Student Affairs Strategic Plan
2013 Mid-point Review

Vision: The Division of Student Affairs & Enrollment Management invites students to become active community members and inspires them to succeed in their individual pursuit of learning as they transform into dynamic leaders. // Mission: In alliance with the educational mission of Northern Illinois University, the Division of Student Affairs & Enrollment Management creates student learning opportunities and provides critical support beyond the classrooms that inspire and support intellectual, personal, and civic growth in a diverse and complex world. // Core Values: Student-centered service. Partners on student learning. Establishing an inclusive community. Actively building collabo...
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Dear Colleagues,

The 2013 academic year was the mid-point of the 2011-2015 Student Affairs Strategic Plan. The Division of Student Affairs & Enrollment Management is excited to share the progress that has been made in the two and a half years since this plan was put into place.

The Division of Student Affairs & Enrollment Management seeks to attract the best students, to provide critical service, and to create student learning opportunities beyond the classroom. Grounded in these core activities, the 2011-2015 Student Affairs Strategic Plan articulates key areas of innovation and a vision for the Division’s future. We strive to live our mission every day by staying focused on the five strategic priorities outlined in the plan: holistic personal development, inclusive community, professional identity and acumen, student engagement, and sustainability and fiscal responsibility.

This document highlights the progress and major accomplishments that have been made as the strategic plan has been translated into action. The following pages include a brief description of each strategic goal and the progress that has been made. With this in mind, we acknowledge that all of these goals are still works in progress, and, to be truly successful, one must constantly strive to improve.

Numerous programs, services, initiatives, and events have been brought to life through the 2011-2015 Student Affairs Strategic Plan. I am proud of the hard work of our Division, and I am even more impressed by the progress made toward fulfilling the promises we made to ourselves when this plan was written. I look forward to more exciting accomplishments as we fulfill the priorities outlined in this strategic planning process in 2015!

Sincerely,

Kelly Wesener Michael, Ed.D.
Acting Vice President for Student Affairs & Enrollment Management
Holistic Personal Development

*The Division of Student Affairs & Enrollment Management* will encourage and support students in their pursuit of holistic personal development. Students experience growth and development in a number of areas including, but not limited to, personal health, emotional strength, and financial wellness. Through individual and collaborative initiatives, the Division provides student learning in these areas. A community that supports these efforts will enable students to maximize their educational experience and embrace long-term practices to enhance personal well-being in their daily lives.

Strategic Priority 1: Enhance and expand Financial Cents, a program to advance financial literacy.

Financial Cents is a financial literacy program aimed at increasing student financial awareness and knowledge. This program is conducted in collaboration between the Division and the Office of the Provost. In FY11, an Advisory Board was formed in order to provide consistent guidance to the Financial Cents program as it continued to be developed and enhanced. In addition, a benchmarking study was completed in order to gather information about financial literacy programs at other institutions. More data collection occurred in FY12 when a series of student focus groups were conducted. Based on the benchmarking results, input from the Advisory Board, and focus group feedback, an implementation plan was developed to roll out the program in FY13.

**Objective A:**
75% of students surveyed will report an increase in their knowledge of financial literacy; 75% of student participants will indicate the assistance provided helped them manage their debt.

*In Progress: Program was implemented in fall of FY13. A survey assessment has been developed, and the first round of data collection will occur in spring of FY13.*

**Objective B:**
Outreach program for parents implemented.

*In Progress: The parent outreach component is currently in development. The Advisory Board and the survey that was implemented in spring FY13 will inform the development of this outreach.*

Strategic Priority 2: Develop a comprehensive website and related programs to support students’ understanding and pursuit of balance in their life priorities.

Due to internal reorganizations and staffing changes, the comprehensive Health & Wellness website was put on hold, and there are currently no plans to develop it.
Strategic Priority 3: Effectively meet students’ health care needs and support their development of practical competence in personal health maintenance.

The primary purpose of this goal was to ensure that students understand their role in the health care process and know the necessary steps to ensure that they are receiving and complying with treatment properly.

Objective A:
Increase in students’ knowledge of specified concepts of health care finances and quality indicators.

On Track: The ‘specified concept’ of health care that Health Services wanted to improve and assess was the services and treatment that are provided to students who are screened for sexually transmitted infections (STI). Students’ overutilization of services for screening STI’s and the occurrence of appropriate screening protocol were assessed. These indicators were established using the guidelines of the Center for Disease Control and the American Congress of Obstetricians and Gynecologists. Based on a review of the records, Health Services achieved this objective by decreasing the number of students who returned too early for retesting and by increasing the number of instances where the screening process was completed appropriately.

Objective B:
At least one service adjustment (e.g., addition, modification, or deletion) implemented, based on identified student need(s).

In Progress: In FY11, Health Services assessed the secure web portal through which students make appointments. Based on feedback from this survey, it was decided that Health Services would implement the Point N Click Open Communicator system to further improve this experience by allowing students more flexibility and options for scheduling appointments. The Point N Click Open Communicator system is slated to be fully implemented in FY13.

Strategic Priority 4: Create a comprehensive, integrated service model to holistically support students.

The integrated service model was meant to provide increased support and access to services to the members of the Office of Support & Advocacy’s target population. This target population was made up of individuals who were affected by the tragic shooting that took place on campus February 14, 2008. Due to the declining needs of the target population, the integrated service model was not able to be fully implemented. This population had fewer needs for various reasons, including graduation and the amount of time that had passed since the tragedy. For this reason, there was only one student who participated in this program during its first year of implementation in FY11.
**Objective A:**
50% of student participants will indicate reduced stress, increased confidence in their ability and skill, and increased awareness/competence in addressing complex tasks.

*On Track: The one student participant did demonstrate reduced stress, increased confidence and increased awareness/competence; however, the staff in charge of this goal felt that one student was an insufficient sample for the assessment.*

**Objective B:**
Identify 3-5 emergent themes salient for implementing an integrated service model.

*This objective was not assessed given the insufficient data from which to draw conclusions.*

**Strategic Priority 5: Develop a comprehensive workshop and job shadowing program providing education to students that helps them transition from student to career professional.**

By developing a comprehensive workshop and job shadowing program, Career Services hopes to better prepare students for their professional lives after college. In order to inform the development of this initiative, a benchmarking study was conducted in FY11 to gather information about similar programs at other institutions, and focus groups were conducted in FY12. As part of the initial implementation in FY13, Career Services launched Huskie-2-Huskie, an online mentoring program which pairs students with alumni mentors who want to provide career advice. In its first year of implementation, there are 35 alumni mentors and 100 students participating. In addition, Career Services has also been partnering with the College of Education to teach the CAHC 211 Career Planning class. Some students participated in both initiatives.

**Objective A:**
50% of student participants demonstrate skills application of problem solving and teamwork.

*In Progress: Objective will be measured via pre/post-surveys administered to Huskie-2-Huskie student participants. The pre-survey has already been administered, and the post-survey will be conducted at the end of spring 2013.*

**Objective B:**
70% of student participants will articulate and meet at least three key employer expectations.

*In Progress: Objective will be measured via pre/post-surveys administered to Huskie-2-Huskie student participants. The pre-survey has already been administered, and the post-survey will be conducted at the end of spring 2013.*
**Inclusive Community**

The Division of Student Affairs & Enrollment Management will foster an inclusive community and a climate of social justice. Through the engagement of campus and community members, the Division will develop and implement programs and services that welcome and celebrate all NIU populations. As architects of inclusion, Student Affairs & Enrollment Management will promote enhanced cultural competence, and understanding of social responsibility and global consciousness. Programs and services will enhance student, faculty, and staff learning of inclusiveness and diversity through hands-on experiences, service learning opportunities, and/or cross-cultural collaborations.

**Strategic Priority 1:** Promote the mental health of NIU students by strengthening an integrative approach through addressing students’ needs across various life domains.

See the “Professional Identity and Acumen” section for updates on this priority.

**Strategic Priority 2:** Identify and respond to the legal needs of underrepresented student groups by creating education programs focused on their needs.

In order to preemptively assist students with potential legal needs, Students’ Legal Assistance (SLA) conducted a benchmarking study about how other institutions provide targeted legal education programs and services to underrepresented students. This benchmarking study was conducted in FY11 in conjunction with a literature review of relevant research and additional consultation with the Division’s Diversity & Equity Community of Practice. Based on their findings, SLA made the decision to focus on one underrepresented group per year and to collaborate with any associated offices or student groups.

**Objective A:**
Create program for at least one specific underrepresented group, focused on identified needs.

*On Track: In FY12, SLA focused on the legal needs of international students. An electronic newsletter was disseminated to international students which covered the legal requirements for driving a motor vehicle while they are students. Based on the case history of the office, this was one of the most pressing educational needs for this group.*

*In FY13, SLA is focusing on the legal needs of veterans and military students. They are in the process of performing a needs assessment to determine the legal information this group most needs. Preliminary information shows that this group may be most interested in implications of the Federal Soldiers and Sailors Relief Act.*
Objective B:
70% of students surveyed will be able to identify two personally relevant pieces of legal information benefiting them in their daily lives.

In Progress: Students who receive the newsletter are asked to complete a survey about it. In FY12, 100% of respondents identified the newsletter as a preferred method of information delivery, as opposed to a flyer, brochure, program, etc.; however, no learning assessment occurred. Learning assessment is intended for FY13.

Strategic Priority 3: Create a more accurate understanding of services for students with disabilities.

The faculty/staff training program is still in the process of being developed. Fall 2012 was spent collecting materials and ideas so the actual tutorials could be developed in spring 2013. One tutorial will be for face-to-face trainings, while the other will be used for online trainings. The pre- and post-assessments for the trainings will be developed in conjunction with the actual tutorials.

Objective A:
At least 175 faculty and staff members will participate in training.

In Progress: Since the training program is still in development, this objective has not yet been assessed.

Objective B:
75% of training participants will indicate satisfaction with training and increased knowledge about working with students with disabilities.

In Progress: Since the training program is still in development, this objective has not yet been assessed.

Strategic Priority 4: Increase social understanding among paraprofessionals through an established student/peer facilitator role in the Dialogue on Diversity initiative.

The Dialogue on Diversity initiative seeks to facilitate conversations among groups of students about the importance of creating an inclusive campus community. In FY13, the program went through significant changes in order to better serve and reach its target audiences.

Objective A:
70% of student participants (paraprofessionals) will be able to articulate how diversity education has personally impacted their pursuit of lifelong learning.

In Progress: As a result of program changes, this objective has not yet been assessed.
Objective B:
At least 5 student/peer facilitators will be integrated into the Dialogue on Diversity initiative.

On Track: This objective was accomplished in FY12, with six students acting as facilitators.

Strategic Priority 5: Enhance/expand services designed to help campus community members resolve conflict peacefully.

Community Standards & Student Conduct (CSSC), previously known as Judicial Affairs, is expanding the availability of alternative methods for conflict resolution in order to promote personal and community accountability and social justice. Participating in alternative dispute resolutions provides students with skills to peacefully resolve conflict in a productive and just manner.

Objective A:
Expand current CSSC program to increase conflict resolution options.

In Progress: CSSC has conducted a benchmarking project to gather information from other universities that use alternative dispute resolution practices. They have also specifically looked into staff training options for mediation. A pilot program for alternative dispute resolution services is still in development.

Objective B:
75% of students who experienced the judicial process will report that CSSC contributes to creating a just and caring community.

In Progress: A survey is currently being developed to assess all aspects of the CSSC department, including this objective.
Professional Identity and Acumen

_The Division of Student Affairs & Enrollment Management_ will maintain a climate that enhances professional identity and acumen. _Student Affairs & Enrollment Management_ is committed to determining, using, and sharing student learning and program effectiveness outcomes to promote accountability, transparency, and professionalism. We strive to identify and provide training and professional development opportunities for staff members to increase their effectiveness and reach their highest potential. With solid data and strong professionals, the Division will actively promote its resources to provide superior student-centered service.

Strategic Priority 1: Refine, implement, and promote a comprehensive Victim Liaison Program.

The Victim Liaison Program was originally founded as a result of the tragic shooting that took place at NIU on February 14, 2008. While the program has continued to be offered on an as-needed basis, the purpose of this strategic goal is to refine and advance the program so that it is more comprehensive and better meets students’ needs. In FY11, a literature review was conducted to inform the development of a comprehensive training program. A benchmarking study was also attempted; however, similar programs do not currently exist at other institutions. As of FY13, the results of the literature review are being used to develop the expected liaison competencies and training materials. Once the materials are developed, trainings will commence.

**Objective A:**
Online resource warehouse established.

*In Progress: As a result of the training program still being in development, this objective has not yet been achieved.*

**Objective B:**
5-8 specialized competencies identified for liaisons.

*In Progress: The liaison competencies are still in development.*

**Objective C:**
90% of victims indicate liaison helped them locate and receive local, state, or university assistance.

*In Progress: Since the training program is still being developed, this objective has not yet been assessed.*
Strategic Priority 2: Establish a comprehensive assessment database enhancing collaborative student-learning-focused assessment projects.

The purpose of the assessment database is to better facilitate data sharing and assessment conversations across the Division of Student Affairs & Enrollment Management. In FY11 Planning & Assessment (P&A) conducted a benchmarking study of other institutions to see how they accomplished the same task. Based on the results of the benchmarking study and feedback from other members of the Division, it was decided to focus on creating an assessment warehouse, not a database. An assessment warehouse would allow for better data sharing because it would serve as a central archive for all of the Division’s planning and assessment documents. In FY12 P&A developed a plan for how to implement the warehouse and began collecting assessment information from other departments. As of FY13, the shell of the warehouse has been built and some of the relevant assessment information has been moved into it, although this continues to be an ongoing process. Appropriate individuals in the Division were given access to the warehouse in fall 2012.

Objective A:
80% of identified assessment projects within Student Affairs & Enrollment Management (SAEM) departments will be catalogued on the SAEM Planning & Assessment website.

In Progress: This objective will be assessed as the assessment warehouse becomes more fully integrated into the work of the Division.

Objective B:
At least 10 departments will access data to assist in program implementation or service delivery.

In Progress: This objective will be assessed as the assessment warehouse becomes more fully integrated into the work of the Division.

Objective C:
At least one collaborative student-learning-focused assessment project report will be completed and disseminated.

In Progress: This objective will be accomplished as the assessment warehouse becomes more fully integrated into the work of the Division.

Strategic Priority 3: Develop and implement a mentoring program for students pursuing a degree in Early Childhood or Elementary Education.

Participation in this mentor program allows students the opportunity to supplement their academic learning with real-world training and experience gained from the Campus Child Care Center. FY11 and FY12 were planning years for the mentorship program, with it officially being implemented in the fall semester of FY13.
Objective A:
At least 20 students will be mentored by Campus Child Care professional staff.

In Progress: Students apply for one-semester mentorships. CCC made progress toward this outcome by having four student protégés during the program’s first semester of implementation.

Objective B:
90% of mentored students will be able to identify at least two ways in which the mentoring program helped to prepare them for their future student teaching or professional job.

In Progress: In its first semester of implementation, 100% of students assessed identified at least two areas in which the mentoring program helped to prepare them for their future career. These areas included: time management, organization, team work, child development of infants, persistence, classroom management, transitions, and knowledge of professional resources.

Objective C:
70% of students who participate in the mentoring program will be accepted into or remain in a child-care-related academic program at NIU.

In Progress: This objective is scheduled to be assessed during FY14 and FY15.

Strategic Priority 4: Provide leadership and professional development opportunities for student employees and student leaders interested in recreation.

Campus Recreation has worked hard at redeveloping and augmenting the leadership and professional development opportunities available to students through their department in order to increase the number and quality of the available educational opportunities.

Objective A:
At least one internship will be developed and offered for each program area.

In Progress: Campus Recreation has taken several steps toward achieving this objective. Discussions are in progress with interested academic departments, such as Kinesiology and Physical Education, to determine opportunities for interns to receive credit. In addition, the department is in the process of conducting a benchmarking project that will inform the development of this new program. Finally, the feasibility of these internships being paid positions has also been discussed; however, no decision has been reached.
Objective B:
An employee training program will be established; 90% of trainees will be observed and evaluated on skill development.

In Progress: The employee training program has been successfully redeveloped to better encompass the needs of Campus Recreation’s student employees. Based on past experiences, program data, and benchmarking, the training program now includes three parts: 1) an orientation, 2) the Department Retreat, and 3) various leadership and goal-setting educational opportunities. Data collection is ongoing for this objective, but there is not yet enough to report.

Strategic Priority 5: Promote the mental health of NIU students by strengthening an integrative approach through addressing students’ needs across various life domains.

In preparation for pursing this goal, the Counseling & Student Development Center (CSDC) divided the various aspects of student life into the following five domains: financial, environmental, intellectual, spiritual, and physical. To better promote the mental health of NIU students, the CSDC is focusing on one domain per year and providing staff with professional development opportunities relevant to that domain.

Objective A:
Increase in staff knowledge regarding how students’ environment impacts mental health.

In Progress: FY11 focused on the financial domain of student life and the impact it has on student mental health. Four guest speakers were invited to campus to speak about the implications of financial aid resources, debt counseling, financial aid for international students, and community financial resources. Ninety percent of CSDC staff reported an increased knowledge of financial resources for students and an increased understanding of how financial duress effects student mental health.

In FY12, staff professional development focused on the environmental life domain—specifically, the impact of social media on student mental health. Two professional development sessions were presented to the staff: ethical and legal issues related to offering online mental health services, and the connection of student technology use and anxiety. No assessment data is available for this year.

Staff professional development for FY13 is focused on the intellectual domain. The Office of Student Academic Success and the CSDC have shared resources. Collaboration and referrals between the two offices were discussed. Other academic support offices have been invited to attend staff meetings during spring 2013. A survey will be conducted in the spring to assess staff learning.

Objective B:
Increase in staff knowledge regarding spirituality’s impact on mental health.

In Progress: The spirituality domain will be the focus for FY14, and an assessment of staff learning will occur at the end of the year.
Objective C:
Increase in staff knowledge of physical issues’ impact on mental health.

In Progress: The physical domain will be the focus for FY15, and an assessment of staff learning will occur at the end of the year.

Strategic Priority 6: Formalize the volunteer corps program of the Women’s Resource Center.

The Women’s Resource Center (WRC) has been formalizing its volunteer corps program in order to better implement and facilitate the programs and services available through the Center and to provide a better educational experience for its students.

Objective A:
65% retention for volunteer corps participants (year to year) will be achieved by year two.

In Progress: In FY11, there were approximately 13 volunteers; however, due to extensive staff and program changes, there was no retention of these volunteers to FY12. FY12 was a rebuilding year, with the WRC recruiting three volunteers, and 100% of them were retained to FY13. There were seven volunteers total in fall of FY13.

Objective B:
50% of volunteers will be able to articulate three skills they learned as a result of their service.

In Progress: Assessment of this objective occurred in FY11 and FY13 and will continue to be ongoing. In FY11, twelve of the thirteen volunteers (92%) expressed that they had achieved at least one of their skill-based goals. In fall of FY13, 100% of the volunteers were able to articulate three skills they learned as a result of their experience.
Student Engagement

The Division of Student Affairs & Enrollment Management will actively promote the engagement of NIU students. Members of the Division actively engage with students at every phase of their college experience. This engagement tends to increase student retention through key partnerships with faculty and staff, intentional program development, and innovative technology. Through earnest engagement with students, we can successfully meet their needs, serve as advocates in the learning process, and further their success.

Strategic Priority 1: Develop service learning opportunities through study abroad experience for a diverse cohort of students.

In pursuit of this goal, the Asian American Resource Center implemented the Study Abroad Experience: Leadership, Service Learning, and Culture program. The program was officially launched in FY12 with the inaugural trip to China by six students and three NIU staff members. The purpose of this trip was to engage students in leadership exchange with Beijing Normal University, Peking University, and Tsinghua University; to experience service with not-for-profit New Day Creations Foster Care and Hua Dan Migrant Children’s School; and to explore Chinese culture at 14 historical sites in Beijing, China.

Objective A:
75% of students who attend pre-planning meetings will demonstrate understanding of elements and purpose of the trip.

On Track: For the inaugural 2012 trip, there were many indicators of whether or not students demonstrated an understanding of the elements and purpose of the trip, and all of these indicators were well above the 75% target. For example, 100% of student participants exhibited the following: met all deadlines for paperwork, deposits, and immunizations; volunteered for leadership roles and prepared leadership presentations to be given in China; and applied three new behaviors practiced by Chinese culture. In addition, 83% of students participated in a day trip to Chicago’s Chinatown to become familiar with Chinese culture and kept a daily journal during pre-trip preparations.

Objective B:
60% of student participants will articulate and show application of key civic engagement indicators.

On Track: As a result of the volunteer experiences on the trip, 100% of students articulated through group discussion, reflective questions, and/or daily journals at least one way in which they enhanced their sense of civic responsibility gained by their participation in the Study Abroad volunteer experiences. In particular, students discussed how meaningful their volunteer experiences were, and they mentioned how much their awareness of poverty and inequality had increased.
Strategic Priority 2: Create a first-year Latino/a retention initiative called Freshmen Receiving Experience with Study Habits (F.R.E.S.H.).

Due to overlapping functions and goals, the Latino Resource Center (LRC) combined the Mentoring for Academic Success program with the newly-conceived F.R.E.S.H. program in order to streamline efforts. The combined program is now known as the MAS-FRESH program, and it focuses on providing academic and social support to freshmen students. First implemented in FY13, the program works in conjunction with the UNIV 101: The Latino/a Experience course to ensure that individual mentorship is provided to each student in the course so they make a successful transition into college life.

Objective A:
75% of Latino/a freshman participants will perceive F.R.E.S.H. tutoring as contributing to their academic success.

   In Progress: The first assessment of this program will be completed at the end of FY13.

Objective B:
Program participant retention rate will exceed related university-wide retention rate.

   In Progress: This objective will be measured once the first year of the MAS-FRESH program has been completed.

Strategic Priority 3: Create the “Student Success Program” to further engage off-campus students and positively influence persistence rates.

The goal of the Off-Campus & Non-Traditional Student Services’ (OCNTSS) student success program is to find innovative ways to better engage the off-campus and transfer student populations. In pursuit of this goal, OCNTSS has collaborated with the Transfer Student Living Learning Community in Housing & Dining to explore mentorship program models, identified a potential mentor candidate pool, and drafted the selection process/criteria for a potential mentorship program. OCNTSS has also looked for ideas by examining how other departments within NIU target their programming and outreach efforts to specific populations. Finally, OCNTSS is working with Admissions to develop marketing strategies for this future program. The program has not yet been officially launched.

Objective A:
25% of student participants will report desire to participate in mentor/protégé program.

   In Progress: Since the student success program is still being developed, this objective has not yet been assessed.

Objective B:
70% of student participants will report increases in academic motivation, general coping, and receptivity to support services.

   In Progress: Since the student success program is still being developed, this objective has not yet been assessed.
Strategic Priority 4: Implement a residential student engagement enhancement program.

The purpose for developing a residential student engagement program is to increase student retention and satisfaction in on-campus housing.

Objective A:
Increase retention to on-campus housing by 1% bi-annually.

In Progress: In FY11 there was a 36.3% retention rate while in FY12 there was a 34% retention rate. No information was reported as to why the retention may have decreased instead of increasing.

Objective B:
Increase satisfaction with on-campus living by 1% annually.

In Progress: Residential students participate in the Educational Benchmarking, Inc. Residential Life survey in alternating years. This is a comprehensive, nationally-standardized survey which measures satisfaction with on-campus living. Data from 2012 show that students’ overall level of satisfaction is 4.35 on a 7-point scale. There is currently no comparable data to show changes in satisfaction, but the survey will be administered again in spring 2013 to assess a number of changes that have been implemented within the Housing & Dining program.

Objective C:
Increase the number of students serving on Housing & Dining committees by 2% annually.

In Progress: There has been exceptional progress made on this objective. There were 6 students serving on H&D committees in FY11, 29 in FY12, and 62 in FY13. This is an increase of 383% between FY11 and FY12, and an increase of 114% between FY12 and FY13.

Strategic Priority 5: Implement recommendations of the Foundations of Excellence® Self-Study.

The Foundations of Excellence® self-study is a nationally used self-assessment that helps universities develop the best possible experience for its first-year students. In FY11 and FY12, the recommendations from the self-study were published, and a committee of people from across the institution developed plans for implementation.

Objective A:
By the end of FY13, the first-to-second-year retention rate will increase by 1%. By the end of FY15, the retention rate will increase by 2%.

In Progress: In FY11 the institutional first-to-second-year retention rate was around 75%, and in fall of FY13 it was between 71-72%. There were many factors which influenced this decrease in retention; however, this decrease makes it unlikely that the FY15 target will be accomplished. Nevertheless, Orientation & First-Year Experience will continue to work toward accomplishing their FY15 retention objective.
Objective B:
By the end of FY13, 65% of the freshman class will enroll in UNIV 101. By the end of FY15, 70% of the freshman class will enroll in UNIV 101.

_In Progress: The fall 2012 UNIV 101 freshman enrollment rate was 55%. Since this objective was written, new courses have been introduced which pull from the same pool of freshmen who might register for UNIV 101. It is unlikely the 70% goal will be achieved by FY15 unless UNIV 101 becomes mandatory for all freshmen, a decision which is beyond the scope of the Division._

Strategic Priority 6: Expanded LGBT student leadership initiatives, including the development of a web-based peer-mentor program.

The Lesbian, Gay, Bisexual & Transgender (LGBT) Resource Center established a web-based peer-mentor program called Q-Connect. This program allows students to anonymously talk with peer-mentors on a variety of subjects related to sexuality and gender identity.

Objective A:
75% of peer mentors will demonstrate growth (either developed or applied) in communication skills, ethical behavior, self-appraisal and understanding, and professionalism through their roles.

_On Track: Ten mentors were trained during FY11, and three of those peer-mentors had the opportunity to provide assistance to their fellow students. In FY12, four mentors were able to provide peer-to-peer assistance. Of the seven mentors who provided mentoring, 100% demonstrated the identified skills and abilities._

Sustainability and Fiscal Responsibility

_The Division of Student Affairs & Enrollment Management is committed to sustainability and will practice sound fiscal responsibility. A crucial responsibility of the Division to students is appropriate management of resources. These resources include initiatives such as efforts to “green” our campus community, identification of alternative funding to keep student fees low, and updating facilities to meet students’ needs. The Division will employ specific measures to be excellent stewards of constituents’ monies, and to alleviate the economic impact of the rising cost of education for students._

Strategic Priority 1: Seek external funding to support innovative, health-related programmatic interventions intended to augment Health Enhancement’s operational budget.

In times of tight budgets, Health Enhancement (HE) sought external funds in order to support their growing services and programs.
Objective A:
External funding secured.

On Track: In FY11 HE collaborated with the Office of Sponsored Programs to pursue external funding. In FY12, they secured this funding by receiving funds from the Mid-America College Health Association (MCHA) Chris Labyk Award.

Objective B:
Intervention implemented; 75% of participants demonstrate identified student learning outcomes.

On Track: The MCHA Chris Labyk Award helped fund the Stress Free Zones, a week dedicated to stress management activities at the end of the fall and spring semesters in FY12. HE achieved their objective because 100% of students reported knowing that stress can cause some type of physical impact, mental/psychological impact, and/or emotional impact. In addition, 89% of the students reported planning to take what they had learned from the event and apply it to future stressful situations. HE has continued to offer the Stress Free Zone at the end of each semester, with additional outreach interventions and promotional activities offered throughout the academic year.

Strategic Priority 2: Implement a student-led Leadership Summer Camp.

The student-led leadership summer camp was intended to give NIU students the opportunity to develop leadership skills while planning and implementing a summer leadership camp for high school students. For various reasons, this goal has been postponed due to duplication of resources and may be reevaluated at a later date.

Strategic Priority 3: Implement a usable goods recycle/reuse community program.

Due to internal reorganizations and staffing changes, the Recycle/Reuse Community Program was suspended, and there are currently no plans to continue developing the program.