1. **Departmental History**

Since its founding, the Latino Resource Center (LRC) has become the activist core in supporting Latino students at Northern Illinois University (NIU). It was originally named University Resources for Latinos (URL) and traces its origins to 1978. Over the years, the LRC evolved, from sharing its physical space with International Student & Faculty Office to proposing a new physical space and having a new facility built in 1999. The new LRC facility emerged in the midst of student activism against the lack of physical space for the growing population of Latino students on campus. Today, the LRC shares its physical space with the academic unit, Center for Latino and Latin American Studies (CLLAS) to provide more centralized services to Latinos.

The LRC has three primary functions: to recruit Latino students to NIU, to increase the retention rate, and to develop programs that will enhance the Latino students’ academic, cultural, and social university experiences. The Center aims to create learning opportunities beyond the classroom that inspire intellectual, personal and civic growth for leadership. The LRC team is comprised of one director, one assistant director, one office support associate, two graduate students, five undergraduate student workers, and several student volunteers. The LRC was under a directorship for 6 years and has recently undergone leadership changes with a new director leading the Center starting fall 2014.

With 15.5% of the student population identifying as Latino, we have assisted with the increase of enrollment rates for Latino students by offering social, cultural and academic programming such as coordinating approximately 15-30 school site visits per academic year, planning Latino Heritage Month events and Latino graduation, enhancing our mentoring programs and partnering with local high schools to name a few. Most of our programs are oriented toward recruitment and retention efforts.

2. **Mission & Goals**

**Mission Statement (Prior to 2012-2013):**

Through campus and community partnerships the mission of the Latino Resource Center is to recruit Latina/o students to NIU, increase the retention rate of Latina/o students, and provide cultural, social, and academic programs that enhance the quality of Latina/o student life. We accomplish this mission by offering workshops as well as an extensive programming calendar. Our efforts promote cultural affirmation, social justice values and community service. Students attending our activities gain insight into cultural dynamics, social processes and the historical significance of the contributions that Latinos have made to the U.S and to the broader world community.
Department Goals:

**Goal 1:** Recruit Latina/o students to NIU.
1.1. LRC will develop and implement programs that enhance prospective students’ knowledge of NIU admission requirements, academics, and other university resources.
1.2. LRC will assess prospective students’ expectations, experiences, and learning outcomes.
1.3. LRC will provide programs and services relevant to parents and prospective students already admitted to NIU.

**Goal 2:** Increase the retention rate of Latina/o students.
2.1. LRC will develop and implement new procedures for existing retention programs.
2.2. LRC will foster partnerships with student groups, as well as academic and student affairs departments to enhance student retention and promote student learning and leadership opportunities.

**Goal 3:** Provide cultural, social and academic programs that enhance the quality of Latina/o student life.
3.1. LRC will promote cross-cultural and cross-community collaborations.
3.2. LRC will increase collaboration with academic partners to enhance student learning beyond the classroom.

**New Mission Statement as of 2012-2013**
As a result of meeting with the LRC Advisory Committee, it was recommended that the new mission reflect the demographic changes and trends in the Latino population.

The LRC promotes a social justice agenda and an inclusive environment where we seek to recruit, retain, empower and advance Latina/o students at NIU. We achieve this mission by offering mentoring programs, leadership programs, peer support groups and academic advancement programs.

The LRC also possesses a strong commitment to the following:

- Providing a safe space for all students irrespective of nationality, language, gender, sexual orientation, citizenship or immigrant status. To support the development of self-advocacy of students so that they may attain their academic and professional aspirations.
- Understanding the value of family involvement in a student’s educational journey and engaging the family unit through outreach initiatives and community collaboration.
- Promoting an agenda that supports Latino student success by actively participating in nationwide and statewide movements and seeking ways to collaborate with local entities.
- Developing programs that not only target the needs of students but also focus on the immediate issues and concerns of our community.
3. Assessments by Goal

DEPARTMENTAL GOAL #1: Recruit Latina/o students to NIU.

FY 12
Annual Priority: Coordinate 15 school site visits with predominately Latino high schools.
Method: In spring 2012, the LRC outreached to middle schools and high schools. In collaboration with the Admissions Office, the LRC coordinated 13 school site visits. Students between the ages of 12 and 20 received presentations and toured NIU’s campus. At the end of their visit, each student filled out a survey about their experiences.
Target: 1) At least 30% of students will consider NIU their first choice for their college education. 2) Students will be able to identify at least two requirements about the admissions criteria and become knowledgeable about financial aid.
Results: Based on 354 student surveys, 49% of students considered NIU as their first choice for their college education. Students identified various admissions requirements. Knowledge of financial aid was evident.
Use of Results: These results will be used to guide future school site visits and help improve the recruitment efforts for Latino students.

FY 13
Annual Priority: Coordinate 15 school site visits with predominately Latino high schools.
Method: In 2012-13, the LRC outreached to middle schools and high schools. In collaboration with the Admissions Office, the 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.
Target: 1) At least 30% of students will consider NIU their first choice for their college education. 2) Students will be able to identify at least two requirements about the admissions criteria and become knowledgeable about financial aid.
Results: 820 student surveys were completed from students that 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, 86% of students after completing the school site visit reported that NIU was their first choice for a college education. Also, students identified various admissions requirements and financial aid resources.
Use of Results: These results will be used to guide future school site visits and help improve the recruitment efforts for Latino students. Based on the results, we plan to have a faculty host a mock class with the prospective students as part of the high school visit experience.

DEPARTMENTAL GOAL #2: Increase the retention rate of Latina/o students.

FY 11
(In fall 2010, NIU freshmen retention rate for Hispanic students was 68.1%)*
Annual Priority: Organize and implement a Latina/o Graduate Training Institute (LGTI) to provide students with information about how to apply to graduate school.
Method: In spring 2011, the LRC held the Graduate School Preparation Seminar event to help students prepare for the graduate/professional school application process and assist them in making informed plans for their future academic and career objectives. The Graduate School Preparation Seminar was designed to impart to the participants the necessary skills and knowledge to successfully apply to graduate programs and obtain advanced degrees. The training consisted of a faculty and graduate student panel, breakout session based on discipline, a session on the revisions to the GRE. Additionally, the students
were taught how to research graduate programs and faculty, write a statement of purpose, as well as how to apply for various funding mechanisms. Furthermore, marketing materials were developed to promote the institute, and a survey was developed to collect data.

**Target:** 1) 5% of Latino students who were marketed to will register for the Graduate School Preparation Seminar.

2) 50% of participants will develop an action plan for applying to graduate school.

**Results:** Participants were given an evaluation at the end of the seminar (please see Appendix I). A total of 68 students participated in the seminar. Out of the 68 participants, 10 were Latino students and one was a Latino alumnus. Most of them are in their junior and senior years. Based on the survey results, 81.82% of students indicated that they are interested in applying to graduate school, and 90.09% of them wrote an action plan to applying to graduate school. 90.91% of the students reported that the event was “Excellent”. In addition, 81.82% of students reported that the provided information and contents were “Excellent”. Moreover, the event fulfilled 100% of students’ expectation, as reported. In addition, based on the preliminary analysis of the pre-test surveys for the seminar, it was found that: 1) 94% of participants are juniors and seniors and the majority of them are not in the University Honors program, 2) 92% were either African Americans, Latinos, or Whites, 3) 82% are females, 4) 60% of them have a GPA 3.00 or above, 5) 72% stated that they are not sure if they are going to enroll in graduate school after graduation, 6) 99% are not fully knowledgeable of the application process, and 7) 87% do not know how to write their personal statements. Based on the post-test surveys, it was found that: 1) 98% of students rated the event either above average or excellent, 2) the event fulfilled 96% of students’ expectation, and 3) 100% of them would like to see more events like this one in the future.

**Use of Results:** These results will be useful for future graduate school preparation seminars. The professional and graduate panel will be refined for next year in addition to the augmentation of the training. From this year’s results, it was observed that students lack the knowledge in the overall processes to apply for graduate school such as writing the statement of purpose. Therefore, the LRC will make sure to address these gaps.

**FY 11**

**Annual Priority:** Create a first-year Latina/o retention initiative called Freshmen Receiving Experience and Study Habits (F.R.E.S.H.)

**Method:** Freshmen Receiving Experience and Study Habits (F.R.E.S.H) program was established to provide guidance and leadership for incoming freshmen. The F.R.E.S.H. program is aimed to provide free tutoring services that will not only help, but also encourage freshmen to perform at high levels in the classroom environment. In order to achieve this goal, the LRC recruited 21 tutors, in the FY 2010, who were assigned to provide academic assistance to tutees in different subjects such as Math, Biology, Statistics, Spanish, and Physics in the fall semester. F.R.E.S.H also offered multiple workshops such as resume and interviewing workshops that taught freshmen critical professional skills and techniques that are essential for career preparation. Furthermore, two surveys were created (see Appendix II) to evaluate the tutors’ performance and measure the tutees’ learning outcomes that were completed and analyzed every month.

**Target:** 1) 75% of Latina/o freshman participants will report increases in their academic performance.

2) Program participant retention rate will exceed related university-wide retention rate (One-year university-wide retention rate was 74% in 2009.)

**Results:** 65.15% of tutors answered “Strongly Agree” and 34.85% of tutors responded “Agree”, respectively that the tutee was on task during the session. Moreover, 62.87% of tutors answered “Strongly Agree” and 37.13% of tutors responded “Agree”, respectively that at the end of each session, the tutee demonstrated improved comprehension of the material being tutored. Furthermore, 93.27% of tutors answered “Strongly Agree” that the tutee’s attitude toward the subject is improving. In addition to this,
100% of tutors said “Strongly Agree” that the tutees’ attitude toward the subject is improving. On the other hand, 100% of the tutees reported that they accomplished their objectives during the tutoring sessions. Moreover, the tutees have also reported that their tutors checked their understanding for the subject area by asking questions (100%), having them explain concept (47.73%) and solve problems (29.33%). In addition, 81.4% of the tutees rated the performance of their tutors as “Excellent” and 18.6% of the tutees rated the performance of their tutors as “Good” respectively.

Use of Results: Based on the data, the tutees showed improvement in their academic performance. The results will be used to enhance the program and further help the students who are facing academic difficulties.

**FY 12**

(In fall 2011, NIU freshmen retention rate for Hispanic students was 66.3%)*

**Annual Priority:** Seek external funding to support programmatic interventions for Latino college students.

**Method:** In Summer 2011, the LRC staff consulted with the Office of Sponsored Projects to become familiar with resources and identify potential grants. LRC staff were provided with grant training and identified the Literacy Education department as a potential collaborator to assist with the submission of the funding proposal. By Spring 2012, the LRC and Literacy Education department submitted a pre-grant application to the Investing in Innovation Fund, Development Grants to the U.S. Department of Education.

**Target:** 1) The LRC will identify and apply to at least 1 grant.

2) The LRC will collaborate with at least 1 departmental unit on campus.

3) In collaboration with at least 1 departmental unit, the LRC will develop an innovative retention program.

**Results:** Pre-grant application decision pending.

**Use of Results:** The LRC will develop an innovative retention program.

**FY 14**

(In fall 2013, NIU freshmen retention rate for Hispanic students was 69.9%)*

**Annual Priority:** Establish a baseline data of high impact programs at other Latino cultural centers.

**Method:** Benchmarking

**Target:** Create a baseline

**Results:** N/A

**Use of Results:** The benchmarking priority has been postponed to FY15. Due to a low response rate from other Latino cultural centers and LRC staff shortage, the priority was not able to be completed. The benchmarking priority has been postponed to FY15.

**FY 14**

**Annual Priority:** Enhance a retention initiative, MAS/FRESH program; this pilot program combined with the UNIV 101: The Latino Experience course will help first year Latino students with their academic/social/cultural transition to NIU.

**Method:** Interviews

**Target:** Latino students would find the course to be helpful in their social adjustment to campus.

**Results:** 1) Based on the interview, both students found the course to be helpful in their social adjustment to campus. 2) Both students felt the course content was relevant to their Latino experience (ex. Hunger of Memory, journal writing, Latino leader group presentation, cultural artifact sharing) 3) Each student felt differently about using social media such as Facebook as a form of communication. One student found it helpful in using social media as a form of relationship building among peers.
Use of Results: Findings would help in identifying new ways to implement social media into peer-to-peer mentoring; create relevant programming and activities as it relates to academics, career development, student development and sense of belonging.

FY 15
(In fall 2014, NIU freshmen retention rate for Hispanic students was 71%)**
Annual Priority: New Mentoring Program at Sycamore High School
Method: No data available at this time.
Target: No data available at this time.
Results: Mentoring Latino students, periodic campus visits, recruitment, retention
Use of Results: This program has been very successful at DeKalb HS with a good LRC presence and good recruitment tools. Implementing the program in other HS will open new venues for recruitment in the community. In the future as much as funds allow we want to open more of this program.
Implementing the new program will bring more awareness to NIU and the Latino Resource Center

DEPARTMENTAL GOAL #3: Provide cultural, social and academic programs that enhance the quality of Latina/o student life.

FY 11
Annual Priority: Complete and submit 5-year University Assessment Summary Report (UAP) to the Division and University Assessment Panel.
Method: The UAP report provides an extensive analysis of the Latino Resource Center (LRC). This departmental assessment report offers a description of the following areas: departmental history, mission, goals and objectives, methods, evidence by goal, use of results by goal, further information needed and timeline, resources needed, and appendix. The report focuses on how the program goals are measured (through associated departmental annual priorities with intended outcomes and other evidence), evaluated and applied. This report outlines information on how to more effectively collect data and measure the intended targets as it relates to the goals and mission of the LRC. On July 15, 2010, the Director, Assistant Director, and Graduate student started reviewing and summarizing documents of the LRC programs and events, and on January 2011, the final report was submitted to the UAP.
Target:
1. Departmental History completed (July 15, 2010).
3. Methods (date collection timetable and outcomes by methods matrix) completed (September 2, 2010).
4. Evidence by Goal/Objective completed (September 16, 2010).
5. Use of results by Goal/Objective completed (October 7, 2010).
6. Further information needed & timeline completed (October 21, 2010).
7. Resources needed completed (October 28, 2010).
8. Appendix completed (October 21, 2010).
11. Report Review by Office of the Vice President for Student Affairs completed (December 14, 2010).
Results: The LRC received the review of the UPA report on March 24, 2011. The review report consists of 19 sections. Fifteen sections were met, three were partially met, and one section was not met.
Use of Results: These results will be used for improving and developing the overall priority of the LRC by collecting data on an ongoing basis to assess the effectiveness of our programs and services. Areas that will be discussed are: 1) Determine the programs and services that are not included in the LRC annual
priorities, that need to be tracked and assessed starting in fall 2011. 2) Work on collecting data to improve our methods and introducing new ones beginning in fall 2011. 3) Measuring what we intend to measure for the LRC annual goals starting in fall 2011.

FY12
Annual Priority: Create and implement a needs assessment survey to Latino students.
Method: In spring 2012, the LRC created and distributed a needs assessment survey to 52 Latino students. The students evaluated the LRC’s effectiveness at meeting their needs. The findings were used to create questions for a focus group of 9 students. The focus group allowed students to elaborate on three questions pertaining to the benefits of the LRC and how it can improve.
Target: 1) 30% of Latino students will answer the survey.
2) Out of the number of Latino students who answer the survey, 50% of these Latino students will identify at least one need that they would like for the LRC to address.
3) Create an action plan to address the needs of the Latino students.
Results: 52 (3%) Latino students filled out the survey and 9 Latino students participated in the focus group. 31 students (60%) identified at least one issue they felt needed to be addressed. The focus group provided detailed explanations of student’s experiences with the LRC and their recommendations for improving services. In the focus group, students stated that their interaction with the LRC faculty keeps them motivated and helps them obtain their educational goals. Three recommendations mentioned were: 1) the LRC should have more services for nontraditional students, 2) the LRC should have more services for students’ families, and 3) the LRC should promote itself more.
Use of Results: These results will be used to create a more inclusive Latino community at NIU.

FY13
Annual Priority: Create a retention initiative, Freshmen Receiving Experience with Study Habits (F.R.E.S.H.); this pilot program will help first year students make a successful academic transition to NIU.
Method: 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. The MAS/F.R.E.S.H. program continued to have the same focus of both programs: to provide social, cultural and academic support to incoming freshmen students. Moreover, 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, would be assigned a mentor from the MAS/F.R.E.S.H. program.
Target: 1. At least 10 mentors/tutors will be recruited for the MAS/FRESH program.
2. 75% of MAS/FRESH participants will indicate that the mentoring/tutoring was helpful on the program evaluation survey along with improving in one letter grade.
Results: 1) 10 students were recruited to serve as mentors for the MAS/F.R.E.S.H. program.
2) 87% of the MAS/F.R.E.S.H. participants who filled out the survey 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.
Use of Results: The piloted program and evaluation surveys will be used to enhance the effectiveness of the MAS/F.R.E.S.H. program. Based on the results, the use of Blackboard/social media and active participation activities will be integrated into the program.

FY 13
Annual Priority: Graduate Assistant (GA) will assist with identifying and applying for external funds.
Method: The Director is working with the co-PI as well as the GA and is planning on having a meeting with the Superintendent of District 131 to see about submitting a grant to support the funding of a Latino Parent University in that school district.

Target:
1. GA will learn about the grant writing process.
2. GA will acquire strong research skills along with enhance her/his writing and communication skills.
3. GA will learn how to create partnerships with faculty, staff and other on-and-off campus departmental units.
4. GA will learn how to compile, organize and analyze data.

Results: GA met with the Senior Research Development Specialist for the Office of Sponsored Projects to discuss grant development. The GA attended two workshops about grant writing held each by Office of Sponsored Projects & Division of Student Affairs & Enrollment Management. Also, the GA attended one meeting with the LRC Director and Dr. Cohen the co-PI of the grant for the Latino Parent University proposal.

Use of Results: The GA perspective on the grant writing experience will be helpful in training and preparing a prospective GA with the grant writing process. Based on the results, we plan to have the GA student apply to a grant.

FY14
Annual Priority: Create workshops for Adela de la Torre Honor Society students that will advance them in their academic careers.
Method: N/A
Target: N/A
Results:
1) 47% (8) of respondents indicated that community service opportunities and social events such as Rake Across DeKalb, Feed ‘Em Soup, NIU Cares Day, Money on my Mind Talent Show and ATHS Induction Ceremony as valuable services that ATHS offers to them.
2) 35% (6) of respondents stated that the ATHS program needs to be better structured and organized.
3) 29% (5) of respondents mentioned that there needs to be more opportunities for members to engage and interact with other members.
29% (5) of respondents reported that they wished ATHS would offer more services about graduate school preparation.

Use of Results: The findings will be used to identify potential educational programming ideas, create a calendar of events, and offer social opportunities for members to engage with ATHS and surrounding community.

FY 14
Annual Priority: Create a graduate school training program for students interested in applying for doctoral and/or master’s programs.
Method: N/A
Target: N/A
Results: N/A
Use of Results: Due to LRC staff shortage, the priority was not able to be completed.

FY15
Annual Priority: Summer Bridge Program
Method: Benchmarking
Target:
1) Help in the transition from HS to college environment
2) Collaboration and partnering with other departments on campus
3) Recruit 50% SBP attendees as NIU Students
4) Target audience: all incoming underrepresented freshmen

Results: Summer Bridge Program Benchmark had been submitted
Use of Results: The program has not been implemented. No data available.

*Data obtained from “NIU Freshmen Retention Rates Fall 2013 through Fall 2009 New Beginning Freshmen Cohorts by Racial/Ethnic Category and Gender.”

**Data obtained from NIU Student Profile (Fall 2014)

Other Evidence by Goal

DEPARTMENTAL GOAL #1: Recruit Latina/o students to NIU.

FY 14
- The LRC hosted over 600 Latino high school students and provided them with presentations about the college application process, financial aid and student life.
- The LRC hosted 10 Latino families and provided useful information about NIU and the college experience at DeKalb High School.
- The LRC staff provided approximately 30-35 presentations about its services/resources to prospective high school students during the academic year.

FY 15
- Eighteen schools visited with a total of 654 students. As of 5/11, front desk has had 263 visitors and computer lab has had 484 visitors for a total of 747 registered students for Spring 2014 thru Spring 2015 period.

DEPARTMENTAL GOAL #2: Increase the retention rate of Latina/o students.

FY14
- The LRC offered a UNIV 101: The Latino Experience course, where 15-20 Latino freshmen gained the necessary academic, social and cultural tools to become a successful college student.
- The LRC hosted the 2nd Annual Latino Graduation and recognized the academic accomplishments of 35 Latino graduates in May.

FY 15
- Obtained an anonymous donor for undocumented students through the Latino Tailgate event, with an initial donation of $75,000.
- Launched a new VALU program at Sycamore high school in the coming school year 2015-2016 to recruit and mentor Latino students.
- Raised $850 via the Noche de Gala event for DREAM action NIU.

DEPARTMENTAL GOAL #3: Provide cultural, social and academic programs that enhance the quality of Latina/o student life.
FY 13

Name of Initiative/Program: Undocumented student training for faculty and staff

Brief description of Initiative/Program: The Center, in collaboration with campus/community partners, published a resource guide to train NIU administrators, high school counselors and mental health professionals on the options/opportunities available for undocumented students. Over 300 faculty/staff, and educators have been trained and provided with the necessary guidance and best practices to work with undocumented students.

Related Department Program Goal: Providing a safe space for all students irrespective of nationality, citizenship, or immigrant status and to support the development of self-advocacy of students so that they may attain their academic and professional aspirations.

Related Division goal: (from Strategic Plan document): Inclusive Community

Overview of Method(s)—description, timeline, person responsible, etc: The LRC, in collaboration with campus/community partners, hosted a training for faculty and staff on how to effectively work with undocumented students on campus.

Learning/Other Outcome(s) measured: Participants will gain a better understanding of the undocumented student experience.

Assessment Targets/ Measurable Objectives: 50% of participants will learn about the resources offered to undocumented students.

Evidence/Data/Findings: 87% of participants indicated that learning about resources for undocumented students was useful information.

Use of Results (link results to specific changes): The results will be used to enhance the training by finding ways that participants can apply this information to their job.

FY14

- Adela de la Torre Honor Society (ATHS) inducted approximately 25 Latino students. Over 100 family members, staff/faculty and guests attended the ATHS Induction Ceremony to support the academic achievements of 25 inductees in April.
- For Latino Heritage Month, we supported approximately 18 cultural events with over 500 attendees participating in the month long events.
- The 3rd Annual De Mujer a Mujer: Latina Conference offered personal and professional development workshops to approximately 30 attendees in March.
- The LRC offered an informational session in Spanish about its services and programs to approximately 100 Latino families during Summer Orientation.
- Latin Chill, our kickoff event, welcomed over 200 current and incoming Latino students in August.

FY15

- Created a series of events in collaboration with the Asian American Center that created greater understanding among student, staff and faculty of the plight and needs of undocumented students.
- Budgeted, supervised and produced the Latino graduation, and successfully fundraised for one of our Latino students with cancer. Thirty six Latino students graduated.
- We recruited three companies, Altria, Verizon and Comcast, to the center to recruit our students and create a business network.
- First time hosted a blood drive event celebrating Cesar Chavez’ birthday where 29 students, faculty and staff donated.
- De Mujer a Mujer conference was very successful. Forty five students participated.
• A Latino Parent Orientation in Spanish was debuted June 25, July 9 and August 10

4. Use of Results Highlights

_It is important to note that FY14 and FY15 were impacted by the changes in leadership at the director level._

**DEPARTMENT GOAL #1:** Recruit Latina/o students to NIU.

The LRC has worked to increase enrollment of Latinos to NIU. In partnership with the Admissions Office, the LRC has worked to identify predominately Latino high schools and extend invitations to visit the campus. The goal was to have prospective Latino students consider NIU as their first choice school for their college education and become knowledgeable about the admissions and financial aid process.

Based on the data collected during FY12 and FY13, a high percentage of prospective Latino students considered NIU as their first choice school for their college education after visiting the campus. In order to continue providing a memorable campus visit, the LRC staff attempted to include a mock class facilitated by a faculty member as part of the visit. Although the mock class proved to be challenging due to availability and scheduling of faculty and the schools, other areas of the campus visit were explored and improved. Since FY13, “goodie bags” were made and included important information about NIU such as admissions requirements, financial aid process, scholarship resources, department brochures and the university newspaper to name a few. In addition, the staff participated in campus tours hosted by the Admissions Office to better prepare for the campus tours offered through the LRC, and followed up with the contact person of each school offering additional resources about the campus. Additionally, new locations were identified to be included as part of the campus tours such as the stadium, campus recreation and Huskie Den. The Center has also participated in several open houses, fairs, campus functions and community events to recruit more Latino students. However, further development on this goal is needed for prospective Latino students to consider NIU as a first choice school and increase the number of Latino students.

Looking ahead, recruitment is an area that has potential to improve and increase enrollment. Prospective Latino students and their families are seeking additional services beyond applying to NIU. Having more bilingual staff from crucial offices such as Admissions and Financial Aid in the LRC as well as offering printing materials in more than one language would help Latino students and families to learn more about the process of applying to NIU as the choice to attend a particular university is sometimes based on family and financial support.

**DEPARTMENT GOAL #2:** Increase the retention rate of Latina/o students.

Over the last five years, the Latino student population has gradually increased at NIU. From FY11 to FY15, the NIU Latino student population has increased from 9.5% to 15.5%. With the rise of Latino students, the LRC has made efforts to increase the retention rate of Latino students on campus by fostering partnerships with other departmental units and enhancing its retention programs.
In FY11, the LRC presented two programs focused on applying to graduate school and offering peer tutoring services to Latino freshmen. The peer tutoring services merged with an existing peer mentoring program and was combined with an introductory course and had new procedures implemented in FY14. In addition, during FY12, the LRC collaborated with the Literacy Education department and submitted a pre-grant application to the U.S. Department of Education to seek external funding to support programmatic interventions. During FY15, an existing after-school mentoring program for high school students was implemented at another high school; now two high schools have a mentoring program for its Latino students.

As the Latino student population continues to grow, it is important to focus on the retention and graduation rates of Latino students. In the future, the Center can revisit the FY14 benchmarking priority to establish a baseline data of high impact programs at other Latino cultural centers. By identifying high impact programs, the Center can improve and/or create new programs that can offer more effective ways to increase the retention and graduation rates.

**DEPARTMENT GOAL #3:** Provide cultural, social and academic programs that enhance the quality of Latina/o student life.

This goal was primarily focused on increasing collaboration with departmental units and the campus community to enhance student learning beyond the classroom. The department underwent an extensive analysis of its history, programs and services for the past five years in FY11. In addition during FY12, the LRC created and implemented a needs assessment survey for Latino students. Based on the results, the LRC developed opportunities to include students' families and nontraditional students in its services. Not to mention, the LRC explored other social media options to promote itself more.

In FY13, two peer mentoring programs were merged to prevent duplication of services and was combined with an introductory course as part of a piloted program. Additionally, the Director worked with a GA to identify and apply for external funding, and provide the GA with grant writing experience. Further, a needs assessment survey was implemented for the Latino honors program to identify potential educational programming initiatives in FY14. The results of the survey were used to plan the programming for the next academic year. Under this goal, one of the priorities was not completed because of staff shortage and leadership changes at the director level in FY14. For FY15, the summer bridge program is an on-going initiative that is scheduled to be implemented in summer 2016.

In the future, the Center staff can focus on developing innovative programs. For example, revisiting the FY14 benchmarking priority and continuing to reach out to other Latino cultural centers, we would be able to identify trends and best practices. We would also have current information on challenges and barriers in implementing such programs.

5. **Recruitment & Retention Efforts**

From FY11 through FY15, the LRC has made strategic efforts to increase the recruitment of Latino students at NIU. The Center has worked with critical offices to actively recruit potential students. In FY12 and FY13, in collaboration with the Admissions Office, the Center targeted high yielding feeder high schools that served predominately Latino students. As a result, the Center scheduled approximately 40 Latino high school visits. In FY13, the LRC advisory board
committee revised its mission/vision to reflect the demographic changes of Latino students. One important change to the new mission/vision was emphasizing that the Center served as a safe space to all students irrespective of nationality, citizenship or immigrant status. Although the Center has practiced inclusivity for all students (not only Latinos), this change allowed the Center to raise visibility of an underserved population – undocumented students* and it worked toward expanding services to this population through trainings and workshops for faculty/staff, students and the community. Changes in strategic planning may have assisted in the recruitment of Latino students and special populations such as undocumented students.

FY11, FY13, FY14 and FY15 focused on retention efforts of Latino students. The Center provided mentoring programs to current Latino college and high school students in the DeKalb community. The programs were provided to assist Latino students with their transition to college and share resources on how to navigate the educational pipeline. Two important changes are that two mentoring programs focused on current Latino freshmen students were merged as a way to not duplicate efforts, and a second mentoring program was opened in Sycamore High School. Also, there has been preliminary planning to implement a summer bridge program focused on incoming college students interested in the STEM fields in summer 2016. These programs may have helped students who were not typically engaged, to become involved with the Center and University.

In addition, we were able to increase participation in our services by offering social, cultural and academic programming. The Center staff offered an introductory course on college life specifically for Latino freshmen to help them adjust to campus life and combined it with the mentoring program as a piloted program in FY13. It is important to note that this course alone was also offered in FY11, FY12, and FY15. The Center continued to raise the visibility of its services by offering programs such as Spanish summer orientation, Latina conference, Latin Chill, Latino Heritage Month, Latino honor society induction ceremony, educational programming, campus presentations, open houses and fairs to name a few.

As a result of these recruitment and retention efforts, there is a visible increase in the number of Latino students enrolled at NIU (see table below). However, there has not been enough retention data collected of students who attend and/or visit the LRC. Presently, LRC staff has been working to find ways to track students’ academic progress such as using their student identification numbers and consent forms to access their academic records.

### Latino Undergraduate Enrollment from Fall 2010-15 (Table 1)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.5%</td>
<td>11%</td>
<td>11.9%</td>
<td>13.2%</td>
<td>14.6%</td>
<td>15.5%</td>
<td></td>
</tr>
</tbody>
</table>

Table 1 indicates enrollment rates of Latino undergraduate students from Fall 2010-Fall 2015 at NIU. The information was retrieved from the NIU Institutional Research Office and Data – Fall 2015 Student Profile book online at: http://www.niu.edu/institutionalresearch/data_book/index.shtml

### Retention Patterns of Latino New Freshmen Cohorts (Table 2)

<table>
<thead>
<tr>
<th>Starting Fall Term</th>
<th>Initial No. In Cohort</th>
<th>1 Year</th>
<th>2 Years</th>
<th>3 Years</th>
<th>4 Years</th>
<th>5 Years</th>
<th>6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>285</td>
<td>69%</td>
<td>52%</td>
<td>45%</td>
<td>27%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>2010</td>
<td>335</td>
<td>68%</td>
<td>55%</td>
<td>51%</td>
<td>32%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>404</td>
<td>66%</td>
<td>50%</td>
<td>45%</td>
<td>28%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Latino Resource Center
FY16 Five Year Assessment Review
<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>1 Year</th>
<th>2 Years</th>
<th>3 Years</th>
<th>4 Years</th>
<th>5 Years</th>
<th>6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>377</td>
<td>63%</td>
<td>50%</td>
<td>46%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>435</td>
<td>70%</td>
<td>59%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>462</td>
<td>71%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>407</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2 shows the percent of cohort enrolled (but not graduated) in Fall after each year. The information was retrieved from the NIU Institutional Research Office.

<table>
<thead>
<tr>
<th>Starting Fall Term</th>
<th>Initial No. In Cohort</th>
<th>1 Year</th>
<th>2 Years</th>
<th>3 Years</th>
<th>4 Years</th>
<th>5 Years</th>
<th>6 Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>214</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17%</td>
<td>34%</td>
<td>42%</td>
</tr>
<tr>
<td>2008</td>
<td>234</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15%</td>
<td>37%</td>
<td>44%</td>
</tr>
<tr>
<td>2009</td>
<td>285</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17%</td>
<td>34%</td>
<td>41%</td>
</tr>
<tr>
<td>2010</td>
<td>335</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17%</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>404</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 indicates the cumulative percent of Latino students who graduated after X amount of years. The information was retrieved from the NIU Institutional Research Office.

Even though the Latino population is growing, our resources have been reduced. Looking at this long term, it is going to be difficult to serve an increasing population with a limited amount of resources.

* Not all undocumented students are from Latin America.

6. Further Information Needed & Timeline

The information provided in the FY16 Five Year Assessment Report has been impacted by leadership changes, budget constraints and under staffing. These areas have experienced inconsistencies that have caused priorities to lack sufficient information or to be postponed. Looking ahead, there are a few areas that can help to improve the Center. For example, the LRC has been working with critical offices such as Registration & Records and Institutional Research to gather data about retention and graduation as it relates to its programs and services. By gathering this information, the Center staff can better determine what areas to focus on more.

During FY16, the Center staff have had discussions on revising the departmental mission/vision/goals and have it better reflect current demographic changes. In addition, the LRC Director has been working on a collaborative effort to develop and implement a summer bridge program for recently admitted freshmen from underrepresented groups as a form of recruiting and retaining these students. The LRC will also be conducting its Internal Review, which will provide useful information on departmental and Latino student needs.

As for budget constraints, the LRC has had to reduce its spending and reallocate funds to other areas as well as find other ways to obtain support for its programming. Presently, the LRC Director has been working to obtain grants and outside sponsorship to support certain programs such as the summer bridge program.
<table>
<thead>
<tr>
<th>Further Information Needed</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The LRC does not have access to a software system that assists with collecting data</td>
<td>Contact Registration &amp; Records and Office of</td>
</tr>
<tr>
<td>about retention and graduation rates of Latinos as it relates to its programs and</td>
<td>Institutional Research each semester to</td>
</tr>
<tr>
<td>services.</td>
<td>obtain academic progress reports.</td>
</tr>
<tr>
<td>2. Revisit the mission/vision/goals of department to better reflect demographic changes.</td>
<td>In progress</td>
</tr>
<tr>
<td>3. Funding needed to implement a summer bridge program for admitted freshmen from</td>
<td>Summer 2016</td>
</tr>
<tr>
<td>underrepresented groups.</td>
<td></td>
</tr>
<tr>
<td>4. Internal Review will be conducted in FY17.</td>
<td>Begins Summer 2016</td>
</tr>
</tbody>
</table>

7. **Appendices**
   - Appendix A: FY11 Annual Report
   - Appendix B: FY12 Annual Report
   - Appendix C: FY13 Annual Report
   - Appendix D: FY14 Annual Report
   - Appendix E: FY15 Annual Report