1. Executive Summary

Introduction: Northern Illinois University holds the distinction of establishing the first stand-alone Asian American Center within the northern Illinois region, and July 1, 2012, marked its seventh anniversary of full-time operation. The Asian American Center provides student-centered services through its working/advising relationships with seventeen (17) Asian American student-run organizations, including four (4) Greek letter organizations. The Asian American Peer Mentor Program was recognized nationally by the National Association of Student Personnel Administrators (NASPA) and received the NASPA Excellence Bronze Award in 2006. The Asian American Center enhances student learning by providing leadership opportunities, student partner/employee positions, and internships. The center offers internship opportunities focusing on areas such as alumni connections, event planning, marketing, peer mentoring, and web page design.

The Asian American Center helps to establish an inclusive environment by serving students of various Asian ethnicities including, but not limited to, Burmese, Cambodian, Chinese, Filipino, Hmong, Hong Kong, Indian, Indonesian, Japanese, Korean, Laotian, Malaysian, Pakistani, Taiwanese, Thai, and Vietnamese. In addition, with the establishment of the Diversity & Equity Community of Practice, the Center collaborates with the Latino Resource Center, LGBT Resource Center, Center for Black Studies, and Women’s Resource Center. The Asian American Center develops collaborative relationships with departments that assist with providing programs and services, building maintenance, outreach services, and/or resource acquisition.

a. Overview of Goals, Notable Assessment Results, and Use of Results

i. Support university efforts to recruit and retain Asian American students at NIU by providing student-centered programs and services to a diverse Asian American student population.

For recruitment, in FY 2011 the Center conducted research to identify high schools and community colleges in the northern Illinois region with high percentage of Asian American graduating seniors. The top ten schools were identified; and as a result, in FY 2012, the Center developed tailor made visits for four high schools, two community colleges, one youth group, and NIU’s ESL program. The total number of prospective student participants in these recruitment visits totaled 194. The Center also participated in nine outreach events within nine Fox Valley Filipino American communities. As a result, several contacts were made with NIU alumni and their families. Three students from these communities selected NIU as their college choice.

For retention, the Center documented a total of 2,713 contacts with students that were made through various programs, outreach events, advising, and services.
ii. **Provide programs and services that enhance student learning opportunities through leadership opportunities, student partner/employee positions, and internships.**

In FY 2008, the Center conducted a comprehensive evaluation of the Pilot Peer Mentor Training Program. 100% of respondents indicated favorable results in student learning outcomes relating to developing personal skills, mentoring skills, leadership skills, and pre-professional skills. These results were used to develop a small group model for “OHANA!” Peer Mentor Program to enhance sense of community; to develop an incentive program based on points and a Peer Mentor Recognition Ceremony; and to collaborate with Career Services to submit TARGET Grant in order to develop joint Peer Mentor Training programs with Center for Black Studies, CHANCE, and Latino Resource Center for FY 2009.

iii. **Establish an inclusive environment by providing outreach and advisement to Asian American student organizations and by raising awareness of the rich culture, heritage, and various ethnicities of Asian American college students.**

In FY 2010, a pilot initiative was developed to engage student staff in providing student-centered programs relevant to Asian American culture. As a result, 100% of student staff applied program planning elements and planned one program apiece at the Center to help raise cultural awareness as well as to improve the utilization of the Center.

iv. **Engage staff in ongoing professional development to best serve Asian American student population.**

In FY 2010, a graduate assistant was involved with learning the five stages of the assessment cycle and applied these stages to the Peer Mentor Program. As a result, the Graduate Assistant reported enhancing public speaking skills, engaged in dialogue with supervisor regarding assessment, and completed a one-page reflection on experience with assessment. The Graduate Assistant implemented changes to the Peer Mentor Program and co-presented the five stages of assessment.

v. **Effectively manage the facility, equipment, and human resources of the Center to best serve the Asian American student population.**

In FY 2009, an Internal/External Review was conducted. Students reported that use of the facility for programs and meetings is the most important service provided by the center, followed by use of the equipment and the resource library. The current location was originally designated as a temporary location for the proposed Asian American Cultural Center. Recommendations from the Internal Review regarding the current facility included the following: continue to search for convenient, identifiable space for Center programming where student organizations can provide their own food without financial penalty; identify permanent alternate facility/location of equal or better size that will provide multipurpose room large enough to accommodate student organization events; revisit the original Concept Proposal for an Asian American Cultural Center and renew efforts to implement the recommendations of the Presidential Task Force on Asian Americans—particularly in the areas of facilities, technology, and equipment. To enhance utilization of the center, wireless access was installed in spring 2012.
vi. **Utilize relevant technological resources and services in the support of creating an inclusive environment for Asian American students.**

In FY 2011, a technology internship position was developed to research and benchmark relevant student-centered technologies. This initiative resulted in the implementation of three new technologies into departmental web page, and the intern transitioned the departmental web page to new NIU CASCADE template.

b. **Brief Analysis of Departmental Assessment Status**

The status of assessment at the Asian American Center is ongoing and sustained through annual planning priorities. An area for improvement is in analyzing the results.

c. **Select Recommendations**

Continued assessment is recommended, including a plan to analyze the data in a timely manner.

2. **History**

The Asian American Center was initially established as a part-time program in March 2000 under the auspices of the office now known as Student Involvement & Leadership Development. The part-time program moved to the Jacob House in September 9, 2004, and was re-named the Asian American Center. The part-time opening of this Center represented a significant step toward establishing a “home away from home” for a growing population of Asian American college students (nearly 7%) attending NIU. The Asian American Center opened its doors for full-time operation on July 1, 2005.

In FY 2006, the Center’s Pilot Peer Mentor Program received national recognition as NASPA’s Bronze winner, which is third for its category. Subsequently, in FY 2007, 2008, and 2009, the Asian American Center, in conjunction with other NIU diversity centers, received Target Campus Grant funds to support the Joint Peer Mentor Training Program (involving participants from respective peer mentor programs from the Center for Black Studies, Latino Resource Center, LGBT Resource Center, Center for Accessibility Resources, CHANCE Program, and Asian American Center).

In FY 2010, the Asian American Center was awarded funds to develop a Study Abroad program for a diverse cohort of undergraduate students. These funds were used to conduct a site visit to the Philippines to develop a Leadership, Service, and Culture program with Gawad Kalinga, a not-for-profit organization that builds homes in the Philippines. In FY 2011, when the Philippines experienced a travel alert prohibiting NIU’s undergraduates to travel there, efforts were re-focused, and China became the central focus for a study abroad trip.

In FY 2012, to support the University’s Vision 2020 strategic plan, the Asian American Center implemented two new initiatives. The first initiative involved active recruitment of prospective new and transfer students to NIU. The Center, in conjunction with the Office of Undergraduate Admissions, created tailor-made visits for eight high schools, youth groups, and community colleges and was involved with active recruitment within the northern Illinois region. The second initiative involved the implementation of the new Study Abroad trip to China: “Leadership,
Service, and Culture.” The focus of this study abroad trip was to engage a diverse cohort of undergraduate students in leadership exchange at three universities, service with not-for-profit organizations in China, and cultural exploration at significant historical sites in Beijing, China.

2. Departmental 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, the Asian American Center provides a welcoming environment and a “home away from home” atmosphere for the Asian American student population.

3. Program Goals

The following goals have been recently established to reflect the programs and services offered. The Asian American Center’s program goals are to:

1) Support University efforts to recruit and retain Asian American students at NIU by providing student-centered programs and services to a diverse Asian American student population.

2) Provide programs and services that enhance student learning opportunities through leadership opportunities, student partner/employee positions, and internships.

3) Establish an inclusive environment by providing outreach and advisement to Asian American student organizations and by raising awareness of the rich culture, heritage, and various ethnicities of Asian American college students.

4) Engage staff in ongoing professional development to best serve the Asian American student population.

5) Effectively manage the facility, equipment, and human resources of the Center to best serve the Asian American student population.

6) Utilize relevant technological resources and services in the support of creating an inclusive environment for Asian American students.
4. Methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Description of Method</th>
<th>Timeline (Frequency)</th>
<th>Person Responsible</th>
<th>Goal/ Objective Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surveys</strong></td>
<td><strong>Peer Mentor Program Survey:</strong> Sent to all participants of Peer mentor Program via hard copy distribution <em>(Appendix A).</em></td>
<td>Odd years</td>
<td>GA &amp; Student Intern</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td></td>
<td><strong>Asian American Welcome Night Survey:</strong> Administered to all students attending this program to determine satisfaction and what services they want for the upcoming year <em>(Appendix B-1, B-2).</em></td>
<td>Every year</td>
<td>Director</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>High School Visit Evaluation:</strong> 35-item survey distributed to all visitors to solicit student feedback about campus visits <em>(Appendix C).</em></td>
<td>Every visit beginning FY 2012</td>
<td>GA</td>
<td>1, 2</td>
</tr>
<tr>
<td><strong>Focus Groups</strong></td>
<td><strong>Student Leaders Focus Group:</strong> Conduct focus groups during Internal Review to solicit input from students about their needs and preferences regarding departmental services.</td>
<td>Every 5 years beginning FY 2009</td>
<td>Director</td>
<td>1</td>
</tr>
<tr>
<td><strong>Internal/External Review</strong></td>
<td><strong>Internal Review:</strong> Conduct comprehensive review of all departmental operations using Council for the Advancement of Standards (CAS). Fall Semester: CAS Review Team Site Visit <em>(Appendix D).</em></td>
<td>Every 5 years, beginning FY 2009</td>
<td>Director</td>
<td>1, 2, 3, 4, 5, 6</td>
</tr>
</tbody>
</table>
### OUTCOMES BY METHODS MATRIX

<table>
<thead>
<tr>
<th>EXAMPLE</th>
<th>Surveys</th>
<th>Focus Groups</th>
<th>Internal/External Review</th>
<th>Benchmarking</th>
<th>Participation Rates</th>
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<tbody>
<tr>
<td>Goal 1: Recruit and Retain</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Goal 2: Student Learning</td>
<td>X</td>
<td></td>
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<td></td>
<td>X</td>
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<tr>
<td>Goal 3: Inclusiveness</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Goal 4: Professional</td>
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<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Development</td>
<td></td>
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<tr>
<td>Goal 5: Manage Facility</td>
<td></td>
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<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Goal 6: Utilize Technology</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

5. Results by Goal (See below)

6. Use of Results by Goal (See below)
DEPARTMENT GOAL 1: Support university efforts to recruit and retain Asian American students at NIU; provide student-centered programs and services to a diverse Asian American student population.

FY 2008:
Annual Priority 1: Develop a Student Advisory Committee for the Asian American Center to gain feedback for enhancing programs and services.

Target: 30% of students who represent a student organization on the Student Advisory Committee will create a permanent position on their executive committee to appoint future members of the Student Advisory Committee.

Results: 9 out of 14 Asian American student organizations (64%) agreed to serve on the Student Advisory Committee for FY 2009 in preparation for the Internal Review.

Use of Results: Appointed Student Advisory Committee to convene in FY 2009.

FY 2009:
Annual Priority 1: Implement Student Advisory Committee

Target: Student Advisory Committee will:

- Engage in civic responsibility and plan at least one volunteer event per semester.
- Enhance their communication and team building skills among each other.
- Provide feedback for Internal Review.

Results:

- Students engaged in three volunteer activities: NIU Cares Day, Unity Expo, and Have a Heart Canned Food Drive.
- Students enhanced their communication and team building skills among each other (achieved through Leadership Retreat).
- 100% of members provided feedback utilized for the Internal Review.
- 100% of the 13 recognized Asian American student organizations were represented on the Student Advisory Committee.

Use of Results: Results were used to help determine the department’s next 3- to 5-year plan. Results were used as input for the department’s Internal Review.

FY 2012:
Annual Priority 1: Recruitment Outreach to High Schools, Community Colleges and Youth Groups

Target: 75% of students will demonstrate understanding of:

- two items learned about admissions requirements,
- one item learned about Financial Aid, and
- one item learned about student life at NIU.

Results: Data from above has not yet been analyzed; quantitative data was collected and is presented in the table below:

<table>
<thead>
<tr>
<th>Averages</th>
<th>Admissions</th>
<th>Financial Aid</th>
<th>Tour</th>
<th>Residence Halls</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = low; 5 = high</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mather (n = 61)</td>
<td>4.1</td>
<td>3.7</td>
<td>4.25</td>
<td>3.88</td>
</tr>
<tr>
<td>Glenbard North (n = 40)</td>
<td>2.5</td>
<td>4.5</td>
<td>4.36</td>
<td>5</td>
</tr>
</tbody>
</table>
Use of Results: Results are used to:
- Inform decisions for future visits.
- Track, through Admissions, student interest and application to NIU.
- Determine recruitment outreach efforts and budget for FY 2013.
- Enhance evaluation tool for FY 2013.
- Develop a new survey through CAHA class 572; results of new survey are highlighted in Appendix H, pages 44-46.

DEPARTMENT GOAL 2: Provide programs and services that enhance student learning opportunities through leadership opportunities, student partner/employee positions, and internships.

FY 2008:
Annual Priority 4: Conduct a comprehensive evaluation of the Pilot Peer Mentor Training Program.
Target: 60% of peer mentors will indicate acquisition of personal, leadership, and pre-professional skill development.
Results: Out of 30 peer mentor participants, 66% completed the Peer Mentor Training Survey (N = 20). On a 4 point Likert scale (1 = strongly disagree; 2 = disagree; 3 = agree; 4 = strongly agree), 100% of respondents indicated favorable results in student learning outcomes relating to developing personal skills, mentoring skills, leadership skills, and pre-professional skills with the following average scores:
- 3.24 personal skills.
- 3.33 mentoring skills.
- 3.31 leadership skills.
- 3.42 pre-professional skills.

Respondents indicated the following areas for improvement:
- Develop better sense of community within the “OHANA!” Peer mentor program.
- Provide incentives for peer mentors and protégés participating in the program.
- Collaborate with other diverse peer mentor programs at NIU.
Use of Results:
- Developed small group model for “OHANA!” Peer Mentor Program to enhance sense of community.
- Developed incentive program based on points and a Peer Mentor Recognition Ceremony.
- Collaborated with Career Services to submit TARGET Grant to develop joint Peer Mentor Training program with Center for Black Studies, CHANCE, and Latino Resource Center for FY 2009.
FY 2009:

**Annual Priority 2:** Develop joint leadership training with diversity centers for peer mentor program participants.

**Target:** 50% of students will enhance self-identified leadership skills as a result of leadership training sessions

**Results:** 39 evaluations were submitted and compiled.
- 9 comments indicated enhanced Communication Skills (23%).
- 44 comments indicated enhanced Leadership Styles and Skills (112%).
- 27 comments indicated enhanced Relationship Building Skills (69%).
- 24 comments indicated enhanced Mentor Skill Development (61%).

**Use of Results:** Results were used to:
- Enhance joint training program for FY 2010.
- Expand diverse programs to include Center for Accessibility Resources and LGBT Resource Center in joint training.
- Collaborate with Career Services to submit TARGET Campus Grant.
- Apply for $5,000 for Joint Planning Retreat.

FY 2010:

**Annual Priority 4:** Develop diverse student peer mentor team to further collaborate with NIU's diverse Peer Mentor Programs to extend training sessions, workshops, and joint social activities into FY10.

**Target:** Student team will engage in coordinating training, events.

**Results:**
- Peer Mentor Teams Course took place September 12, 2009.
- Graduate Assistant initiated efforts with other diverse programs for Study Skills, De-Stressing your Life, & Developing Healthy Relationships.
- Joint Peer Mentor Retreat took place on Saturday, April 24th.
- Graduate Assistant collaborated with LGBT Resource Center to host diversity summit discussions.

**Use of Results:** Results were used to re-apply for Campus Target Grant for FY 2011.

FY 2012:

**Annual Priority 2:** Enhance Student Employee Program for Workplace Readiness.

**Targets:** 100% of 5 student employees will achieve at least three S.M.A.R.T goals designed to enhance workplace readiness skills.

**Results:** 100% of 5 students achieved three smart goals; of the 15 goals identified, 14 goals were achieved at a level of proficient ability or advanced ability *(see Appendix 1)*

**Use of Results:** Results will be used to:
- Further enhance returning employees’ work place readiness,
- Identify additional work place readiness goals, and
- Write letters of recommendation for graduating seniors.
Annual Priority 3: Develop Study Abroad in China: Leadership, Service Learning, and Culture.

Targets:
- Students will apply three new behaviors practiced by Chinese culture and discuss them in reflective activity or journals.
- Students will articulate at least one way in which they have enhanced their sense of civic responsibility gained by their participation and will document through reflective journals.

Results:
- Students applied three new behaviors practiced by Chinese culture as evidenced by trip leaders and documented in students’ reflective journals (learning Chinese greetings such as please, thank you, and ordering food/water; purchasing tickets for the bus; requesting the bill; exchanging currency).
- Students articulated at least one way in which they enhanced their sense of civic responsibility gained by their participation and documented it through reflective journals (better appreciation for process of adopting children; enhanced understanding for what it takes to care for adopted children; understanding different governmental systems when volunteering at migrant school).

Use of Results: Results will be used to:
- Engage students in conference presentations.

DEPARTMENTAL GOAL 3: Establish an inclusive environment by providing outreach and advisement to Asian American student organizations and by raising awareness of the rich culture, heritage, and various ethnicities of Asian American college students.

FY 2011:
Annual Priority 1: Develop pilot initiative to engage student staff in providing student-centered programs relevant to Asian American issues to raise awareness about this culture.

Target:
- 100% of students will articulate the successes and challenges via reflective journals.
- 100% of students will apply program planning elements and plan one program to be held at the Center.

Results:
- 100% of students articulated the successes and challenges via reflective journals.
- 100% of students applied program planning elements and planned one program held at the Center: Movie Night, 10/27/10; Origami, 11/09/10; Pho Night, 11/11/10; Dim Sum, 01/25/10; Tet Festival, February; Eating Disorders, February.

Use of Results: The results were used to raise awareness of the Center as well as to improve the utilization of the Center due to these additional programs.
DEPARTMENTAL GOAL 4: Engage staff in ongoing professional development and service to the field and encourage students’ professional development as well.

FY 2008:
Annual Priority 5: Foster paraprofessional staff development through training and workshops in Diversity & Equity Community of Practice (COP).
Target: 75% of student workers (Graduate Assistants and undergraduates) report an increased knowledge and understanding for working in diversity units.
Results: Results are no longer available.
Use of Results: Results were used to further enhance and develop Diversity & Equity COP paraprofessional training for FY 2009.

FY 2009:
Annual Priority 3: Develop 2nd year of Diversity & Equity COP paraprofessional training program.
Target:
- 70% of program participants will complete a needs assessment at the orientation session and identify what they expect to learn from their experience as a student employee.
- 100% of participants will identify additional information or training they need to make them more effective as a paraprofessional in the Diversity & Equity Community of Practice.
- 80% of students will complete "Action Plans" and follow through on three good ideas they would like to accomplish to help create community at NIU.
Results:
- 70% of program participants completed a needs assessment at the orientation session and identified what they expected to learn.
- 100% of participants identified additional information or training they need in order to make themselves more effective as a paraprofessional in the Diversity & Equity Community of Practice.
- 100% of Asian American Center student employees completed "Action Plans" and followed through on three good ideas they would like to accomplish to help create community at NIU.
Use of Results: Results were used by Diversity & Equity to:
- Determine training needs for FY 10 and to encourage students to implement their Action Plans.
- Develop two three-hour retreat modules for fall and spring; identified and selected retreat dates.
FY 2010:
Annual Priority 1: **Develop 3\(^{rd}\) year of paraprofessional training.**

**Targets:**
- 70\% of student employees will complete program evaluations and identify at least one challenge that they still have with diversity issues.
- 70\% of student employees will complete a diversity interview reflective journal over the course of the year (totaling six interviews) in which they documented personal interviews with one student/staff person per month.
- Student employees will analyze the interviews, discuss with direct supervisor, and develop plan for transforming the challenge into an opportunity for life-long learning.

**Results:**
- 100\% of Asian American Center student employees completed program evaluations and identified at least one challenge that they still have with diversity issues.
- 100\% of Asian American Center student employees completed diversity interview reflective journal.
- Student employees analyzed the interviews, discussed with direct supervisor.

Annual Priority 3: **Graduate Assistant will learn five stages of assessment cycle and implement them in the Peer Mentor Program.**

**Targets:** Graduate Assistant will enhance skills in benchmarking, public speaking, and presentation skills.

**Results:**
- Graduate Assistant worked closely with the director to implement assessment cycle and integrate it into Peer Mentor Program.
- Graduate Assistant reported enhancing public speaking skills.
- Graduate Assistant engaged in dialogue with supervisor regarding assessment and completed one-page reflection on experience with assessment.

**Use of Results:** Results were used to:
- Enhance Graduate Assistant’s pre-professional skills and implement changes to the Peer Mentor Program.
- Graduate Assistant co-presented five stages of assessment at cabinet meeting.

FY 2012:
COP Priority: **Comprehensive workshop and job shadowing program to help students transition to professional careers.**

**Targets:**
- 100\% of student staff will articulate and meet at least two employer diversity expectations.
- 60\% of student employees will demonstrate skills of problem solving and teamwork (unit presentations and facilitating share sessions).

**Results:** Results are no longer available.

**Use of Results:** Results were used to develop COP Priority for FY 2013
DEPARTMENTAL GOAL 5: Manage resources through effective management of Asian American Resource Center’s facility, equipment, and human resources.

FY 2009:
Annual Priority 1: **Conduct a Departmental Internal/External Review.**
Target: Completion of Internal/External Review.
Results: Evidence/data/findings were based on CAS Standards for Multicultural programs focusing on the following 13 areas: Mission, Program Goals, Leadership, Organizational Management, Human Resources, Financial Resources, Facilities Technology and Equipment, Legal Responsibilities, Equity & Access, Campus and External Relations, Diversity, Ethics, and Assessment. (Refer back to Internal Review Report, Appendix D).

External Review:
Evidence/data/findings are based on CAS Standards for Multicultural programs, Internal Review Report, and External Consultant interviews focusing on the following 6 areas: Programs and Services, Human Resources and Staffing, Financial Management & Resources, Facilities Technology & Equipment, Campus and External Relations, and Assessment. The Final Report was submitted in July, 2009. (Refer back to External review report, Appendix E).

Use of Results:
- Student Advisory Committee discussed Internal/External Review to help determine departmental priorities.

DEPARTMENTAL GOAL 6: Utilize relevant technological resources and services.

FY 2008:
Annual Priority 3: Develop and implement a comprehensive online database for tracking utilization numbers for the center’s programs and services.
Target: 80% of staff and student employees will indicate technological competence in using the data base.
Results: Data base was developed, but due to turn-over in support staff it has not yet been effectively implemented.
Use of Results: Will re-visit this database with current Assistant Vice President to determine future use.
FY 2011
Annual Priority 2: Research and develop relevant student-centered technologies and utilize intern to integrate these techniques into departmental web page.

Target:
- Intern will implement three recommendations from benchmarking project conducted in fall 2010.
- Intern will transition new NIU Template.

Results:
- Intern implemented three new technologies into departmental web page: scroll text, Facebook links, use of banner photos.
- Intern transitioned departmental web page to new NIU CASCADE template.

Use of Results:
- Web intern developed power point presentation to present new technologies used for web page.
- Intern provided orientation training to other staff for CASCADE.

Other Evidence by Goal

FY 2008:

100% respondents indicated favorable responses to the training day topics indicating the following scores on a 4.0 Likert scale:
- Role/expectations = 3.6
- Leadership and peer mentoring = 3.6
- Building the peer mentoring relationship = 3.6
- Know your student = 3.5
- Role plays = 3.7
- 30-Second Resource Infomercials = 3.6
- Leadership Teams Course = 3.6

Participants indicated acquisition of learning outcomes in leadership and peer mentoring, such as:
- Working as a team and communicating with others.
- We are looked up to as role models and for encouragement.
- Listening to others is a two-way street.
- Trust.

Participants indicated acquisition of learning outcomes in building the peer mentor relationship, such as:
- Gaining trust is important.
- Keep in touch with your protégé.
- Stay in contact with your protégé and make memories.
- Trust is critical.
- Attitude and commitment are key.
FY 2011:
**Initiative:** Survey to assess Pilot Program for three high school visits.
**Target** Prospective students will:
- Gain knowledge of NIU admission requirements, academics, and other university resources.
- Gain understanding of student college life by interacting with current college students.
- Identify financial aid and/or scholarship resources.

**Results:** Results are compiled but still in raw data form.
**Use of Results:** Improve recruitment efforts for Asian American high school students and to enhance the experience for visiting high school students.

**Asian American Welcome Night Survey:** Administered to all students attending this program to determine satisfaction and what services they want for the upcoming year. Data not yet evaluated.

7. **Further Information Needed and Timeline**
- Identify data needed to cover any gaps in current information.
  - Some of the data that has been collected has not yet been analyzed.
  - Resources need to be allocated to analyze data.
  - Target date for completion is May 15, 2013.
  - Benchmark research is needed to identify Best Practices among Asian American Centers for recruitment. This research will be discussed with Assistant Vice President as one of the Center’s goals for FY 2014 Annual Planning Priorities.
- Identify any additional assessment strategies that could be valuable for future reports, or any adjustments needing to be made to Assessment Plan.
  - Further benchmark assessment is needed to conduct the Center’s capacity level in terms of programs, staff, and resources.
  - These issues will be discussed with Assistant Vice President during FY 2014 Annual Planning Process.

8. **Resources Needed**

**Request for Resources:**
The Asian American Center would like to request funds to hire a 10-hour-per-week Research Assistant at an hourly rate of $8.25 for one semester ($1,300).

**Justification:**
1. The Research Assistant will analyze and interpret existing data that has been compiled, and submit reports to reflect this data.
2. The Research or Graduate Assistant will conduct benchmark research among Asian American Centers to determine best practices for recruitment, program planning, collaborative efforts, staffing models, outreach efforts, resources, and budgets.
3. Research or Graduate Assistant will assist in identifying the elements and recommendations for a Three-Year Strategic Plan based upon the data analyzed and interpreted.

The hiring of a 10-hour research assistant or graduate assistant will result in the Center’s ability to

1. Analyze, interpret, and review current assessment data in order to utilize the data for improvements.
2. Benchmark research on Best Practices will assist the Center in conducting comparative research with similar Asian American Centers to better understand capacity issues.
3. Assist the center to integrate the data to develop a comprehensive Three-Year Strategic Plan in conjunction with the Assistant Vice President for Diversity & Equity.

9. Appendices:
a. Appendices A- I can be found in attached zip file.