

Academic Support Unit Assessment

Academic Equity, Diversity and Inclusion

Latino Resource Center

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**Northern Illinois
University**

Part I. Academic Support Unit Assessment Plan

1. History and Context

Latino Resource Center (LRC) at Northern Illinois University, traces its origins to 1978. The original Latino house was destroyed to make room for a parking structure. Several years later, upon student insistence, the URL received a new location. In 1992, the URL shared its physical space with the International Student & Faculty Office at the Knetsch House. As the number of Latino student organizations increased, Dr. George Gutierrez, director of the URL at the time, requested more space to accommodate the student groups. His persistence resulted in the removal of the International Student & Faculty Office leaving the URL with the entire Knetsch House for its Latino students in 1996.

The Knetsch House, however, required immediate repairs. Also, the goal was to combine the URL and Center for Latino and Latin American Studies offices together under one building to provide more centralized services to Latinos at NIU. Thus, NIU administration proposed remodeling and expanding the house but NIU Latino students and URL staff were eager to have a new facility built. In addition, NIU administration realized the cost of building a new facility was slightly similar to the cost of remodeling the existing structure. After proposals for remodeling were rejected and with student insistence and persuasion by the URL director, the NIU administration decided to demolish the old Knetsch House and build a new facility in 1997. In the summer of 1999, the new Latino center building was completed.

Today, the LRC serves as a central resource for Latinos on campus and in the community to assist and encourage them to persist at NIU. The LRC offers students opportunities to participate in cultural, social and academic programs that enhance their classroom experiences. Furthermore, in an effort to create learning opportunities beyond the classroom that inspire intellectual, personal and civic growth for leadership, the LRC provides community outreach/service opportunities.

Since the last UAP update, the LRC Goals and Objectives were revised to reflect the changes in administrative reporting lines and university priorities. The following reflects the newly established goals with the alignment of the previous goals.

2019 Latino Resource Center Goal	Previous UAP Goals
Goal 1: Cultivate an understanding of and appreciation for the vibrant culture and customary practices of Latinos	Provide cultural, social and academic programs that enhance the quality of Latina/o student life
Goal 2: Collaborate with campus partners to enhance student learning and academic success beyond the classroom	
Goal 3: Support student persistence, learning and leadership opportunities through partnerships with student groups, and units/departments within Academic Affairs and Student Affairs	Increase the retention rate of Latina/o students
Goal 4: Provide programs and services to inform NIU students and families about the academic expectations and co-curricular opportunities available to all NIU students	Provide cultural, social and academic programs that enhance the quality of Latina/o student life Recruit Latina/o students to NIU

2. Mission, Goals and Objectives

Mission Statement

The Latino Resource Center (LRC) is a diversity center under the Division of Academic Affairs at NIU designed to serve the Latina/o student 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.

Unit Goals and Objectives

Goal 1. Cultivate an understanding of and appreciation for the vibrant culture and customary practices of Latinos through LRC programs, outreach and services

Objective 1.1. Latino Resource Center will facilitate Latino Graduation Programs annually the day before NIU Commencement (December and May).

Assessment Method(s): Registration data of families and students

Target(s): December, 2019: Achieve 10% attendance of NIU Latinx graduates at the LRC Latino Graduation; May 2020: Increase the number of Latinx student and family participants at the Latino Graduation by 10% of the May 2019 attendance (N=126).

Objective 1.2. Latino Resource Center will Support 25 future Huskies (current high school students) in 5 years in their cultural development through Vanguardia Afirmativa de Latin@s Unidos (VALU) at DeKalb High School.

Assessment Method(s): Needs Assessment - Survey, focus group

Target(s): Increase the number of times the 25 students visit NIU each academic year from twice to four times (e.g., shadowing students, more interaction with Latino student organizations).

Objective 1.3. Latino Resource Center will identify the cultural-development needs of current NIU Huskies to develop new programming for 2020-2025.

Assessment Method(s): Needs Assessment – survey, focus group

Target(s): 30% of students connected to the LRC will provide input about needs they identified as being important to their cultural identity.

Goal 2. Enhance student learning and academic success beyond the classroom through collaborations with campus partners

Objective 2.1. Latino Resource Center will provide professional development opportunities for students through co-coordinating the Diversity Reverse Career Fair collaboration with NIU Career Services.

Assessment Method(s): Survey – registration, participation

Target(s): Increase attendance among Latinx students at the Diversity Reverse Career Fair; and 85% of Students who attend the Diversity Reverse Career Fair will report highly satisfied or satisfied with the event.

Objective 2.2. Latino Resource Center will coordinate the Women's Empowerment Conference in conjunction with campus partners.

Assessment Method(s): Participation numbers; post-event survey (satisfaction)

Target(s): HS attendance #:25%, NIU student #: 75% ratio. 85% Satisfaction and Highly Satisfied rates with program learning elements.

Objective 2.3. Latino Resource Center will Implement an annual Honor Leadership Conference in collaboration with the other Honors Programs on campus.

Assessment Method(s): Registration count of student participation; satisfaction survey with qualitative learning responses

Target: Baseline attendance number \geq 100 student participants; student reflections of what they learned related to professional development.

Goal 3. Support student persistence and leadership opportunities through partnerships with student groups, and units/departments within Academic Affairs and Student Affairs

Objective 3.1. Latino Resource Center will establish a retention benchmark for Latinx students engaged with the METAS program (Mentoring and Engaging thru Academic Success), by reviewing retention data year-to-year.

Assessment Method(s): Data analysis using LRC program data along with retention data from Institutional Research + Student survey of satisfaction of METAS program

Target(s): 85% of METAS participants will report satisfaction with the mentoring program; a baseline retention rate will be established for METAS participants from 2015-2019.

Objective 3.2. Latino Resource Center will provide a positive and professional support network for Latinas through the De Mujer a Mujer program.

Assessment Method(s): Student survey

Target(s): 95% of Latinas participating in De Mujer a Mujer will identify at least two people they met through the program that they consider to be part of their positive, professional network.

Objective 3.3. Latino Resource Center will provide students with awareness of service-learning opportunities available at NIU.

Assessment Method(s): Student survey and data from OSEEL. Temporary.

Target(s): LRC students will be able to describe at least one service-learning opportunity available at NIU; LRC students will participate in at least one service-learning experience in FY20.

Objective 3.4. Latino Resource Center will provide students with access to networking events, job fairs and a leadership academy through the Adela de la Torre Latino Honor Society (ATLHS).

Assessment Method(s): Data analysis from ATLHS and data from Career Services, JobsPLUS, and SILD, survey to analyze the 3 pillars

Target(s): 90% ATLHS participants will attend at least one networking, job fair each term in FY20; x% of ATLHS students will participate in the leadership academy in FY20.

Objective 3.5. Latino Resource Center will utilize the new endowment to increase the number of scholarships available for the LRC Honor Society members (Adela de la Torre Latino Honor Society, ATLHS) in an effort to make a positive impact on retention.

Assessment Method(s): Data analysis MyScholarships- offers, actual awards. Survey of previous recipients (for fall 2019)

Target(s): Five scholarships (\$500 each). Recipient reflections about the impact the scholarship made on their persistence.

Goal 4. Provide programs and services to inform NIU students and families about the academic expectations and co-curricular opportunities available to all NIU students

Objective 4.1. Latino Resource Center will facilitate Spanish-language (bilingual) orientation sessions for newly enrolling students and their families during fall 2020.

Assessment Method(s): Web-page video activity- count of usage; survey, post-orientation video; and social-media feedback

Target(s): Baseline usage data of Latino families

Objective 4.2. Latino Resource Center will increase recruitment of qualified students for the Latino Honor Society through promotion of the new scholarships.

Assessment Method(s): Data analysis - number of students identified, inducted; retention rates for Honor-society members fall-spring/fall-fall) - increase the members by one application in fall and one application in spring

Target(s): Ten-percent increase in new members inducted into the Latino Honor Society over AY2019.

3. Assessment Methods

ASSESSMENT METHODS TABLE

Assessment Method	Explanation			
	Description	Assessment-Level Target ^a	When Data Will be Collected	Person Responsible
Registration data of families and students	Registration data will be collected, analyzed and stored for comparisons	December, 2019: Achieve 10% attendance of NIU Latinx graduates at the LRC Latino Graduation; May 2020: Increase the number of Latinx student and family participants at the Latino Graduation by 10% of the May 2019 attendance (N=126).	December, 2019 & May 2020	Director, Asst. Dir.
Needs Assessment - Survey, focus group	LRC will conduct a survey using Qualtrics to gather data from students coming to NIU. Focus groups will be completed with a group(s) to gather feedback related to engagement.	Increase the number of times the 25 students visit NIU each academic year from twice to four times (e.g., shadowing students, more engagement with Latino student organizations).	Annually	Director, Asst. Dir.
Needs Assessment – survey, focus group	LRC will conduct a survey using Qualtrics to gather needs-related data from students using the LRC. Focus groups will be completed with a group(s) to gather feedback related to needs.	30% of students connected to the LRC will provide input about needs they identified as being important to their cultural identity.	Each semester	Director/ Asst. Dir.
Survey – registration, participation	Registration, participation data will be gathered and compared to determine whether attendance is increasing and if so by how much.	Increase attendance among Latinx students at the Diversity Reverse Career Fair; and 85% of Students who attend the Diversity Reverse Career Fair will report highly satisfied or satisfied with the event.	Fall 2019, 2020, 2021 - 2024	Director/ Asst. Dir.

Assessment Method	Explanation			
	Description	Assessment-Level Target ^a	When Data Will be Collected	Person Responsible
Participation numbers; post-event survey (satisfaction)	A post-event survey (satisfaction) will be sent to students who attended the NIU visits.	HS attendance #:25%, NIU student #: 75% ratio. 85% Satisfaction and Highly Satisfied rates with program learning elements	Throughout 2019 and 2020 + each semester on	Director/ Asst. Dir.
Registration count of student participation; satisfaction survey with qualitative learning responses	Student participation data will be gathered and analyzed; Email addresses collected from their event registration will be used to send them a survey to ask about their level of satisfaction after the program	Baseline attendance number >= 100 student participants; student reflections of what they learned related to professional development.	Fall 2020 Spring 2021	Director/ Asst. Dir.
Data analysis	Data analysis using LRC program data along with retention data from Institutional Research + Student survey of satisfaction of METAS program.	85% of METAS participants will report satisfaction with the mentoring program; a baseline retention rate will be established for METAS participants from 2015-2019.	Fall 2020 ->	Director/ Asst. Dir.
Student survey	Qualtrics form emailed to students participating in the mentoring program.	95% of Latinas participating in De Mujer a Mujer will identify at least two people they met through the program that they consider to be part of their positive, professional network.	Annually	Director/ Asst. Dir.

Assessment Method	Explanation			
	Description	Assessment-Level Target ^a	When Data Will be Collected	Person Responsible
Student survey and data from OSEEL.		LRC students will be able to describe at least one service-learning opportunity available at NIU; LRC students will participate in at least one service-learning experience in FY20	Each Semester	Director/ Asst. Dir.
Data analysis	ATLHS and data from Career Services, JobsPLUS, and SILD, survey to analyze the 3 pillars	90% ATLHS participants will attend at least one networking, job fair each term in FY20; x% of ATLHS students will participate in the leadership academy in FY20.	FY 20	Director/ Asst. Dir.
Data analysis MyScholarships-offers, actual awards. Survey of previous recipients (for fall 2019)	MyScholarships- offers, actual awards. Survey of previous recipients (for fall 2019)	Five scholarships (\$500 each). Recipient reflections about the impact the scholarship made on their persistence.	Fall 2019	Director/ Asst. Dir.
Web-page video activity	Count of usage; survey, post-orientation video; and social-media feedback	Baseline usage data of Latino families	Annually	Director/ Asst. Dir.
Data analysis	Number of students identified, inducted; retention rates for Honor-society members fall-spring/fall-fall) - increase the members by one application in fall and one application in spring	Ten-percent increase in new members inducted into the Latino Honor Society over AY2019.	Each Spring starting in 2020.	Director/ Asst. Dir.

ASSESSMENT METHODS-BY-OUTCOMES MATRIX

Assessment Method	Goal			
	1. Cultivate an understanding of and appreciation for the vibrant culture and customary practices of Latinos through LRC programs, outreach and services	2. Enhance student learning and academic success beyond the classroom through collaborations with campus partners	3. support student persistence, learning and leadership opportunities through partnerships with student groups, and units/departments within Academic Affairs and Student Affairs	4. Provide programs and services to inform NIU students and families about the academic expectations and co-curricular opportunities available to all NIU students
Registration data of families and students	S, I			
Needs Assessment - Survey, focus group	F, I / D			
Needs Assessment – survey, focus group	F, I / D			
Survey – registration, participation		S, I		
Participation numbers; post-event survey (satisfaction)		S, I		
Registration count of student participation; satisfaction survey with qualitative learning responses		F, I		
Data analysis			S, I	
Student survey			S, D	
Student survey and data from OSEEL.			F, D	

Assessment Method	Goal			
	1. Cultivate an understanding of and appreciation for the vibrant culture and customary practices of Latinos through LRC programs, outreach and services	2. Enhance student learning and academic success beyond the classroom through collaborations with campus partners	3. support student persistence, learning and leadership opportunities through partnerships with student groups, and units/departments within Academic Affairs and Student Affairs	4. Provide programs and services to inform NIU students and families about the academic expectations and co-curricular opportunities available to all NIU students
Data analysis			S, I / D	
Web-page video activity				F, I
Data analysis				S, I