester, as opposed to the 3 per semester that were offered in previous years. The goal was to individualize the trainings based on the skill level and areas of growth needed for the students. By the end of the year, 96% of students reported a strong preference for the new model of professional development and identified many learning outcomes.

HIGHLIGHTS

NUMBER OF CHILDREN ENROLLED IN THE CCC FROM FY10-FY13

- FY10: 164
- FY11: 147
- FY12: 161
- FY13: 164

CCC IS ACCREDITED BY THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN AND IS ONE OF ONLY SIX PROGRAMS TO HOLD A 4-STAR RATING THROUGH THE ILLINOIS QUALITY COUNTS QUALITY RATING SYSTEM (QRS).

DEMOGRAPHIC PROFILE OF FAMILIES SERVED BY CCC IN FY13

- Student: 48%
- Faculty/Staff: 33%
- Community Members: 19%
- Low Income Families: 40%

Minority Populations: 63%
Single Parents: 30%
Criminals: 7%
STUDENT STAFF LEADERSHIP PROGRAM

The Student Staff Leadership Program offers continuing education for student staff by providing opportunities for interaction, discussion, and reflection of leadership concepts in the workplace. A Learning and Leadership in the Workplace Certificate was developed to incentivize the program. Student staff was educated through learning modules implemented during staff meetings and through a Leadership Lab retreat. After each session, students completed a reflective artifact to assess learning and were asked for suggestions for improving the learning session. Topics covered in the program included verbal and non-verbal communication, leadership styles, situational leadership, writing and building your resume, interviewing techniques, and 360° leadership.

AMERICAN COUNCIL ON EXERCISE (ACE) CERTIFICATIONS

Originally, Campus Recreation (CR) intended to pursue ACE Certification for the personal training and group fitness courses offered through their department. The Personal Training class was registered with the ACE Educational Partnership Program. After evaluating the amount of human resource time needed to conduct this class in an effective way, it was agreed that this class will not be offered again until the department can obtain additional staff. CR chose not to register the Group Fitness Course, but used ACE curriculum to augment the previous year’s training program. In the future, trainees will be allowed to shadow more class formats to gain a wider variety of experiences. In addition, more hands-on experiences and opportunities to learn from current instructors will be incorporated into the program.

EXERCISE ASSISTANTS

This priority focuses on restructuring the Open Recreation Rec Tech student staff position into a Fitness Assistant position. This transition allows student staff to become more proficient in the cardio and weight training areas. To facilitate this transition, 25 Vision 2020 institutions were benchmarked in order to obtain relevant training materials. A training manual which included employee policies and procedures was developed. Employees were trained on these new procedures and skills, and methods were developed to retrain/teach employees who did not achieve desired proficiency. As new employees are hired, they will continue to be trained for this role, and the training process will continue to be refined.
INTERNSHIPS AND STUDENT MANAGER

Eight potential undergraduate internships were identified within Campus Recreation. As a result of internal and external benchmarking, five elements were adapted and incorporated into the Campus Recreation internship program: evaluation processes, goals and learning objectives that focused on applying classroom knowledge to the work environment, a potential layout for marketing materials that provide broad information about the overall program and then specific information for certain program areas, program and internship statements verbiage, and a format for the intern application.

HIGHLIGHTS

NUMBER OF INDIVIDUAL USES DURING OPEN RECREATION FOR FY09 - FY13

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY09</td>
<td>324320</td>
</tr>
<tr>
<td>FY10</td>
<td>399442</td>
</tr>
<tr>
<td>FY11</td>
<td>411063</td>
</tr>
<tr>
<td>FY12</td>
<td>425001</td>
</tr>
<tr>
<td>FY13</td>
<td>434774</td>
</tr>
</tbody>
</table>

INCREASE IN PARTICIPANTS FOR THE REC REWARD INCENTIVE PROGRAM STARTED IN FY12

<table>
<thead>
<tr>
<th>Year</th>
<th>Participants</th>
<th>% Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY12</td>
<td>351</td>
<td></td>
</tr>
<tr>
<td>FY13</td>
<td>1,250</td>
<td>+256%</td>
</tr>
</tbody>
</table>

AS A RESULT OF COMPLETING A RIGOROUS TWO-YEAR INTERNAL/EXTERNAL REVIEW, CAMPUS RECREATION (CR) IDENTIFIED RECOMMENDATIONS FOR IMPROVEMENT IN THE FOLLOWING SIX AREAS:

1. increasing the department’s capacity and effectiveness to contribute to the university;
2. building a healthy, inclusive, and sustainable community through collaborative relationships;
3. acquisition, development, and stewardship of resources;
4. building a brand;
5. opportunities to innovate;
6. risk management.

Increase in the number of Sport Clubs from FY12. In FY13, CR assumed direct responsibility for the funding, direction, and daily oversight of the Sport Club program.
OUR MISSION
Career Services is a centralized department for Northern Illinois University within the Division of Student Affairs & Enrollment Management. Our mission is to foster career development by providing comprehensive services to educate and empower students to make lifelong diverse career choices through career exploration and job search skills training. We provide experiential education and job opportunities that incorporate critical thinking, creativity, and communication skills. Career Services provides a bridge for a successful transition between academia and the global community through leadership, multifaceted partnerships, and supporting the institution’s objectives.

ANNUAL PRIORITIES

DEVELOP A PLAN TO REDUCE THE WAIT TIMES FOR STUDENTS IN NEED OF SERVICES DURING PEAK TIMES
To accomplish this priority, Career Services was proactive in communicating with faculty to stagger dates for class visits and deadlines for resume reviews and Perfect Interview appointments. In addition, Career Services implemented at least 25 group resume reviews during peak times of the semester. Of students surveyed, 98.9% expressed satisfaction with their overall experience at the Career Resource Center. The increased awareness of services offered and the higher expectations for service delivery will better market the department to students utilizing services.

DEVELOP A TRAINING PROGRAM FOR STUDENT WORKERS WITHIN CAREER SERVICES
A rigorous training program and training materials were developed for the student worker staff in Career Services. Through their employment, students developed an understanding of the value of working on-campus and how it relates to future employment viability. Each student worker also delivered an average of five presentations to their academic classrooms as part of their role as a student advocate.

DEVELOP A NEW COMPREHENSIVE PLAN THAT PROVIDES EDUCATION TO STUDENTS AND HELPS THEM TRANSITION FROM STUDENT TO ADULT, COLLEGE TO CAREER
This priority is part of Career Services’ five-year strategic priority. The focus during FY13 was to pilot the Huskie-2-Huskie online mentoring system. A pool of 35 mentors was identified. In order to increase interest in the online mentoring, Career Services presented in the various sections of the Career Planning class offered by the College of Education. In addition, they collaborated with the Academic Advising Center and the advisors in the College of Liberal Arts & Sciences to add a comprehensive academic component to the 4-year engagement plan that was presented and accepted by the Vice President for Student Affairs & Enrollment Management and the Associate Provost. In FY14, Career Services will proceed with piloting the plan to targeted groups of students at the sophomore level.
ENHANCE AND EXPAND FINANCIAL CENTS

The Financial Cents program is meant to educate and empower students to be better decision makers regarding their financial needs. In conjunction with the Office of Student Academic Success, Career Services helped facilitate student workshops that addressed this topic. Assessment results showed that 75% of workshop participants reported an increase in their knowledge of financial literacy. Enhancing and expanding the Financial Cents program is part of a Divisional five-year strategic priority shared by multiple departments.

HIGHLIGHTS

$15,000 ➔ Career Services’ increased revenue after acquiring 12 new or upgraded sponsorships

1,674 ➔ Number of students who registered for, or reported, experiential learning through an internship

15% ➔ Average increase of employer attendance at the five yearly career events during FY13

223 ➔ Number of workshops offered by Career Services, with an average attendance of 21 students

+3,500 ➔ Number of students seen individually through in-person and electronic advising
OUR MISSION
The Office of Community Standards & Student Conduct assists students, staff, and faculty to maintain an environment conducive to learning by promoting student engagement through learning; responsible behavior; healthy, critical decision making; and upholding our community standards.

Community Standards & Student Conduct

ANNUAL PRIORITIES

CREATE AND ADMINISTER A SURVEY ASSESSING THE NIU CONDUCT PROCESS, SPECIFICALLY FOCUSED ON ACCUSED STUDENTS

Survey results showed that 90% of respondents indicated an overall positive reaction and satisfaction with the conduct process. In addition, 90% of the accused students indicated why the conduct process was an educational experience and were able to articulate how their actions impacted the NIU community. Overall, 98% of the accused students surveyed indicated that they were treated fairly in the conduct process. Community Standards & Student Conduct (CSSC) will continue to survey students involved in the process to ensure that the student conduct process is fair and equitable.

CREATE PUBLICITY AND TRAINING ON TITLE IX RELATED STUDENT CODE OF CONDUCT VIOLATIONS

Through CSSC’s involvement in the Bystander Intervention Training program, over 20 trainings were provided during FY13 to educate the community on sexual assault prevention and response. The program evaluation indicated that 90% of the participants going through the program felt more comfortable reporting a Title IX violation to the NIU Police or CSSC if they experience such an incident. Monthly tracking indicated an increase in the number of reported Title IX conduct cases by 25%. CSSC will continue to utilize the Bystander Intervention Training program in the upcoming fiscal year to educate the campus community about Title IX offenses.

BENCHMARK AND IDENTIFY NEW TECHNOLOGY FOR USE IN THE STUDENT CONDUCT OFFICE, ALSO INTEGRATE NEW TECHNOLOGY PURCHASED DURING FY12

Through their benchmarking, CSSC staff identified five (5) pieces of technology or applications used in student conduct offices that would be of use to their office. During FY13, the office implemented electronic signature capture pads to reduce the amount of paper printed in conduct matters. iPads were also implemented so staff members were able to provide real time information in a mobile environment. New technology, including text messaging and video conferencing, will be incorporated during FY14.
HIGHLIGHTS

CSSC AND RESIDENCE HALL CONDUCT CASES FROM FY10-FY13

<table>
<thead>
<tr>
<th></th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>% Change Between FY12 &amp; FY13</th>
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<tbody>
<tr>
<td># of Cases Adjudicated</td>
<td>1,000</td>
<td>1,191</td>
<td>1,214</td>
<td>1,323</td>
<td>↑ 9%</td>
</tr>
<tr>
<td># of Conduct Board Hearings</td>
<td>47</td>
<td>30</td>
<td>60</td>
<td>82</td>
<td>↑ 37%</td>
</tr>
<tr>
<td># of Appeals</td>
<td>59</td>
<td>13</td>
<td>47</td>
<td>45</td>
<td>↓ 4%</td>
</tr>
</tbody>
</table>

TOP FIVE CASE TYPES SEEN BY CSSC IN FY13

1. Drugs (17% of all cases)
2. Housing Policy (16%)
3. Alcohol (15%)
4. Hazing (7%)
5. Abuse (7%)

3,820 → Number of students seen by CSSC in FY13

92 → Number of hearings held by Administrative Hearing Officers (as opposed to Conduct Boards) to provide education on community standards.
ANNUAL PRIORITIES

PROMOTE THE MENTAL HEALTH OF NIU STUDENTS BY STRENGTHENING THE COUNSELING & STUDENT DEVELOPMENT CENTER’S (CSDC) INTEGRATIVE APPROACH

For year three of the CSDC’s five-year strategic priority, the department focused on the intellectual/academic domain of their service to students. Through meetings, staff development, and student-focused programs, CSDC strengthened its relationship and collaborations with the Office of Academic Success, the Honors Program, and the Disability Resource Center. Links to the ACCESS website were added to the CSDC website in fall 2012, and a resource regarding academic support services was compiled. CSDC plans to continue to strengthen the partnerships it has forged and to expand through outreach to the CHANCE office.

ENHANCE CSDC SERVICES RELATED TO ANGER MANAGEMENT

A two-hour staff development program on anger management was held during the summer staff retreat in August 2012. As a result of participating in the retreat, 100% of staff members who completed the evaluation increased their knowledge of how to work with students experiencing anger. As anger management referrals have increased in recent years, it became apparent that a group protocol should be developed. A two-session anger workshop was held in the fall and spring semester with a total of 19 participants. Survey results indicated that 100% of students reported their perception of how they manage their emotions has increased, and 67% of them identified that their awareness of anger allows them to become less angry. CSDC will continue to work with its referral partners to refine the process and further define which students are appropriate for referral to this program.

DEVELOPING MULTICULTURAL COMPETENCE AMONG CSDC STAFF

CSDC is committed to providing culturally competent work to student populations and staying relevant in its professional development. In pursuit of this priority, staff read and discussed articles relevant to the work done with undocumented students. In addition, Dr. Emily Prieto, Director of the Latino Resource Center, attended a staff meeting during the fall semester to discuss issues working with undocumented students. Building multicultural competence among the staff will continue to be a priority for the department.
**HIGHLIGHTS**

1,087+ — Number of contacts made with students as a result of the new therapy dogs outreach program conducted in Stevenson hall.

75% — Percentage of students who reported that counseling helped them remain a student at NIU (N=261)

8,245 — Total number of students who had contact with CSDC through a program or tabling event — a 3.82% increase from FY12

**CHANGES IN CLINICAL UTILIZATION FROM FY12 TO FY13**

<table>
<thead>
<tr>
<th></th>
<th>FY12</th>
<th>FY13</th>
<th>% Change Between FY12 &amp; FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Clients</td>
<td>1,130</td>
<td>1,082</td>
<td>↓ 4.25%</td>
</tr>
<tr>
<td>Individual and Group Appointments</td>
<td>6,733</td>
<td>5,913</td>
<td>↓ 12.18%</td>
</tr>
<tr>
<td>Crisis Appointments</td>
<td>112</td>
<td>119</td>
<td>↑ 6.25%</td>
</tr>
</tbody>
</table>

**TOP 6 COUNSELOR-REPORTED CONCERNS IN FY13**

- Anxiety Disorders: 42%
- Mood Disorders: 41%
- Substance Use Disorders: 31%
- Adjustment, Phase of Life, Identity: 25%
- Relational Issues: 23%
- Disorders First Diagnosed in Childhood: 11%
- Eating Disorders: 7%
- Personality Disorders: 6%

**Percentage total is greater than 100 as some students were treated for multiple diagnoses simultaneously (e.g., depression and alcohol abuse).**
OUR MISSION
The mission of the Disability Resource Center (DRC) is to create an accessible, inclusive, sustainable learning environment, where disability is recognized as an aspect of diversity that is integral to the campus community and to society.

ANNUAL PRIORITIES

CREATING AN INCLUSIVE ENVIRONMENT FOR PERSONS WITH DISABILITIES THROUGH FACULTY/STAFF TRAININGS

After consulting with the Disability Resource Center’s (DRC) Advisory Board for recommendations on training topics and marketing methods, the decision was made to address questions regarding the letter of accommodation. The DRC also participated on the Presidential Commission on Persons with Disabilities (PCPD) to develop an online training for faculty and staff. This training module has not yet been made available by the PCPD for public consumption. Plans for integrating a face-to-face component for the training have been developed by the department. This annual priority will continue in FY14 as part of the department’s five-year strategic priority.

CREATING AN INCLUSIVE EDUCATIONAL ENVIRONMENT FOR STUDENTS WITH DISABILITIES THROUGH REFRAMING THE ADAPTED TESTING PROGRAM

During the evaluation phase of this priority, it was determined the DRC did not have a reliable method to facilitate accommodated testing electronically. The DRC has purchased a software program designed to perform this specific function, among others. The new software should be ready for implementation by fall 2013.

INCREASE STUDENTS’ KNOWLEDGE ABOUT SUCCESSFULLY TRANSITIONING TO COLLEGE AS A STUDENT WITH A DISABILITY

Staff developed a transition section for the DRC website that addresses questions regarding differences between high school and college. Due to significant staffing changes, face-to-face meetings with students were prioritized over further enhancements to the website. The transitions section of the website has been built, but it has not yet been assessed.
DEVELOP TRAINING PROGRAM FOR GA’S/INTERNS TO APPLY DISABILITY KNOWLEDGE TO BROADER HIGHER EDUCATION CONTEXT

Graduate assistants (GAs) and student workers were trained on models of disability. Due to significant staff transitions, the pre- and post-test components of this priority have not been developed. All new GAs, student workers, and interns will be provided training on models of disability, assistive technology, and principles of universal design in the future.

HIGHLIGHTS

UTILIZATION OF SERVICES OFFERED BY DRC FROM FY10 – FY13

<table>
<thead>
<tr>
<th></th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>% Change Between FY12 &amp; FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Disclosing Disability</td>
<td>569</td>
<td>752</td>
<td>862</td>
<td>886</td>
<td>↑ 3%</td>
</tr>
<tr>
<td># of Tests with Accommodations</td>
<td>2,010</td>
<td>2,682</td>
<td>3,047</td>
<td>3,285</td>
<td>↑ 8%</td>
</tr>
<tr>
<td># of Alternative Format Textbook</td>
<td>344</td>
<td>409</td>
<td>418</td>
<td>506</td>
<td>↑ 21%</td>
</tr>
</tbody>
</table>
PROVIDE “GET HINTS” ALCOHOL EDUCATION TO NIU GREEK ORGANIZATIONS

Health Enhancement continued its commitment to alcohol education during FY13 through the development and implementation of the GET HINTS initiative. GET HINTS, a targeted small-group program, provided students engaged in Greek organizations with the opportunity to learn more about how to reduce high-risk drinking. The collaboration with Student Involvement & Leadership Development allowed Health Enhancement to target a high-risk population and focus on behaviors and policies directly connected to the Greek population. Survey results indicated students learned how to keep themselves and their friends safer when alcohol was present and that they intended to use what they had learned in the future. Health Enhancement will offer GET HINTS trainings in the future. New information will be added to the training regarding hazing prevention.

SEEK EXTERNAL FUNDING TO SUPPORT INNOVATIVE HEALTH-RELATED, PROGRAMMATIC INTERVENTIONS TO AUGMENT OPERATIONAL BUDGET

Health Enhancement will continue to work with the Office of Sponsored Programs for future funding options. No grants external to NIU have been found to date.

COMMUNITY READINESS FOR CHANGE: INTERPERSONAL VIOLENCE PREVENTION

Health Enhancement partnered with Department of Communication faculty to conduct a Community Readiness for Change needs assessment regarding perceptions of interpersonal violence prevention (IVP) education on campus. The needs assessment indicated that those who participated possessed high levels of knowledge concerning the availability of IVP resources and felt that NIU was ready to implement change regarding IVP education. Participants reported a “5” out of “9” points on a readiness-to-change scale. These findings will be used to inform future IVP initiatives and will be shared with other departments on campus that educate on this issue.
DO YOU KNOW YOUR SERVING SIZE: IS SOCIAL MARKETING ENOUGH?

Health Enhancement continued its “Know Your Drink Size” demonstration and added a social marketing campaign to enhance the program further. Results of this program indicated that students underestimate the amount they drink, and that pouring demonstrations are crucial to knowledge retention. After participating in a pouring demonstration, 90% of respondents were able to accurately pour a serving, whereas only 50% of respondents who received social marketing messages were able to do so. Data indicated that social marketing alone was not as effective as the pouring demonstration; therefore, demonstrations will continue to be a part of the educational alcohol presentations.

HIGHLIGHTS

• FY13 WEBSITE HITS
  11,090 → Number of unique visitors to HE’s homepage
  74,142 → Total page views on HE’s website

• IVP STATE OF ILLINOIS MANDATED SEXUAL AWARENESS MESSAGE WAS SENT TO 6,882 NEW REGISTRANTS AT NIU

• 3,856+ → Number of students visiting Health Enhancement’s counter for safer sex supplies and educational materials

• NUMBER OF STUDENT CONTACTS MADE THROUGH PRESENTATIONS:
  ~1,100 → Interpersonal Violence Prevention Education
  ~351 → Alcohol and Other Drugs
  ~1,023 → General Health Education
  ~584 → Stress/Balanced Lifestyle/Sleep
  ~4,538 → Safer Sex Presentations & Direct Contact
Northern Illinois University Health Services provides high-quality health care and preventive services to eligible individuals, a comprehensive student health insurance program, and advocacy for optimal health within the university population. Health Services strives to meet the demonstrated needs of a diverse student population, in alliance with the core values, vision, and mission of the Division of Student Affairs & Enrollment Management.

**OUR MISSION**

EFFECTIVELY MEET STUDENTS’ HEALTH CARE NEEDS BY SUPPORTING THEIR UNDERSTANDING OF BENEFITS FOR REFERRALS

Referral completion rates were calculated by tracking the electronic medical records of Student Health Insurance (SHI) users who received referrals to outside providers. Non-compliant students were interviewed to identify reasons for not following through with the referral. There was a 9% decrease in the percentage of students who completed their referrals: fall 2011 was 50%, fall 2012 was 41%. SHI reported an increase of students requesting information regarding their referrals, but not following through due to cost. This goal will be revisited and looked at more closely when the Affordable Care Act is completely in place.

STUDENTS WILL LEARN HOW TO MANEUVER ON OPEN COMMUNICATOR (WEB PORTAL) TO INPUT THEIR IMMUNIZATION DATA

Point n Click (PnC), the electronic medical records vendor, assisted with the development, testing, and implementation of the immunization module in PnC. A flier was to be mailed to students with the required immunization policy and instructions on how to enter their immunization data via Open Communicator. Only 88 students submitted their immunization records on the portal due to a problem with the mailings. Of the 88 completed, only 31% of those were done correctly. Due to the mix up with the mailings and low response, this priority will carry over to FY14 to determine if it is valuable.

REDESIGN PATIENT SATISFACTION PROCESS TO INCREASE THE NUMBER OF PATIENT SATISFACTION SURVEYS COMPLETED AND RETURNED

It was determined that the online patient satisfaction survey was not helpful since the response was always very low. Students who filled out the Student Health Advisory Council (SHAC) Survey and comment cards graded the care they received as “B” or above. Unfortunately, the SHAC Survey and comment cards had a decreased response in FY13. SHAC will look at new ways to distribute the survey. Comment cards will be placed in more places in Health Services for availability, and students will be encouraged by staff to fill them out.
HEALTH SERVICES WILL IMPLEMENT A TRIAGE NURSE PROGRAM TO IMPROVE THE EFFICIENCY OF THE PATIENT FLOW

In September, Health Services implemented a Nurse Triage Program to improve the efficiency of patient flow. Walk-in patients (no appointment) are now assessed by an RN within a few minutes. Patients are more satisfied and receive the appropriate level of care in a timely manner. The triage nurse also performs telephone triage of patients calling with issues and concerns. From October through May, the Triage Nurse had 1,880 face-to-face triage visits and 1,014 telephone triages, for a total of 2,894.

HIGHLIGHTS

HEALTH SERVICES UTILIZATION FROM FY10 TO FY13

<table>
<thead>
<tr>
<th></th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>% Change Between FY12 &amp; FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Student Visits</td>
<td>32,199</td>
<td>31,036</td>
<td>29,367</td>
<td>26,896</td>
<td>↓ 8%</td>
</tr>
<tr>
<td># of Students Served</td>
<td>11,122</td>
<td>10,733</td>
<td>9,943</td>
<td>8,697</td>
<td>↓ 13%</td>
</tr>
<tr>
<td># of Labs Processed In-House</td>
<td>N/A</td>
<td>N/A</td>
<td>33,230</td>
<td>25,663</td>
<td>↓ 23%</td>
</tr>
<tr>
<td># of Labs Sent to Quest</td>
<td>N/A</td>
<td>N/A</td>
<td>7,387</td>
<td>5,042</td>
<td>↓ 32%</td>
</tr>
</tbody>
</table>

The main contributing factors to the decrease in medical care provided were telephone triage calls, less students on campus, and fewer health care providers available throughout the year.

HEALTH SERVICES TOP DIAGNOSES DURING FY13

1. Sexually transmitted infection screenings
2. Gynecological exams
3. Upper respiratory infections
4. Anxiety disorders
SECOND YEAR EXPERIENCE (SYE) LAUNCH EVENT

Significant progress toward the implementation of a second year experience (SYE) for residential students was achieved in FY13. A successful launch event to reacquaint second-year students with university resources and services was presented during the first week of classes. Assessment results indicated that 100% of students received important and helpful information, and 87% learned about ways to become involved at NIU. The Housing Second Year Experience Committee is using these results to help develop an experiential program for residential students.

REPORT ON THE FUTURE OF RESIDENTIAL COMPUTER LABS

In order to facilitate informed decision making, Housing & Dining (H&D) assessed the future of the residential computer labs through 3 online surveys, 11 student focus groups, and an online benchmarking survey, from which they received 24 responses. Based on their assessment results, a series of changes were made: Stevenson’s and Douglas’ labs were rearranged to create “zones” where students can work with personal laptops (tables with power, couches and chairs); new computers were added to some locations, while older resources were retired; and printer/copiers were moved into labs creating more of a “service center.” H&D will continue to promote Wi-Fi in the labs, as well as other services that were new last year.

NEW MEAL PLAN SYSTEM

A new, unlimited access meal plan was introduced to students in August. Ongoing collaborative efforts were made with the Residential Dining Advisory Committee in order to increase offerings for vegetarian and vegan students. Results from the student interviews show high levels of satisfaction with the Huskie Unlimited Access Plan and that most members understand how the plan works, including guest meals and flex dollars. Overall, there was a 42% increase in usage of the Unlimited Access meal plan. Based on this usage, the Titanium Plan will be discontinued for fall 2013.
RESIDENTIAL STUDENT ENGAGEMENT ENHANCEMENT PROGRAM

Fifteen students were actively engaged in a new Residential Dining Student Advisory Board. Six (6) students were actively engaged in a new Residential Facilities Student Advisory Board. Spring elections were held for individual Hall Council positions for the first time in April 2013. An upgrade to the room assignment program is in progress, with a test environment established on campus and conversion planned for fall 2013.

HIGHLIGHTS

OCCUPANCY RATES FOR ON-CAMPUS HOUSING FY09 – FY13

<table>
<thead>
<tr>
<th></th>
<th>FY09</th>
<th>FY10</th>
<th>FY11</th>
<th>FY12</th>
<th>FY13</th>
<th>% Change Between FY12 &amp; FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>91%</td>
<td>96%</td>
<td>98%</td>
<td>97%</td>
<td>95%</td>
<td>↓2%</td>
</tr>
<tr>
<td>Spring</td>
<td>83%</td>
<td>86%</td>
<td>89%</td>
<td>87%</td>
<td>89%</td>
<td>↑2%</td>
</tr>
</tbody>
</table>

• OVER 90% OF FIRST-TIME FRESHMAN CHOSE TO LIVE ON CAMPUS DURING FALL 2012.

• PARTNERSHIPS WITH GOODWILL INDUSTRIES INTERNATIONAL, KEEP AMERICA BEAUTIFUL, AND THE INSTITUTE FOR THE STUDY OF THE ENVIRONMENT MADE POSSIBLE A NEW CAMPUS MOVE-OUT RECYCLING PROGRAM THAT WAS INTRODUCED TO RESIDENTS AT THE END OF EACH SEMESTER.

• THE TUNNEL OF OPPRESSION (TOO) IS AN INTERACTIVE PROGRAM DESIGNED TO CHALLENGE PARTICIPANTS’ INTERNAL BIASES THROUGH SIMULATIONS. BY PARTICIPATING IN THIS PROGRAM IN THE RESIDENCE HALLS, 89% OF ATTENDEES REPORTED A BETTER UNDERSTANDING OF OPPRESSION.
**OUR MISSION**
The Latino Resource Center (LRC) is a diversity center under the Division of Student Affairs & Enrollment Management at Northern Illinois University (NIU) designed to serve the Latina/o student population. Critical to the mission of the LRC is to promote a social justice agenda, as well as an inclusive environment where we seek to recruit, retain, empower, and advance Latina/o students at NIU. The LRC offers mentoring programs, leadership programs, peer support groups, and academic advancement programs in order to fulfill our mission.

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**ANNUAL PRIORITIES**

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**CREATE A RETENTION INITIATIVE, FRESHMEN RECEIVING EXPERIENCE WITH STUDY HABITS (F.R.E.S.H.)**

The F.R.E.S.H. program was combined with the Mentoring for Academic Success (MAS) program to develop the MAS/F.R.E.S.H. program to provide social, cultural, and academic support to incoming freshmen students. The MAS/F.R.E.S.H. program was then combined with UNIV 101 as a piloted program, where freshmen students enrolled in the course and would be assigned a mentor from the MAS/F.R.E.S.H. program. Survey results show that 87% of the MAS/F.R.E.S.H. participants stated that their mentor was helpful, and over 50% of MAS/F.R.E.S.H. participants have earned a grade of B or better in the UNIV 101 course. The piloted program and evaluation surveys will be used to enhance the effectiveness of the MAS/F.R.E.S.H. program moving forward.

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**COORDINATE 15 SCHOOL SITE VISITS WITH PREDOMINATELY LATINO HIGH SCHOOLS.**

In collaboration with the Admissions Office, the Latino Resource Center (LRC) coordinated 27 school site visits. Students received presentations and toured NIU’s campus. At the end of their visit, each student filled out a survey about their experiences. Surveys were completed by 820 students who participated in the school site visits. In fall 2012, 59% of students said that after the school site visit, NIU was their first choice in a university; and in spring 2013, that number rose to 86%. In addition, students were able to identify various admissions requirements and financial aid resources.

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**GRADUATE ASSISTANT (GA) WILL ASSIST WITH IDENTIFYING AND APPLYING FOR EXTERNAL FUNDS.**

The LRC is planning on having a meeting with the Superintendent of District 131 to discuss submitting a grant to support the funding of a Latino Parent University in that school district. The current GA’s perspective on the grant writing experience will be helpful in training and preparing a new GA in the grant writing process. Based on the results, the LRC plans to have the GA apply for a grant in FY14.
HIGHLIGHTS

INCREASE IN THE NUMBER OF HIGH SCHOOL VISITS MADE BY THE LRC SINCE FY10

<table>
<thead>
<tr>
<th># of Visits in FY10</th>
<th># of Visits in FY13</th>
<th>% Change Between FY10 &amp; FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>27</td>
<td>↑69%</td>
</tr>
</tbody>
</table>

• 30 ➔ Number of students who were inducted into the Adela de la Torre Honor Society during FY13

• IN COLLABORATION WITH THE ILLINOIS COALITION FOR IMMIGRANT AND REFUGEE RIGHTS (ICIRR), THE LRC HOSTED A TRAINING SESSION FOR ADMINISTRATORS AT NIU. THE TRAINING FOCUSED ON EDUCATING STAFF ON HOW TO EFFECTIVELY WORK WITH UNDOCUMENTED STUDENTS. OVER 70 FACULTY, STAFF, AND COMMUNITY ORGANIZERS ATTENDED THE TRAINING AND GAINED A FOUNDATIONAL UNDERSTANDING ABOUT THE ISSUES IMPACTING THIS STUDENT POPULATION.

• 13 ➔ Number of Latino students who were recognized at the inaugural Latino Congratulatory Graduation Ceremony. The LRC plans to make this ceremony an annual celebration.
**OUR MISSION**

The Lesbian, Gay, Bisexual, Transgender Resource Center serves as a vital link where LGBTQ individuals can find a sense of community and everyone can learn about LGBTQ identity and culture. We strive to create an inclusive campus community by providing support services, educational programs, advocacy, and opportunities for leadership development.

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**ANNUAL PRIORITIES**

**DEVELOP AN ON-GOING LGBTQ LEARNING & LUNCH SERIES PROGRAM FOR LGBTQA STUDENT LEADERS**

Based on professional best practices, it was determined that students needed practice in developing programming skills. The LGBT Resource Center (LGBTRC) decided to lead two sessions in early and mid-spring so students would be ready to present on their experience in April. A total of five students participated in the sessions, representing all student involvement organizations aligned with the LGBTRC. Three of the five students completed the process from participation in the training to program evaluation to implementation to evaluation/reflection on goal attainment. After participating in the trainings, 100% of students remarked that the training was useful and provided them a greater ability to see a program through and plan/facilitate it in a quality way. Although there was not a high number of participants, the LGBTRC was thrilled with the quality and growth demonstrated by the three participants who completed the program.

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**COMPLETE THE UAP ASSESSMENT REPORT**

Every five years, departments prepare a report for the University Assessment Panel (UAP) outlining their departmental assessment activities. Reports include the learning and program outcomes which support the department’s program goals. Through the UAP report undertaking, it was discovered that from FY08-12, two of the LGBTRC’s program goals had not been formally assessed. In addition, the Panel’s feedback provided recommendations about keeping consistency in data reporting. In the short term, the LGBTRC will include the missing program goals in its annual planning for FY14. In the longer term, the department will focus on consistency in its data collection.

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**DEVELOP AN LGBT ALLY PROGRAM FOR NIU ATHLETICS**

In early fall the LGBTRC worked with the Associate Director of Intercollegiate Athletics and the NCAA Compliance staff person to discuss the needs of athletics staff, trainers, coaches, and student athletes around LGBTQ identity and to implement a mid-October training for staff, trainers, and coaches. After the training, two coaches invited the LGBTRC to train their student athletes in separate team trainings. These occurred in December 2012 and January 2013. In total, 60 staff, trainers, and coaches, as well as 40 student athletes, participated in training. Overall, survey findings show that the trainings increased participants’ understanding of the LGBT experience. The LGBTRC plans to continue this relationship in the future.
HIGHLIGHTS

- CONGRATULATIONS TO THE LGBT RESOURCE CENTER, WHICH CELEBRATED ITS 10TH YEAR ON CAMPUS!

AVERAGE NUMBER OF VISITORS TO THE LGBT RESOURCE CENTER PER MONTH FROM FY09 – FY13

<table>
<thead>
<tr>
<th>Year</th>
<th>Visitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY09</td>
<td>78</td>
</tr>
<tr>
<td>FY10</td>
<td>107</td>
</tr>
<tr>
<td>FY11</td>
<td>143</td>
</tr>
<tr>
<td>FY12</td>
<td>245</td>
</tr>
<tr>
<td>FY13</td>
<td>413</td>
</tr>
</tbody>
</table>

- **4,552** → Total number of walk-in visits during FY13. New visitors accounted for approximately 8% of all visits.

- **290** → Number of students who participated in the 14 presentations made by the Straight Talk Speaker’s Bureau during FY13

INCREASE IN THE NUMBER OF ACTIVE ALLIES ON CAMPUS SINCE FY12

<table>
<thead>
<tr>
<th>Year</th>
<th># of Active Allies</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY12</td>
<td>300</td>
</tr>
<tr>
<td>FY13</td>
<td>468</td>
</tr>
</tbody>
</table>

% Change Between FY12 & FY13: ↑56%
**OUR MISSION**

Military Student Services aims to centralize campus and community resources, enhance military students’ transitions to and from the University, and provide holistic support to all military students as they persist to graduate from Northern Illinois University.

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**ANNUAL PRIORITIES**

**CREATE A VETERAN AFFAIRS (VA) STUDENT EMPLOYEE TRAINING PROGRAM & MANUAL**

Military Student Services (MSS) collected training examples from other campus departments and other campuses via a listserv. In addition, MSS benchmarked 10 institutions regarding their training materials for VA work-study students. Based on these results, the training will focus on the following areas: policy interpretation and processing, helping skills and working with difficult clients, systemic information retrieval, basic educational benefits comprehension, VA work-study student priority management and goal setting, and VA work-study supervisory and performance expectations. It was decided to obligate this as a continuing priority for FY14. Significant updates and refinements of federal and state policies, changes in processing software, and VA Work-study student staffing heavily influenced this decision.

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**CREATE AND IMPLEMENT A MILITARY STUDENT APPRECIATION WEEK**

Military Student Appreciation Week is a campus-wide event prior to Veteran’s day to raise awareness and appreciation for NIU’s military students. In general the campus and community response to Military Student Appreciation Week was positive. MSS has decided to host this annually as a week of programs to continue to advocate for and engage the veteran community.

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**ENHANCE THE MILITARY STUDENT SUPPORTER PROGRAM**

The Military Student Supporter program is designed to help faculty and staff learn about issues facing veteran students. Assessment results showed that 95% of the program participants increased understanding of the transition issues veterans face in the classroom. In addition, 82% of program participants reported an increased understanding of how military obligations and prior military experience may impact veteran and military student persistence or academic achievement. Information gathered from the results of the MSS Supporter Program has influenced the decision to include this initiative as a continuing priority for FY14.
CREATE OPPORTUNITIES FOR NIU VETERAN ALUMNI INVOLVEMENT

MSS co-hosted the Alumni Tailgate with the Veterans Club for over 80 NIU veteran alums. Participation spanned across four decades of NIU students, including graduates from the 70’s, 80’s, 90’s and recent alumni (post-2000). Moving forward, MSS will identify supportive mechanisms to engage veteran alumni while being cognizant of the interest and connection to this effort by the longstanding Veterans Club. This will include helping the student organization identify financial support, data, and logistical strategies to further strengthen veteran alumni/student ties with the NIU community.

HIGHLIGHTS

936+ Number of students who participated in MSS programs in FY13

$67,970 Money awarded to MSS from the Illinois Department of Veteran Affairs’ (IDVA) Lotto Cash Grant Award. The funds enabled the establishment of a fully furnished Veterans Lounge, NIU’s first “Military Student Appreciation Week,” and a series of programs and outreach efforts centered on NIU students and community members who have served in our armed forces.

$2,000,000 The amount of federal educational benefits for eligible military students that was processed by MSS.

NIU IS RANKED IN THE TOP 50 “BEST FOR VETS” FOUR-YEAR COLLEGES IN THE COUNTRY BY MILITARY TIMES MAGAZINE FOR 2013. NIU HAS ALSO BEEN NAMED A MILITARY FRIENDLY SCHOOL FOR 2013 BY G.I. JOBS.
OUR MISSION

OCNTSS aims to foster a sense of community for NIU students by providing a supportive and inclusive environment for off-campus and non-traditional students. The office assesses the needs of students to provide the best services which benefit them. By collaborating with key university and external partners, the department provides resources that address the diverse needs of these specific student populations. This department promotes social, intellectual, and academic growth and development through programs and services that facilitate lifelong learning.

Off-Campus & Non-Traditional Student Services

ANNUAL PRIORITIES

REBRANDING INITIATIVE

Initial plans to re-assess the mission, vision, and strategic outlook for Off-Campus & Non-Traditional Student Services (OCNTSS) were placed on hold due to divisional leadership changes. Divisional leadership advised that the department refocus its efforts on stabilizing the department, concentrating on its core services, and identifying cost-effective methods to identify and track the student population.

T.R.A.C.S. (TRANSFER, ADULT, & COMMUTING STUDENT DATABASE/TRACKING SYSTEM)

Staff benchmarked 16 institutions in an effort to identify how their departments and/or institutions identify commuting/off-campus and non-traditional students. The benchmarking findings and additional information collected from other departments led to the development and implementation of new tracking forms and a Microsoft Access Database. The department will continue to use and refine current tracking methods in FY14.

A.S.I.S.T. (ADULT STUDENT INTEGRATED SUCCESS TRACK)

Departmental staff met with Student Academic Success (SAS) staff to discuss the marketing and usage of Map-Works® for the OCNTSS student population. OCNTSS staff began to track and monitor the activity of its assigned survey group (n=4,718), of which 1,074 (22%) responded. OCNTSS staff anticipated using the Map-Works® program as an online mentoring/on-going engagement platform. Considering the volume of students incorporated into Map-Works®, available staff within OCNTSS, and inconsistencies in how frequently students respond, the department will utilize Map-Works® in the future as a connection and referral platform for their students, in addition to collecting data concerning challenges and problems students communicate they are facing. Through Map-Works®, OCNTSS recruited students to organize and operate SWAN (Students Who Are Non-Traditional), a recognized student organization.
HIGHLIGHTS

COMPLETE AND SUBMIT 5-YEAR ASSESSMENT SUMMARY REPORT TO THE DIVISION AND THE UNIVERSITY ASSESSMENT PANEL

Every five years, departments prepare a report for the University Assessment Panel (UAP) outlining their departmental assessment activities. OCNTSS’ UAP report successfully met 11 out of the 19 criteria outlined within the feedback form. Overall feedback provided from the Panel concluded that it is critical for the department/division to clearly define the target population for the unit, “so the mission can be refined and resources can be focused accordingly.” Gaps in available assessment methods/results were largely due to frequent turnover in leadership (as indicated in the FY12 Annual Report), and missing/misplaced documentation.

TOP 4 CHALLENGES FACED BY THE OFF-CAMPUS AND NON-TRADITIONAL STUDENT POPULATION AS REPORTED VIA THE MAP-WORKS® SURVEY:

1. Establishing meaningful relationships
2. Financing their education
3. Campus participation
4. Challenges using Blackboard

1,200+ Number of students who attended OCNTSS’ programs during FY13

2,680 Number of contacts OCNTSS had with students during FY13 via walk-ins, e-mails, phone calls, listserv, and Facebook reaches.

- 47% E-mails
- 34% Phone Calls
- 8% Listserv
- 7% Facebook Reaches
- 4% Walk-In’s
OUR MISSION
In support of the academic missions of the University and the Division of Student Affairs & Enrollment Management, Orientation & First-Year Experience aims to help all first-year freshmen and transfer students make a successful transition to Northern Illinois University. Through student-centered programs, courses, and collaborative partnerships with faculty and staff, Orientation & First-Year Experience strives to enhance students’ academic achievement, increase their persistence to the second year, and help them integrate into the academic and social communities found on NIU’s campus.

ANNUAL PRIORITIES

DEVELOP A SOPHOMORE YEAR EXPERIENCE PILOT PROGRAM
A Sophomore Year Experience (SYE) pilot program was developed in 2012-2013. The decision was made to create a new department under Academic Affairs that will house both the First Year and Sophomore Year Experience Programs starting in FY14. Staff completed an online course on the SYE during spring 2013 in order to help better prepare themselves for these roles. In addition, one of the staff members attended the Sophomore Success Institute at University of South Carolina in April 2013. In addition, development of a 10- to 12-member FYE/SYE student team is in progress.

CONDUCT NORTHERN NEIGHBORHOOD AND LUNCH IN THE NEW RESIDENCE HALL FACILITY DURING SUMMER ORIENTATION
After much consideration and collaboration, the decision was made to adjust the summer orientation schedule to accommodate lunch in the New Residence Hall. Providing lunch at New Hall enabled the Division to showcase its residential experience and modern facilities. Anecdotal evidence shows that the majority of campus partners understood the importance of the change and have experienced few to no problems with the move. Many experienced less traffic through Northern Neighborhood given that it had been moved to the end of the day. It is recommended to rework how Northern Neighborhood is offered next year.

STRENGTHEN THE IMPACT OF THE COMMON READING EXPERIENCE
The book *This I Believe II* was selected as the common reading experience text for FY13. Supporting the principles of the Northern Pact, the reading fosters freedom of expression, respect for others’ beliefs, and the academic mission of the University. In fall 2013, 82 UNIV and English professors utilized the book in their classrooms—a 20% increase over FY12. Of the on-campus first-year students who completed the Map-Works® Survey, 55.6% responded “yes” to the question, “Have you read or do you plan to read any part of the Common Reading, *This I Believe II*?”
COMPLETE UNIVERSITY ASSESSMENT PANEL REPORT

Every five years, departments prepare a report for the University Assessment Panel (UAP) outlining their departmental assessment activities. Reports include the learning and program outcomes which support the department’s program goals. Based on the report, the UAP made the following suggestions: make more of the goals outcome oriented instead of process oriented; make goals more measurable so it is easier to identify targets; use differing methods to address the goals as indicated; add student learning outcomes to create direct measures of assessment; and add an external review.

HIGHLIGHTS

1650+ Number of student enrolled in 89 sections of UNIV 101 & 201 during FY13. Research at NIU and across the country shows that students who take UNIV are more likely to earn higher GPAs and persist to graduation.

47 Number of students who were mentored through the Faculty-Links Mentorship program. These transition programs assist students not only in their adjustment to college life, but also in preparing for their futures.

7 UNIV CLASSES WERE PARTNERED WITH THE THEMED LEARNING COMMUNITIES PROGRAM. THE THEMED LEARNING COMMUNITIES FOR FALL 2012 INCLUDED TOPICS SUCH AS BUSINESS & SOCIETY, EXPLORING HEALTH MAJORS, COMPETING GLOBAL PERSPECTIVES, AND TEACHERS AS AMBASSADORS FOR SOCIAL CHANGE.
Planning & Assessment provides leadership to the Division by managing division-wide planning and assessment initiatives, through consulting and collaborating with SAEM areas and other university departments, and by collecting, managing, and providing applicable campus-wide data about students.

**OUR MISSION**

**ANNUAL PRIORITIES**

**ESTABLISH A COMPREHENSIVE ASSESSMENT DATABASE ENHANCING COLLABORATIVE STUDENT LEARNING-FOCUSED ASSESSMENT PROJECTS**

In an attempt to increase access to data and create an assessment archive for the Division, Planning & Assessment (P&A) created an assessment folder on the shared drive to which Division leadership has access. In addition, P&A updated its website to reflect many of the documents that were not previously available. It is estimated that 100% of identified assessment projects within the Division are now catalogued on the P&A website and/or in the shared folder. To P&A’s knowledge, at least six departments (Student Involvement & Leadership Development, Financial Aid, Admissions, Women’s Resource Center, Military Student Services, and Off-Campus & Non-Traditional Student Services) have accessed this data to assist in departmental operations. P&A will strive to maintain the 100% cataloging of departmental assessment projects and will continue to reach out to departments regarding the availability of departmental assessment data.

**UNIVERSITY ASSESSMENT PANEL REPORT**

Every five years, departments prepare a report for the University Assessment Panel (UAP) outlining their departmental assessment activities. Reports include the learning and program outcomes which support the department’s program goals. In FY13 P&A created its first UAP Assessment Plan; this did not include reporting on any data. The UAP Assessment Plan will guide the department’s work and provide a framework from which an assessment report will be developed in FY17.
HIGHLIGHTS

- P&A conducted a comprehensive reorganization of its records in FY13. File cabinets, desks, and network drives were all cleaned and reorganized. This work resulted in an improved website structure, network drive architecture, and the creation of the divisional planning & assessment shared folder noted previously.

- P&A collaborated with Housing & Dining to conduct an assessment of new hall residents regarding their satisfaction with and usage of the new facility. A report of the major findings was provided to Housing & Dining at the conclusion of the academic year.

- P&A compiled and wrote a mid-point report for the 2011-2015 student affairs strategic plan, which is now available on the division website.

- P&A developed and implemented new web-based internal/external request forms, which will help staff more easily access P&A resources.
OUR MISSION
The Scholarship Office collaborates with the entire NIU community to connect prospective and continuing students to financial resources. Our department’s objectives and goals are designed to assist in recruiting talented and deserving students, as well as retaining students who require financial advocacy.

INTERNAL/EXTERNAL REVIEW
In FY13 the Scholarship Office completed an internal review and prepared for an upcoming external review. Data gathered during the internal review will be shared with Noel-Levitz, a higher education consulting firm, which will in turn provide a comprehensive review of the office’s operations, as well as a deliverable of financial leveraging models. Noel-Levitz’s recommendations will assist with financial leveraging and operational strategies moving forward.

ASSESS FINANCIAL NEED TUITION WAIVER PROGRAM FOR EFFECTIVENESS RELATED TO RETENTION
The financial need tuition waiver program and all categories of new student merit scholarships were assessed in an attempt to identify persistence rates. This data will inform financial leveraging strategies as the department moves forward and will be used to inform the external review conducted by Noel-Levitz. This project involved verifying the grades and enrollment status of students who received need-based financial assistance (students self-identified or were referred by another office). While this data is still being gathered and analyzed, it will be used to establish guidelines and policies for awarding financial need waivers related directly to the potential for academic persistence.

ASSESS THE IMPACT OF ADMITTED STUDENT DAY SCHOLARSHIP EFFORTS ON STUDENT CHOICE
A review of data from the December 2011 Admitted Student Day event shows that 18 students (7% of attendees) submitted confirmations within 5 days of the event. These were students who had already received their scholarship offer prior to being invited to the event. At the December 2012 event, students were invited to pick up their scholarship offer “on the spot.” Data shows that 5 students (8%) who received a scholarship offer that day confirmed on the spot. The data is inconclusive but will be shared during future planning sessions. The Scholarship Office knows that scholarships are a powerful factor in college choice, but it is not the single influence.
HIGHLIGHTS

AS OF JUNE 2013, MORE THAN 6,100 INCOMING STUDENTS HAVE RECEIVED A MERIT SCHOLARSHIP OFFER FOR FALL 2013.

USE MAP-WORKS® RISK INDICATORS TO IDENTIFY STUDENTS WITH FINANCIAL STRESSORS, AND PROVIDE OUTREACH REGARDING FINANCIAL RESOURCES

In October 2012, the Scholarship Office utilized Map-Works® technology to identify 114 students who responded that they would “not at all” be able to pay tuition/living expenses for next semester. An email was sent to these students through Map-Works® to inform them about the Scholarship Office’s services. In December 2012, 80 students responded that they would “not at all” be able to pay tuition and/or living expenses for next semester. Only 14 students (12%) were the same as the previous list, and the rest were new. The data led the department to believe that many students have financial concerns, but not all at the same time during the semester. The Scholarship Office will explore further collaborations with the Office of Student Academic Success regarding data analysis and how to make early outreach to students regarding financial options.

CONTACTS MADE WITH CURRENT AND PROSPECTIVE STUDENTS DURING FY13

1. 1,359 e-mails were sent
2. 4,519 incoming phone calls were answered
3. 1,142 walk-ins were helped

AS OF JUNE 2013, MORE THAN 6,100 INCOMING STUDENTS HAVE RECEIVED A MERIT SCHOLARSHIP OFFER FOR FALL 2013.
OUR MISSION
The Student Financial Aid Office supports the overall mission of the University. Staff members provide comprehensive financial aid support services for prospective and current students, parents, and families, and share information with high schools and the public. Student Financial Aid focuses on removing financial barriers to assure educational opportunity for all, and on ensuring and maintaining compliance with federal, state, and institutional guidelines, policies, and procedures. Staff members work with applicants and current students to make the best use of available resources and to award the funds necessary to complete each student’s educational journey at NIU.

ANNUAL PRIORITIES

DEVELOP INSTITUTIONAL FINANCIAL AID STRATEGY TO IMPROVE THE INVESTMENT OF INSTITUTIONAL DOLLARS AND INCREASE AFFORDABILITY

The Student Financial Aid Office (SFAO) partnered with Enrollment Management to initiate a two-phase project to improve the effectiveness of institutional need-based aid. All need aid was combined into a single program for 2013-2014 with a more equitable and explainable award. Phase two will continue in FY14 and involves utilizing external consultants (Noel Levitz) to develop an institutional aid leveraging program.

IMPROVE STUDENT FINANCIAL AID LEARNING AND KNOWLEDGE THROUGH ENHANCED MESSAGING AND COMMUNICATIONS

Three changes in regulation were implemented in FY13. A new lifetime limit on Pell grants and changes to federal student loan origination fees required significant system and communication enhancements. In addition to changes required by regulations, SFAO targeted six of the department’s processes/forms for improvement. After various improvements, the following targets had improved as compared to 2012: FAFSA completion rate was up 15%; financial aid packages issued were up 11%; and students verified by March 22 were up 35%. Total year-to-date student contacts (email/phone/visits) were up 9% as of June 1, 2013. FY13 email and phone volumes will be used to determine effectiveness of communications in FY14.

DEVELOP A MANUAL OF STANDARD OPERATING POLICIES AND PROCEDURES AND AN ACCOMPANYING TRAINING MANUAL

Analysis of the over 20 processes that the SFAO oversees was completed over the course of the year. As a result of this analysis, six student training meetings were conducted during the year. Training items were incorporated into the weekly staff meetings, and training materials were developed during the year. An updated policies and procedures manual is in draft format and approximately 60% complete. Annual audit findings will be used to test effectiveness of written policies and procedures. In addition, tests will be given to new student workers in FY14 to determine the effectiveness of the training materials.
## COMPARISON OF FINANCIAL AID APPLICATIONS AND PACKAGES OFFERED FOR FY13 & FY14

<table>
<thead>
<tr>
<th>FY13 Applications Received</th>
<th>FY14 Applications Received</th>
<th>% Change Between FY13 &amp; FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate/Law</td>
<td>1,683</td>
<td>1,598</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>17,831</td>
<td>19,022</td>
</tr>
<tr>
<td>Total</td>
<td>19,514</td>
<td>20,620</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FY13 Financial Aid Packages Offered</th>
<th>FY14 Financial Aid Packages Offered</th>
<th>% Change Between FY13 &amp; FY14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate/Law</td>
<td>1,409</td>
<td>1,352</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>12,319</td>
<td>13,252</td>
</tr>
<tr>
<td>Total</td>
<td>13,728</td>
<td>14,604</td>
</tr>
</tbody>
</table>
Student Involvement & Leadership Development

ANNUAL PRIORITIES

OUR MISSION

Student Involvement & Leadership Development is dedicated to engaging students and the University community in campus life through intentional programs and resources that facilitate holistic development.

HUSKIE FAMILY CONNECTIONS (HFC)

In an effort to further engage and connect with students’ families, SILD staff implemented three significant initiatives: the creation of the Parent Advisory Council (PAC), the implementation of three Regional Meetings, and the new membership program called Huskie Family Connections (HFC) done in partnership with the Orientation Office. As of June 2013 the Parent Advisory Council had 12 members, and the constitution was ratified by 100% of those members who responded to the inquiry. In addition, 100% of families who participated in the regional meetings and completed the assessment were “highly satisfied” with the event. Finally, HFC experienced a large increase in new memberships as a result of the new partnership with Orientation. Ticket sales to FY13 HFC events (Fall Family Weekend) increased by 100% compared to FY12.

ACADEMIC PLAN FOR ALL FRATERNITY AND SORORITY CHAPTERS

A survey assessing academic habits was given to all Fraternity and Sorority chapters. Students’ lowest rated academic habits were communicating with professors outside of class, working on projects/papers in advance of due date, and studying on a regular schedule. Survey results also showed that 64% of respondents indicated grades were a very high priority for their chapter. Fraternity & Sorority Life staff developed strategies for improving grades for FY14 which include workshops on the following topics: building relationships with faculty members (offered by Student Academic Success), time management and successful study strategies, and a peer-to-peer workshop on best academic practices. Staff members are also creating more stringent policies in order to better hold the students accountable.

STUDENT ORGANIZATION PEER CONSULTATION PROGRAM

The purpose of this program was to pair peer consultants with student organizations who need advice on how to improve their organization. Each organization would take a self-assessment and, under the advisement of the peer consultant, work on key areas, such as morale-building, engaging members, knowledge of university policies, etc. The decision was made to postpone this initiative until FY14 due to lack of student interest in the peer consultant role.
The GA Development Program was used to measure GA learning over the course of the year. GAs completed an intake interview to assess their incoming level of achievement. GAs and supervisors developed personal action plans to encourage further development. GA supervisors conducted exit interviews with the GAs to gain a better understanding of their learning, their satisfaction, their critical feedback and their overall experience. Seven out of seven (100%) SILD GA’s were able to demonstrate an increased level of learning in the functional areas of SILD. Based on feedback, SILD will be more intentional about providing opportunities for GAs to oversee an event autonomously.

**HIGHLIGHTS**

- **WHEN THE HUSKIES MADE IT TO THE ORANGE BOWL, SILD ARRANGED BUS TRANSPORTATION FOR THE 1,300 STUDENT FANS WHO ATTENDED**

  150,200 Number of pop tabs donated by over 25 departments to the ‘Huskies Can Make a Difference’ campaign benefiting the Ronald McDonald House

  1,300 Number of students, faculty and staff who participated in NIU Cares Day, the largest community service opportunity at NIU. In FY13, NIU Cares day worked at 80 different project sites in the greater DeKalb and Sycamore communities.

**NUMBER OF EVENTS SERVED BY EVENT PRODUCTION SERVICES (EPS) FROM FY12 – FY13**

<table>
<thead>
<tr>
<th>Events Served in FY12</th>
<th>Events Served in FY13</th>
<th>% Change Between FY12 &amp; FY13</th>
</tr>
</thead>
<tbody>
<tr>
<td>150</td>
<td>215</td>
<td>↑ 43%</td>
</tr>
</tbody>
</table>
**OUR MISSION**

The mission of Students’ Legal Assistance is to provide the best legal assistance possible to students at Northern Illinois University. The program was born of the idea that it is vitally important to make available legal information and advice to the thousands of NIU students who, because of economic incapacity, would otherwise be unable to participate in the due process system. Assistance includes advice and consultation, legal advocacy, and, in appropriate cases, court representation.

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**ANNUAL PRIORITIES**

**UPDATE AND EXPAND LEGAL TOPICS AND LEGAL RESOURCES SECTIONS OF THE STUDENTS’ LEGAL ASSISTANCE (SLA) WEBSITE**

The updated website information was originally supposed to be guided by benchmark results of students’ legal assistance offices at other institutions; however, early in FY13, several representatives of Greek organizations contacted the office concerning serious legal problems they were having with their housing contracts. This issue was made known to the Students’ Legal Assistance Review Committee, which agreed to the department’s suggestion to benchmark assistance provided in Greek Housing matters. The website was updated with relevant information.

**ENHANCEMENT OF THE PROFESSIONAL IDENTITY AND ACUMEN OF STUDENTS’ LEGAL ASSISTANCE STAFF**

A Diversity Awareness Program for attorneys and staff members was offered during FY13. Based on research and consultation with Human Resources, several recent research studies which focused on unconscious bias toward minority groups were selected for presentation. Assessment results showed that 100% of attorneys and student staff reported an increased understanding of the concept of color-blind racial ideology and the affective cost of racism on whites. In addition, results indicated that 30% of student staff had a greater understanding of acceptable approaches when relating to clients. Based on the results of the programming, SLA will conduct periodic diversity training for new staff.

**PROVIDE STUDENT-CENTERED SERVICES THROUGH LEGAL EDUCATION PROGRAMMING**

SLA had the opportunity to work with the CHANCE Program to speak with incoming CHANCE students about ways to avoid legal trouble. SLA staff gave presentations to and conducted workshops with numerous student organizations, UNIV 101, and other academic classes. These sessions covered specific issues such as landlord/tenant problems, expungement of criminal records, rights and responsibilities in dealing with the police, D.U.I., and alcohol laws. The programs reached more than 500 students.
SLA benchmarked other students’ legal assistance offices regarding specialized programming for veterans or other military students. Staff developed and administered a survey to student veterans and met with Military Student Services staff and veterans to identify specialized legal education programming of interest for veterans. Educational materials regarding housing and expungements were adapted specifically for student veterans. In addition, new materials regarding medical compensation claims, Agent Orange, educational opportunities for veterans, and services provided to NIU veterans by the Disability Resource Center were developed. A special edition of the Legal Huskie electronic newsletter was created specifically for veterans. Programs and materials have been developed for implementation in FY14.

CREATE AN INCLUSIVE COMMUNITY BY CLOSE INTERACTION WITH DEPARTMENTS IN THE STUDENT SERVICES COMMUNITY OF PRACTICE AND OTHER NIU DEPARTMENTS

1,029 → The number of individual new clients who were assisted by SLA during FY13

231 → Number of court appearances made by attorneys on behalf of 637 students.

TYPES OF CASES SERVED BY SLA IN FY13

- Criminal, Misdemeanor, Traffic, or Local Ordinance Violation: 32%
- Landlord/Tenant Issues: 34%
- Domestic Relations: 5%
- Consumer, Employment or Insurance: 6%
- Expungements: 5%
- Finances: 2%
- Other: 2%

- ON AVERAGE STUDENTS’ LEGAL ASSISTANCE OPENED 4 NEW CASES EACH WORKING DAY DURING FY13.
OUR MISSION
The Women’s Resource Center staff is dedicated to gender equity and enhancement of the campus climate for women through advocacy, personal development, and social justice programming. We provide a central space on campus where faculty, staff, students, and community can come together around issues of inclusiveness and activism.

DEVELOP HEALTHY BODY IMAGE INITIATIVE
Student staff assistants benchmarked women’s resource center programs focusing on healthy body image and awareness programs. Two programs focusing on healthy body image were implemented in the fall and spring semesters respectively. Overall, 80% of students attending/participating in body image programming were able to report two concepts or ideas related to eating disorders and/or healthy body image. These results will guide programming for FY14 and establish eating disorders/body image as a key area in which the Women’s Resource Center (WRC) will work towards educating students and raising awareness.

CREATE A COORDINATED COMMUNITY RESPONSE TO VIOLENCE AGAINST WOMEN ON CAMPUS TO ENHANCE EFFECTIVE COMMUNICATION BETWEEN DEPARTMENT OF JUSTICE GRANT PARTNERS
Victim Advocacy Services (VAS) had the opportunity to collaborate with partners in the Division, the University, and the community on a number of initiatives, programs, and trainings; some of these included: Take Back the Night; The Invisible War film viewing; a benefit reading of “A Memory, A Monologue, A Rant, & A Prayer”; Sexual Assault Awareness Month activities; and Domestic Violence Awareness Month activities. VAS, under the guidance of the Department of Justice and partnering with Community Standards & Student Conduct, developed and implemented the first specialized Student Conduct Victim/Survivor Response training for those Conduct board members involved in cases pertaining to sexual assault, domestic/dating violence, and stalking. Further assessment of the existing Coordinated Community Response Team (CCRT) needs to be conducted in order to determine how/if a CCRT fits into the institutional culture at NIU.
CREATE AND IMPLEMENT STUDENT EMPLOYMENT AND VOLUNTEER MARKETING PROGRAM WITH ASSISTANCE OF CURRENT WRC STUDENT EMPLOYEES AND VOLUNTEERS

Student staff assistants were given the opportunity to benchmark other women’s resource center volunteer programs, to compile a WRC volunteer marketing brochure, and to be involved in the recruitment process for new volunteers. All of the student staff assistants (100%) were able to articulate new skills, concepts, and valuable experiences they gained as a result of this comprehensive learning experience. Over the course of the year, the WRC engaged 14 volunteers and over 250 program volunteers. Volunteer positions incorporate professional development and leadership opportunities, while program volunteers only commit themselves to one specific program.

HIGHLIGHTS

- **AS PART OF THE OUTREACH PROGRAM “PROJECT PROM,” A TOTAL OF 57 VISITORS CAME BY THE WRC TO LOOK AT DRESSES, AND 40 DRESSES WERE GIVEN OUT.**

  **300+** Number of students who attended the spring and fall Clothing Expos. The Clothing Expo programs provide gently used professional clothing to students in need and are intentionally held just prior to the career and internship fairs.

  **1,200+** Number of students who have received outreach and advocacy efforts as a result of Victim Advocacy Service (VAS) On The Move. VAS On The Move is a mobile program using peer-to-peer connecting opportunities to provide information and education related to the four core areas of Victim Advocacy Services including sexual assault, dating and domestic violence, and stalking.
Northern Illinois University is an equal opportunity institution and does not discriminate on the basis of race, color, religion, sex, age, marital status, national origin, disability, status based on the Victims’ Economic Security and Safety Act (VESSA), or status as a disabled or Vietnam-era veteran. Further, the Constitution and Bylaws of Northern Illinois University provide for equal treatment regardless of political views or affiliation, and sexual orientation. Inquiries concerning application of Title IX, Section 504, and other statutes and regulations may be referred to the Affirmative Action and Diversity Resources Center, 1515 W. Lincoln Highway, DeKalb, IL 60115, telephone 815-753-1118. Quantity 40,000. Printed by the authority of the State of Illinois.