

Division of Academic Affairs

First- and Second-Year Experience Assessment Plan

January 2018

Kelly Smith, Director

1. History and Context

In 2012-2013, the Office of Orientation & First-Year Experience (OFYE) was reorganized, with Orientation being assigned to the Division of Student Affairs & Enrollment Management and First-Year Experience assigned to the Division of Academic Affairs. The rationale for dividing the OFYE was to strengthen the first-year experience while developing additional programs. Subsequently, First-Year Experience added the Second-Year Experience while also further developing the Common Reading Experience and collateral programming.

The Director of OFYE assumed the director role of the new, unnamed unit and moved into office space with the Assistant Director of OFYE prior to relocating to the Chick Evans Field House in 2013. On April 15, 2013, the office was renamed to First- and Second-Year Experience (FSYE) and the Director, Assistant Director, an Office Support Specialist and 2 graduate assistants moved to Altgeld 100. In December 2015, the Director of FSYE retired. The Assistant Director was promoted to take on the role of Director in January 2016 and a Program Advisor was hired in March 2016 to assume some duties formerly covered by the Assistant Director role. In March 2017, the Office Support Specialist retired, leaving an additional opening in the office. In that same month, FSYE hired an Associate Director to assist with the further development of second-year programming, in addition to help with other programs in the office. In April 2016, an Office Support Specialist was hired to fill the vacancy.

First- and Second-Year Experience (FSYE) is the combination of services, programs, and curricular and co-curricular activities that provide the path between student entry to the University and their successful transition to the junior year/upper division. FSYE offers a foundation for major selection, career exploration, campus involvement and leadership development, residential learning, and engagement in campus and community service. First-Year Experience (FYE) programs are designed to help first-year students make a successful transition to college life. The Second-Year Experience (SYE) assists students in exploring the unique, critical issues and tasks of the second year of college.

FSYE is ever-evolving as the student needs and University resources change the landscape of the student experience. The components of the First-and Second-Year Experience include the following:

UNIV 101: The University Experience & UNIV 201: The Transfer Experience

UNIV 101: University Experience and UNIV 201: The Transfer Experience courses provide an invaluable introduction to NIU. These elective, one-credit, 11-week courses are designed to help students adjust to NIU and develop the skills necessary to succeed in college and beyond.

UNIV 101/201 course sections are taught by Educators that are selected from applicants who work full-time at NIU, hold a master's degree and have prior college-level teaching experience. It is considered an honor and recognition to be selected to teach the course. UNIV 101/201 Educators are able to build relationships and connections with first-year students both inside and outside the classroom. Educators agree to fulfill a number of responsibilities as a part of their role in the classroom.

All UNIV 101/201 course sections are assigned a Peer Educator (PE), a sophomore, junior, or senior student (or a Graduate Student Leader), to assist in the course, if available. PEs share on topics from a student's perspective and incorporate personal stories to enhance the course. All

PEs complete an application and interview process, attend two required trainings prior to the start of the fall semester and engage in weekly small-group meetings and multiple reflections while performing their leadership role within UNIV 101 or UNIV 201.

FSYE also supports a Graduate Student Leader (GSL) experience that allows graduate students to assist select UNIV 101/201 Educators in the classroom. GSLs complete a 3-credit seminar taught by professional staff of FSYE as they complete an immersive experiential learning component in a UNIV 101/201 classroom.

Common Reading Experience (CRE)

A Common Reading Experience (CRE) program was piloted on NIU's campus in the fall of 2008 in 10 sections of UNIV. The program continued in 2009 and 2010 with the selection of *The Last Lecture*, by Randy Pausch and Jeffery Zaslow, and in 2011 and 2012 with the book *This I Believe II*, edited by Dan Gediman and Jay Allison. In 2013, *Acts of Faith: The Story of an American Muslim, the Struggle for the Soul of a Generation*, by Eboo Patel, became the new CRE, followed by *Just Mercy* by Bryan Stevenson in 2015 and *Make Your Home Among Strangers* by Jennine Capó Crucet in 2017.

The CRE is a high impact practice that promotes a common experience centered on student success by modeling academic behaviors, setting expectations, fostering involvement, and promoting meaningful learning. The book is featured in first-year courses, including UNIV 101/201, multiple English courses and at campus events throughout the academic year.

Student Faculty-Links (SFL)

Student-Faculty Links pairs first-year students with NIU faculty or staff mentors. The goal of the mentoring relationship is to offer students one-on-one interactions with NIU faculty and staff members who can provide advice and support during the student's transition to the university setting. New students and their respective mentors are paired based on identified majors, interests and characteristics.

Transfer2Transfer (T2T)

The Transfer2Transfer peer mentorship program pairs new transfer students with students who have previously successfully transferred to Northern. The goal of the peer mentoring relationship is to provide support and advice through one-on-one interaction with a student who has previously been in their position. New transfer students and their respective mentors are paired based on identified majors, interests and characteristics.

NIU Mentoring Recruitment, Peer Mentor Training and Mentor Fair

On June 23, 2016, FSYE called a meeting for all coordinators of first-year student mentoring programs to discuss organizing efforts to streamline recruitment of NIU students in order to connect them with the NIU mentoring program that best suits their needs and helps them persist to graduation. In a pilot effort in the Summer of 2017, Orientation was able to collect names of students interested in mentoring programs on their end-of-orientation online evaluation. Students

that were interested in receiving more information regarding mentoring were contacted via e-mail to learn more about first-year mentoring programs and make a request about the specific program that interested them.

In August 2017, FSYE began to coordinate a Peer Mentor training for current students in multiple programs that work with first-year students as mentors. This annual Peer Mentor Training provides useful information and tools for upcoming and continuing student peer mentors in all participating programs. The training is divided into two sessions, the first session consists of providing all peer mentors general information regarding peer mentor role expectations, first-year challenges, and campus resources. During the second session, students separate into their respective programs and are provided information pertaining to their specific program. FSYE takes primary responsibility for the organization and facilitation of Session I (morning session).

FSYE hosted the first Mentor Fair on September 5, 2017. The purpose of the Fair was to allow students to connect with mentors and mentor programs after they've arrived on campus for the fall. Mentor program coordinators were invited to host a table to recruit new mentors/mentees, share information about their program, highlight opportunities within their program and connect with students.

First- and Second-Year Success Series (FSYSS)

The First- and Second-Year Success Series offers events to first- and second-year students during the fall semester that provide information on skills, involvement and resources that could benefit students during their college career at NIU. In addition to presenting on particular topics, FSYE collaborates with a variety of offices, departments, faculty and staff to assist with the administrative tasks associated with planning successful events, i.e. booking rooms, marketing, assessment, etc. FSYSS events connect students to others with common interests, as well as faculty and staff. The series includes over 40 programs from a variety of offices and departments at NIU.

Retention Efforts for All inComing Huskies (REACH) Program

REACH aims to provide resources, information, and advice to aid in NIU first-year students' adjustment and transition to the campus. Through the REACH program, trained upper-division students phone first-time, first-year NIU freshmen and transfer students who have characteristics that potentially could put them at risk of leaving the university before the second year. The students are selected because they are not formally involved with another significant program such as the UNIV 101/201 courses, Student-Faculty Links, the University Honors Program, ROTC, Intercollegiate Athletics, CHANCE, or the Huskie Marching Band, making those students more susceptible to academic and social pressures. The REACH program was created on the recommendation of the Early Alert Task Force in July 2003 as a strategy to increase the retention of new students. The calls can be classified as proactive, "well-being" checks rather than as follow-up calls due to faculty or staff concerns.

Non-enrollment Calling

In the summer of 2017, FSYE was asked to complete nonenrollment calling, a task that had previously been carried out by the now defunct Office of Student Academic Success. Trained student staff call and/or e-mail any academically eligible-to-enroll student who has not registered by their scheduled enrollment date and the time that staff can physically make the contact. These calls typically uncover student concerns regarding account holds, financial aid difficulties, and outstanding balances. The callers rely on a Graduate Assistant Coordinator and the SSC campus system to work with colleagues across campus to help students register for the upcoming term.

Huskies Get Connected (HGC)

Huskies Get Connected, piloted in Fall 2014, provides NIU students with customized information and advice during their transition to the University. Through HGC, Student Success Team (SST) members consult in person with new students about involvement opportunities which meet their unique needs and interests. FSYE partners with departments such as Career Services, Academic Advising offices, Counseling & Consultation Services, Student Involvement & Leadership Development to help students engage with the NIU community.

The First-Year Experience Newsletter and the Y2@NIU Newsletter

In Spring 2014, FSYE began producing a series of two separate newsletters throughout the academic year: The First-Year Experience Newsletter for first-year students (produced twice per semester) and the Y2@NIU Newsletter for second-year students (produced twice per semester). These newsletters cover a variety of information tailored to students' needs during specific transitional stages. The content of each newsletter is influenced by the time of year and the targeted student body. First-Year newsletters contain an abundance of information on resources and how to get involved in the first-year. Second-Year newsletters are focused on building skills related to more purposeful interactions with peers and faculty, career development activities and decided goals related to academic success.

Sophomore Days of Service (SDOS)

Sophomore Days of Service gives second-year students an opportunity to make an impact on campus and in the DeKalb community through brief (two-to-three hour), one-time volunteer experiences. These service experiences help students discover purpose by helping others who can benefit from their efforts. This process helps students learn more about themselves and the communities around them. Each day of service begins with a quick orientation to the agency, or group served, and ends with a brief reflection about the experience. SDOS also provides sophomores the opportunity to gain leadership experience by serving as site leaders for each of the service sites.

Academic Recognition

In Spring 2015, the Academic Recognition event was created to recognize students for their academic achievement and encourage them to continue along the path to success. This program congratulates and connects academically successful students with engagement opportunities on campus. Freshmen students with a GPA of 3.5 or higher are invited to the event where they receive a certificate of recognition for their achievement. During this event, they are able to

connect with each other, identify goals for the remainder of the academic year and are encouraged to meet representatives from multiple departments and offices to encourage engagement outside the classroom. In spring 2018, this event will be combined with other first-year academic recognition events.

Halfway to Graduation Celebration

First- and Second-Year Experience hosts, along with a variety of partners, the annual Halfway to Graduation Celebration in April. This celebration recognizes students' achievements at NIU and encourages them to continue on their journey to graduation. FSYE partners with a variety of offices to help students plan for the fall semester before many leave for the summer. At the event, students receive a red and black tassel, refreshments, and visit resource tables to help them prepare for the fall semester, like purchasing a parking pass, signing up for housing and dining options, making appointments with their advisor and much more.

2. Mission, Goals and Objectives

First- and Second-Year Experience Mission Statement

The First- and Second-Year Experience (FSYE) at Northern Illinois University is the combination of services, programs, and curricular and co-curricular activities that provide the path between student entry to the University and their successful transition to the junior/upper division. First- and Second-Year Experience offers a foundation for major selection, career exploration, campus involvement and leadership development, residential learning, engagement in campus and community service. NIU's First-Year Experience (FYE) programs are designed to help first-year students make a successful transition to college life. The Second-Year Experience assists student in exploring the unique, critical issues and tasks of the second year of college.

Unit Goals and Objectives

Goal 1. Strive to make a meaningful connection with all first-year freshmen and transfer students during their transition into the university, or ensure that they are connected in some way to the University.

Objective 1A: Encourage students to engage in a meaningful experience in their first- and second-year on campus.

Objective 1B: All UNIV 101/201 students will have at least one 1:1 meeting with their Educator.

Objective 1C: Students that are not engaged in an intentional program in their first semester will be contacted individually by FSYE staff to offer support, guidance and answer any questions.

Objective 1D: Build a class community for first-year and second-year students by sponsoring and supporting developmentally appropriate, annual, reliable and recognizable programs, resources and opportunities.

Goal 2. Assist first- and second-year students to help them succeed academically, personally and socially (holistically) at NIU.

Objective 2A: Provide students with timely and accurate information regarding opportunities, deadlines and information that supports their development and tenure at NIU.

Objective 2B: Recognize the achievements of first- and second-year students at NIU.

Objective 2C: Incorporate university-wide baccalaureate SLOs into developmentally appropriate programming for first- and second-year students.

Objective 2D: Offer opportunities for first- and second-year students to connect with their peers to build relationships, seek advice, offer encouragement and provide referrals.

Objective 2E: Connect first- and second-year students to quality mentor opportunities.

Goal 3: Assist in retaining students from their first-year to upper-division.

Objective 3A: Monitor retention rates of UNIV 101/201 students from their first semester to subsequent semesters.

Goal 4. Partner with University departments, offices and individuals to create and promote a fluid first-year experience and second-year experience that is embedded in the fabric of the University through intentional and developmentally appropriate opportunities for first- and second-year students.

Objective 4A: Program with and support programs across campus that are developmentally appropriate for first- and second-year students and represent the first-year experience and second-year experience as an organized, comprehensive maneuverable effort that encompasses campus efforts that touch the first- and second-year.

Objective 4B: Utilize a student team to support programming initiatives and efforts, connect with current students and receive consistent and invaluable student perspectives on program goals, implementation and outcomes.

Goal 5. Stay abreast of national trends, data and examine institutional policies and practices from a first- and second-year perspective and educate faculty, staff and families about the challenges and opportunities.

Objective 5A: Provide training, presentations, newsletters and support to departments, offices, and individuals that influence the first- and second-year student experience.

Objective 5B: Continually support staff contributions and participation in national, regional and local professional development opportunities related to the first- and second-year experience.

3. Assessment Methods

Explanation of Assessment Methods

Assessment Method	Explanation			
	Description	Assessment-Level Target ^a	When Data Will be Collected	Person Responsible
Annual Report	Annually, a document summarizing FSYE's programs and initiatives is published. It includes program descriptions and participation, and assessment results.	Combination of all targets below.	Data is collected throughout the year, report published at the beginning of the calendar year for previous year.	Director
UNIV 101/201 Educators				
Educator May Training Survey	Educators complete a survey providing feedback on the Educator training process.	All Educators who have participated in training.	May, after they have attended training.	Program Advisor for UNIV 101/201
Syllabus Review	Educators submit their syllabi to FSYE staff who review and provide feedback for update before the start of the semester.	All Educators.	August.	Director, Associate Director, Program Advisor
Mid Semester Survey	Educators complete a mid-semester survey via Qualtrics.	All Educators.	Mid-semester.	Program Advisor
Educator Observations	New Educators are observed in class by "Master Teachers" and provided feedback on their teaching. Returning educators are observed every 3-5 years.	New Educators are observed and given feedback. Returning Educators are observed every 3-5 years. (Pending Master Teacher availability.)	Observations done throughout the semester.	Director, Program Advisor

Assessment Method	Explanation			
	Description	Assessment-Level Target ^a	When Data Will be Collected	Person Responsible
End of Semester Survey	Educators complete an end of semester survey via Qualtrics.	All Educators.	End of Semester.	Program Advisor
Educator Evaluation of Peer Educator and Graduate Student Leaders	Each Educator completes an end of semester evaluation of their Peer Educator or Graduate Student Leader.	All Educators complete.	End of Semester.	Director and Program Advisor.
UNIV 101/201 Peer Educators				
April Training Survey	Peer Educators complete a survey providing feedback on their April training.	All Peer Educators who attend training.	After April training.	Program Advisor.
August Training Survey	Peer Educators complete a survey providing feedback on their August training.	All Peer Educators who attend training.	After August training.	Program Advisor.
Mid-semester Survey	Peer Educators complete a mid-semester survey providing comments and insight on their experiences as a Peer Educator so far.	All Peer Educators.	Mid-semester.	Program Advisor.
End of Semester Survey	Peer Educators complete an end of semester survey providing comments and insight on their experiences as a Peer Educator.	All Peer Educators.	End of Semester.	Program Advisor.
Reflective Journals	Peer Educators complete three reflective journals (using guided prompts) throughout their time as a Peer Educator sharing their experiences and what they are learning as a Peer Educator.	All Peer Educators.	Three journals are completed – beginning, middle, and end of semester.	Program Advisor.
Weekly Evaluations	Peer Educators complete weekly evaluations on their experience in class that week.	All Peer Educators.	Each week of the 11-week semester.	Program Advisor.
UNIV 101/201 Graduate Student Leaders				
Observations	Graduate Student Leaders lead a lesson and are observed in class by GSL seminar instructors (FSYE professional staff). They receive feedback on their facilitation skills and interactions with others in the classroom.	All Graduate Student Leaders.	Observations are scheduled for around mid-semester for each GSL.	Director

Assessment Method	Explanation			
	Description	Assessment-Level Target ^a	When Data Will be Collected	Person Responsible
End of Semester Paper	Graduate Student Leaders write reflections papers on their experience as a Graduate Student Leader.	All Graduate Student Leaders.	End of semester.	Director
End of Semester Survey	Graduate Student Leaders complete a survey on their experience as a Graduate Student Leader.	All Graduate Student Leaders.	End of Semester.	Director/CAHE Program
UNIV 101/201 Students				
Evaluations of Educator	UNIV 101/201 students assess their Educator through written and scantron evaluations at the End of the Semester.	All UNIV 101/201 students.	End of Semester.	Program Advisor.
Course Evaluation	First-year seminar course scantron and open-ended written evaluations are distributed to students. It includes assessment on the course, the Educator and the Common Reading Experience.	All students attending UNIV 101 or 201 courses.	End of Semester.	Program Advisor.
Common Reading Experience				
CRE Student Evaluations – UNIV Class	The Common Reading Experience book is utilized in the UNIV 101/201 curriculum. UNIV students complete end of semester written evaluations on the Common Reading Experience.	All UNIV Students.	End of Semester.	Program Advisor.
CRE Event Evaluations	Paper Evaluations are passed out at each CRE event and completed by attendees.	All CRE event attendees take paper evaluations at the end of the event.	End of each individual CRE event.	Director, Associate Director, Program Advisor
Author Visit Evaluations	Attendees are asked to complete fill in the blank sentences that have them reflect on author events.	Attendees at CRE author events.	At the end of the author events.	Director and Program Advisor.
FSYE Mentoring Programs				

Assessment Method	Explanation			
	Description	Assessment-Level Target ^a	When Data Will be Collected	Person Responsible
Student-Faculty Links and Transfer2Transfer Mentor surveys	Student-Faculty Links and Transfer2Transfer mentors complete mid-semester and end of semester evaluations via Qualtrics on their experiences as mentors in their respective programs. Surveys includes questions on the application process, their training, and the quality of their experience in the program.	Survey is sent via e-mail to all SFL and T2T Mentors.	First survey is distributed mid-semester. Second survey is distributed at the end of the semester.	Associate Director.
Student-Faculty Links and Transfer2Transfer Mentee Surveys	Student-Faculty Links and Transfer2Transfer mentees complete mid-semester and end of semester evaluations via Qualtrics on their experiences as mentees in their respective programs. Survey includes questions on the application process, their training, and the quality of their experience in the program.	All SFL/T2T mentees are distributed the survey through e-mail.	First survey is distributed mid-semester. Second is distributed at the end of semester.	Associate Director
Calling- REACH and Nonenrollment				
Retention Efforts for All incoming Huskies (REACH) Caller Documentation Sheets	REACH Callers document the outcome of each call on electronic documentation sheets which are used to assess how each student is doing socially, personally and academically.	All students called or e-mailed through REACH.	Weekly beginning after the 10-day count at the start of each semester. Contacts typically end the week before Thanksgiving break in the fall semester and the week before spring break in the spring semester.	REACH Coordinator.
REACH Survey	A survey is emailed to all students who were officially contacted through the REACH program to learn if program was useful to their experience at NIU.	All students successfully REACHed.	Weekly during the course of the program.	REACH Coordinator.

Assessment Method	Explanation			
	Description	Assessment-Level Target ^a	When Data Will be Collected	Person Responsible
Non-Enrollment Calling	Use SSC campus to determine how many students are called, and how many enroll after being called. Evaluate referrals. (This is currently being implemented.)	All students who are called due to non-enrollment issues.	September, after summer calling. February, after winter calling.	Director.
Additional Programming				
Huskies Get Connected Appointment Feedback	Students who participate in Huskies Get Connected complete a brief survey after their appointment.	All students who participate in Huskies Get Connected.	After each appointment.	Associate Director, HGC Peer Consultant.
First- and Second-Year Success Series Event Evaluations	Each FSYSS event is assessed through paper evaluations. These evaluations include questions on learning outcomes, how students learned of the event, year in school, quality of event, future improvements and usefulness of event.	All attendees at First- and Second-Year Success Series events.	At the end of each success series event, a paper evaluation is passed out.	Associate Director, Student Success Team Members who serve as a leader during success series events.
Second-Year Experience Specific Events				
Y2@NIU Events	Each Y2@NIU event is assessed through paper evaluations. These evaluations include questions on how they heard of the event, year in school, quality of event, future improvements, and usefulness of event.	All attendees at Y2@NIU events.	At the end of each Y2@NIU event.	Associate Director.
Sophomore Days of Service Event Evaluations	Each Sophomore Days of Service event is assessed through paper evaluations. These evaluations include questions on learning outcomes, how students learned of the event, year in school, quality of event, future improvements and reflection on event.	All attendees of Sophomore Days of Service events.	At the end of each SDOS event.	FSYE Professional Staff assigned to each event. (Facilitated by SDOS Student Leader Liaisons.)
Halfway there Celebration Campus Partners Assessment	Campus departments and organizations who participate in the Halfway There Celebration complete a brief online survey to provide feedback on the event.	Each office who participates in the event.	Survey is distributed after the event.	

Assessment Method	Explanation			
	Description	Assessment-Level Target ^a	When Data Will be Collected	Person Responsible
FSYE Staff Assessment - Student Success Team (SST)				
Weekly one-on-one meetings	SST members meet with their supervisor once a week. Before their meeting they fill out a sheet on how they have been doing the past week and what they have worked on. They review this with their supervisor who provides direction and feedback.	All SST members.	Either once every week or once every two weeks.	FSYE Head Staff assess their respective supervisees.
End of Semester Evaluations	SST members fill out a self-evaluation of their performance throughout the semester. Their supervisor also fills out the same evaluation for their supervisee. They then meet to discuss the SST's semester performance.	All SST members.	At the end of each semester.	FSYE Head Staff and Student Success Team Members
FSYE Head Staff Assessment				
Weekly one-on-one meetings	The Director of FSYE meets with other FSYE head staff one-on-one once a week to provide direction and feedback.	All FSYE head staff.	Each week.	Director.
End of Year Evaluations	FSYE Head Staff fill out end of year evaluations and meet with the Director of FSYE to receive feedback on their performance throughout the year.	All FSYE head staff.	Mid-Summer.	Director.
<i>Note.</i> ^a Assessment-level target is the level of performance the unit hopes to see on the assessment (e.g., 85% percent of participants demonstrate X, Y, and Z).				

Assessment Methods-by-Outcomes Matrix

Assessment Method	Goal				
	Goal 1: Strive to make a meaningful connection with all first-year freshmen and transfer students during their transition into the university, or ensure that they are connected in some way to the University.	Goal 2: Assist first- and second-year students to help them succeed academically, personally and socially (holistically) at NIU.	Goal 3. Assist in retaining students from the first-year in college to upper-division.	Goal 4: Partner with University departments, offices and individuals to create and promote a fluid first-year experience and second-year experience that is embedded in the fabric of the University through intentional and developmentally appropriate opportunities for first- and second-year students.	Goal 5: Stay abreast of national trends, data and examine institutional policies and practices from a first- and second-year perspective and educate faculty, staff and families about the challenges and opportunities.
Annual Report	S, I	S, I	S, I	S, I	S, I
UNIV 101/201 Educator May Training Survey	F, I	F, I	NA	F, I	S, I
UNIV Educator Syllabus Review	F, D	F, D	NA	F, D	F, D
UNIV Educator Mid-Semester Survey	F, I	F, I	NA	NA	NA
UNIV Educator Observations	F, D	F, D	NA	F, I	F, D
UNIV Educator End of Semester Survey	S, D	S, D	NA	NA	N/A
UNIV Educator Evaluation of Peer Educator and Graduate Student Leaders	S, I	S, I	NA	NA	NA
UNIV Peer Educator April Training Survey	F, I	F, I	NA	F, I	F, I

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UNIV Peer Educator August Training Survey	F, I	F, I	NA	F, I	F, I
UNIV Peer Educator Mid-Semester Survey	F, I	F, I	NA	F, D	F, I
UNIV Peer Educator End of Semester Survey	F, I	F, I	NA	F, D	F, I
UNIV Peer Educator Reflective Journals	S, D	S, D	NA	S, D	S, D
UNIV Peer Educator Weekly Evaluations	S, I	S, I	NA	F, D	S, I
UNIV Graduate Student Leader Observations	F, D	F, D	NA	F, D	S, D
UNIV Graduate Student Leader End of Semester Paper	S, I	S, I	NA	S, I	S, D
UNIV Graduate Student Leader End of Semester Survey	NA	NA	NA	NA	S, D

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UNIV Student Evaluations of Educator	S, D	S, D	NA	NA	S, D
UNIV Student Course Evaluation	S, D	S, D	S, D	NA	S, D
Common Reading Experience Student Evaluations – UNIV Class	F, I	F, I	NA	S, D	NA
Common Reading Experience Event Evaluations	S, D	F, I	NA	S, D	NA
Common Reading Experience Author Visit Reflections	S, D	F, I	NA	S, D	NA
Student-Faculty Links and Transfer2Transfer Mentor and Mentee Surveys	S, D	S, D	NA	NA	NA
Retention Efforts for All inComing Huskies (REACH) Caller Documentation Sheets	S, D	S, D	NA	S, D	NA
REACH Survey	NA	S, D	NA	NA	NA

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Non-Enrollment Calling	NA	NA	S, D	NA	NA
Huskies Get Connected Appointment Feedback	S, D	S, D	NA	NA	NA
First- and Second-Year Success Series Event Evaluations	S, D	S, D	NA	S, D	NA
Y2@NIU Events	S, D	S, D	NA	S, D	NA
Sophomore Days of Service Event Evaluations	S, D	S, D	NA	S, D	NA
Halfway There Celebration Campus Partners Assessment	S, I	S, I	NA	S, D	NA
FSYE SST Staff Weekly one-on-one meetings	F, I	F, I	NA	F, I	F, I
FSYE SST Staff end of semester performance evaluations	F, I	F, I	NA	F, I	NA

Assessment Method	Goal				
	Goal 1: Strive to make a meaningful connection with all first-year freshmen and transfer students during their transition into the university, or ensure that they are connected in some way to the University.	Goal 2: Assist first- and second-year students to help them succeed academically, personally and socially (holistically) at NIU.	Goal 3. Assist in retaining students from the first-year in college to upper-division.	Goal 4: Partner with University departments, offices and individuals to create and promote a fluid first-year experience and second-year experience that is embedded in the fabric of the University through intentional and developmentally appropriate opportunities for first- and second-year students.	Goal 5: Stay abreast of national trends, data and examine institutional policies and practices from a first- and second-year perspective and educate faculty, staff and families about the challenges and opportunities.
FSYE Head Staff weekly one-on-one meetings	F, I	F, I	NA	F, I	F, I
FSYE Head Staff end of year performance evaluations	S, I	S, I	NA	S, D	S, D
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment					