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**DIVISION  
OF STUDENT AFFAIRS  
STRATEGIC PLAN  
2010-13**

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**Colorado State University**

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## Introduction

In preparing for the 2010-2013 Division of Student Affairs Strategic Plan, the Division of Student Affairs developed its mission, brand promise, and areas of emphasis. Additionally, the division's departmental strategies are based on the Strategic Goals related to Teaching and Learning in the Colorado State University Strategic Plan.

The format assists student affairs departmental staff with articulating specific strategies associated with their programs and services. The strategic plan provides specific strategies, assessment metrics, designated leadership, and timelines, for each of the division's strategic goals.

The following Student Affairs staff members participated on the Strategic Plan Update Task Force in the development and review of the 2010-2013 Strategic Plan:

Loretta Capra, Campus Recreation  
Kacee Collard Jarnot, Parent and Family Programs  
Foula Dimopolous, Gay, Lesbian, Bisexual, Transgender Resource Center  
Gaye DiGregorio-Golter, Center for Advising and Student Achievement  
Jim Dolak, Housing and Dining  
Dave McKelfresh, Assessment and Research  
Lisa Miller, Health Network  
Jeannie Ortega, Off Campus Life  
Pam Sampson, Student Leadership, Involvement, and Civic Engagement  
Ty Smith, Native American Cultural Center  
Wendy True, Housing and Dining  
Renee Welch, Career Center

The Division of Student Affairs Mission, Brand Promise, Strategic Goals and Areas of Emphasis were all revised, reviewed and confirmed by VP Council and Student Affairs Directors prior to the process outlined below.

- June 4, 2010 - Strategic Update Task Force members met to review Strategic Planning update process
- July through October, 2010 - Departments developed strategies, metrics, and timelines, and designated leadership for each strategy.
- November through December, 2010 - Departmental strategies were placed under appropriate DSA Strategic Goals
- December 2010 through January 2011 - Task force members (in pairs) reviewed each DSA Strategic Goal for format and content
- January through February 2011 - Revisions were made to the rough draft of DSA Strategic Plan (reviewed by Jim Dolak and Dave McKelfresh)
- March 2011 – The DSA Strategic Plan was reviewed by VP Council
- April, 2011 – The DSA Strategic Plan finalized and posted to DSA website
- April, 2011 - Individual Departmental strategic plans posted to DSA website

# Division of Student Affairs

## Mission Statement:

*The Division of Student Affairs fosters a campus community that supports students in the development of their unique potential, inspiring them to be active learners, successful graduates, and engaged global citizens.*

## Brand Promise:

*We inspire and support active learners, successful graduates, and engaged global citizens.*

## Strategic Goals

1. Assure excellence in academic programs

**Access and Success:** Improve the access, retention and graduation rates for all students, especially those from groups underserved by higher education.

**Learning Outcomes:** Evaluate and assess student learning as a critical measure of teaching quality.

2. Create distinctive undergraduate experiences

**Active and Experiential Learning:** Incorporate opportunities for active and experiential learning in all programs.

3. Expose students to diverse cultures

**Campus Diversity:** Foster a campus culture that attracts and supports a diverse student body and promotes a diverse culture in which to grow, study and learn; foster learning across differences and a focus on equity for all students.

4. Integrate academic and co-curricular experiences

**Learning Communities:** Develop residentially based learning communities that capitalize on our strength as a destination campus.

**Student Engagement:** Increase student participation in a broad array of leadership, civic involvement, intercollegiate and intramural athletics, and cultural opportunities.

**Student Well-Being:** Nurture student health, safety and well-being.

**Assessment Systems:** Provide the Board, campus and public with transparent measures of accountability.

5. Provide quality venues and related services that support learning

## Areas of emphasis

(2010-2011)

- Enrichment of DSA Human Resources
- Partnerships, Relationships and Development
- Student Transitions
- Stewardship

## Division of Student Affairs Strategic Goals

### Goal One - Assure excellence in academic programs

**Access and Success:** Improve the access, retention and graduation rates for all students, especially those from groups underserved by higher education.

**Learning Outcomes:** Improve access, retention and graduation rates for all students, especially those from groups underserved by higher education.

#### Campus Life Cluster

**Strategy:** Enhance students' skill development through educational programs.

**Assessment Metric:** Develop and administer a survey for students who attended one of the Conflict Resolution and Student Conduct Services educational programs measuring the ability to identify new skills that reduce risky behavior.

**Leadership:** Conflict Resolution & Student Conduct Services

**Timeline:** 2010 & ongoing

**Strategy:** Create a new internal source of funding at Colorado State to aid student parents with childcare costs.

**Assessment Metric:** \$82,000/semester available to subsidize on campus childcare expenses

**Leadership:** Adult Learner and Veteran Services

**Timeline:** Fall 2010 – Fall 2013

**Strategy:** Coordinate a Veteran Success Program to include a college preparation program for veterans

**Assessment Metric:** Increase admission rates of veterans by 1% annually, increase retention and graduation of student veterans by 1% annually.

**Leadership:** Adult Learner and Veteran Services working collaboratively with Admissions, Registrar, TILT, Career Center and CASA.

**Timeline:** Fall 2010 – Fall 2013

**Strategy:** Expand financial resources for adult learners and student veterans by creating new scholarship funds and/or increasing the available funds in current scholarships.

**Assessment Metric:** Two new scholarship funds and/or increase current payouts 5%.

**Leadership:** Adult Learner and Veteran Services

**Timeline:** Fall 2010 – Fall 2013

**Strategy:** Create a "one-stop shop" for adult learners and student veterans to address GI Bill Benefit, transition/integration, academic and career concerns.

**Assessment Metric:** Establish satellite presence with representatives from Registrar's Office, Career Center and TILT working PT in the ALVS office

**Leadership:** Adult Learner and Veteran Services in collaboration with Registrar, Career Center and TILT

**Timeline:** Beginning Fall 2010 – Fall 2013

**Strategy:** Enhance academic standards and support chapters in meeting or exceeding the all-women's or all-men's undergraduate grade point average.

**Assessment Metric:** Chapters performing above the all-women's, all-men's undergraduate grade point average.

**Strategy #1:** Greek Life Office will collaborate with other campus offices (TILT, Academic Advancement Center, etc.) to provide programming opportunities for chapters

**Strategy #2:** Administer surveys to identify in which areas Greek Life students need academic support

**Strategy #3:** Chapters not obtaining undergraduate grade point average will meet with the council advisor and scholarship chair to develop an academic plan.

**Leadership:** Greek Life Office staff and council VPs of Scholarship

**Timeline:** Ongoing

**Strategy:** Make presentations to faculty and staff to define Student Case Management and the referral process for a student of concern or at risk of withdrawal from the University.

**Assessment Metric:** Submit proposal for presentation for PDI/Present to staff/faculty; Provide survey to participants that measure the understanding of the SCM referral process prior to and after the presentation.

**Leadership:** SCM Staff

**Timeline:** January 2011/ongoing

**Strategic Goal:** Students experiencing significant life issues, including mental health hospitalizations or behavioral issues, will have a decrease in concerning behaviors after accessing SCM services.

**Assessment Metric:** Retention of students

**Leadership:** SCM Staff

**Timeline:** Immediate/Ongoing

**Strategy:** Provide additional vehicles for parents and families to connect and engage with one another to enhance learning, support, and goodwill toward the University by developing chat room or discussion board for parents and family members to support one another, dialogue about issues, share success stories and explore appropriate parenting strategies for college students.

**Assessment Metric:** 50% of the respondents will report an awareness that discussion board exists & provide feedback on user-friendly features via bi-annual survey

**Leadership:** Parent & Family Programs and LSC Marketing

**Timeline:** Fall 2010

**Strategy:** Engage parents and families of International Students or domestic parents & families living internationally by creating online parent & family orientation for families living abroad who cannot attend Preview or Next Step Orientations

**Assessment Metric:** Initial measurement will be the creation of the online orientation, dependent upon use, will measure satisfaction and engagement in follow-up survey.

**Leadership:** Parent & Family Programs

**Timeline:** Fall 2013

**Strategy:** Provide one-on-one advising to assist students in resolving any legal problems that interfere with their abilities to succeed at school.

**Assessment Metric:** Receive satisfaction ratings from 90% or more of our survey respondents. Receive positive responses from 90% or more of our survey respondents to questions measuring the clients' view of their increased ability after their SLS experience to make good choices and handle legal issues in the future.

**Leadership:** SLS Staff

**Timeframe:** Immediate and Ongoing

**Strategy:** Prepare written alerts to students on current issues of potential risk or liability and deliver via the SLS homepage. SLS will email Cluster and other DSA departments asking that the topic and a link to SLS's homepage be passed on via the departments' own list serves.

**Assessment Metric:** Use web metrics to measure traffic to these written alerts.

**Leadership:** SLS Attorneys

**Timeframe:** Immediate

## Housing and Dining Services

**Strategy:** Provide professional development opportunities for students through internships, assistantships and practicum.

**Assessment Metric:** Number of students participating; Satisfaction with internship/assistantship experience

**Leadership:** Residential Dining Services, Conference Services, Apartment Life, Residence Life, Communications

**Timeline:** Ongoing

**Strategy:** Provide strong academic connections in the Residence Halls.

**Assessment Metric:** Number of resident participation in Taking Stock at Mid Semester will remain level or increase over the prior year; Number of resident participation in individual informal interventions with Residence Directors and Assistant Residence Directors with Early Grade Feedback will remain level or increase over the prior year

**Leadership:** Residence Life

**Timeline:** Fall Semester of each academic year

**Strategy:** Provide support to Warner College of Natural Resources NR-220 and F-230 courses and students at Pingree Park.

**Assessment Metric:** Satisfaction survey from participants on Pingree Park Services

**Leadership:** Pingree Park

**Timeline:** Spring semesters and summer sessions

## Lory Student Center

**Strategy:** Successfully implement a textbook rental program to offer an additional option for students to acquire course materials.

**Assessment Metric:** Student evaluation of program via electronic survey

**Leadership:** Bookstore

**Timeline:** 2010-2011 academic year

**Strategy:** Make available 100% of textbook titles ordered by professors on or before July 1 of each year, before the first day of fall semesters and on or before December 10 for spring semesters.

**Assessment Metric:** Use management report showing textbook availability each fall and spring semester.

**Leadership:** Bookstore

**Timeline:** Spring 2013

**Strategy:** Continue to collaborate with academic departments in the creation of exhibits in the Lory Student Center galleries.

**Assessment Metric:** Number of shows and attendance

**Leadership:** Campus Activities, LSC Arts Program

**Timeline:** Ongoing

**Strategy:** Provide three workshops for the Student Affairs in Higher Education graduate program: (1) Union workshop, (2) Advising Student Organizations workshop, and (3) Leadership and Volunteerism.

**Assessment Metric:** Workshop course being taught and student evaluations

**Leadership:** Lory Student Center, Campus Activities, and Student Leadership, Involvement & Community Engagement

**Timeline:** Ongoing

**Strategy:** Students participating in the President’s Leadership Program will report learning and development in the following areas: critical thinking, collaboration, ethics, values clarification, diversity awareness, social responsibility, and leadership efficacy.

**Assessment Metric:** Student survey administered at the end of the academic year. Aggregate mean scores will demonstrate that students “agree” or “strongly agree” PLP developed their learning and development in the aforementioned areas

**Leadership:** Student Leadership, Involvement & Community Engagement

**Timeline:** Annually starting in spring 2011

### **Student Diversity Programs and Services**

**Strategy:** Enhance Peer Mentoring Programs within the SDPS Cluster

**Assessment Metric:**

- Increase in number of students participating in peer mentoring
- increase in faculty involvement
- Increased retention rates for student participants
- Increased graduation rate for student participants

**Leadership:** SDPS – APACC, BAACC, EI Centro, NACC, RDS

**Timeline:** Fall 2010

**Strategy:** Enhance tutoring program in order to help all students be successful in their academic careers and positively impact their retention.

**Assessment Metric:**

- Utilization of tutoring by students
- Increased retention of students involved in programs

**Leadership:** NACC

**Timeline:** Fall 2010

**Strategy:** Provide variety of community building experiences for students participating in **Rites of Passage 1st Year Experience**.

**Assessment Metric:**

- Program review surveys, including survey of 1st Year Retreat, course evaluation, and evaluation of peer mentor relationships

**Leadership:** B/AACC

- Working in collaboration with a variety of campus partners

**Timeline:** August 2010:

- Welcome Week activities and Annual 1st Year Retreat Throughout Fall semester: weekly 1-unit course
- Monthly throughout academic year: Monthly Community Meeting

**Strategy:** Continue to develop a First Year Mentoring Program for Asian-American women

**Assessment Metric:**

- Maintain and possibly increase the number of students participating in the program
- Monitor the academic success (remain in good standing (2.0 overall grade point average) and involvement of students involved in program
- Increase retention and ultimately graduation rates for student participants

**Leadership:** APACC, Orientation & Transition Programs

**Timeline:** Fall 2010

**Strategy:** Critically evaluate the current Peer Mentoring program to ensure the program meets the needs of students

**Assessment Metric:**

- Identify two students who will be the lead coordinators for the program and assist with evaluation and assessment of program status to determine and provide recommendations for next year
- Outreach to new freshmen and transfer students to help increase retention of students at CSU
- Number of participants in program
- Evaluations completed by participants and persistence rate toward graduation

**Leadership:** APACC

**Timeline:** Fall 2010-Spring 2011

**Strategy:** Academic Achievement Program. Volunteer program developed as a mid-semester check-in with students and professors. Early warning system. Work in collaboration with CASA and the Early Grade feedback program. Work with Retention Coordinator.

**Assessment Metric:**

- Perform mid-semester check-in with students who self-select to be part of the program and be in contact with student professors; follow-up as needed
- Professional staff would meet with students to review check-in; refer to resources and develop action plan as needed
- Enter contact notes in ARIES Advising notes section to relay information to advisors and other contacts around campus utilizing ARIES system
- Check student's academic grade point average status at end of each semester to ensure good academic standing (overall grade point average of 2.0 or better)
- Increase retention and ultimately graduation rates for student participants

**Leadership:** APACC

**Timeline:** Fall 2010-Spring 2011

**Strategy:** Develop a larger number of academic faculty and staff from across campus working with the A/PACC office to demonstrate to students the network for student success

**Assessment Metric:**

- Increase the number of faculty and staff who are familiar with and contact the office
- Utilize connections made through the Academic Achievement program as an introduction of the office and services provided and start building links to the A/PACC office
- Invite A/PA faculty to events sponsored by A/PACC

**Leadership:** APACC

**Timeline:** Ongoing

**Strategy:** Enhance and improve the Peer Resource Leaders program order to help all students be successful in their academic careers and positively impact their retention.

**Assessment Metric:**

- Utilization of personal contact and outreach programs in the residence halls and locate tutoring opportunities for incoming freshman
- Increased retention of students involved in academic and cultural enrichment programs

**Leadership:** El Centro

**Timeline:** Fall 2010

**Strategy:** Increase funding for the "Primer Libro Scholarship" for Bridge Scholars to use towards purchasing their first books.

**Assessment Metric:** Increase in number of scholarships awarded annually

**Leadership:** El Centro

**Timeline:** Summer2010

**Strategy:** Enhance the First Year Mentoring Program in order to continue with the opportunity to help incoming students' make the transition to Colorado State University. The program allows students to make connections and to learn about the resources available for their successes.

**Assessment Metric:** Increase in number of participants

**Leadership:** El Centro, Orientation & Transition Programs

**Timeline:** Fall 2010

**Strategy:** Enhance the Native Women's Circle. This organization was created to enhance social, group, individual, and cultural support for the women of the Native American Cultural Center. The programs are designed to reflect the importance of cultural teaching while encompassing the role of being a Native woman.

**Assessment Metric:**

- Maintain and possibly increase the number of students participating in the program
- Monitor the academic success and involvement of students in program
- Increase retention and ultimately graduation rates for student participants

**Leadership:** NACC

**Timeline:** Ongoing

**Strategy:** Collaborate with other departments and program to provide Early Warning programming. NACC will participate in the U-Turn Program by sharing information about the Eagle Feather Tutoring program

**Assessment:**

- Number of students participating in the program
- Academic success of students in program

**Leadership:** NACC, TILT Learning Programs, Writing Center, Student Financial Services, Career Center, Adult Learner & Veteran Services

**Timeline:** October 2010

### **Health Network**

**Strategy:** Students experiencing significant life issues, including mental health hospitalizations or behavioral issues will have access to an Intensive Outpatient Group for support and follow-up.

**Assessment Metrics:** Of those students known to the CSUHN, 100% will receive at least one post hospitalization contact.

**Leadership:** CSU Health Network Staff in Psychiatry and Behavioral Health

**Timeline:** Fall 2010

### **Academic Support Cluster**

**Strategy:** Increase placement and graduation school attendance rate from 53% to 67% by 2015.

**Assessment Metric:** Graduation Survey

**Leadership:** Career Center

**Timeline:** Fall 2013

**Strategy:** Enhance the first to second year retention rates of new students who participate in orientation and transition programs.

**Assessment Metric:**

- Numbers of students that attend orientation and transition programs compared to previous years
- Comparison of retention rates between students who participate in orientation and transition programs and students who don't participate
- Participant evaluations

**Expected Performance:**

- The more Orientation and Transition programs that a student participates in, the higher the first-to-second year retention rate compared to students who don't have the same level of participation
- At least 90% of participants will be more aware of opportunities to excel academically and become engaged by participating in orientation and transition programs
- Increased participation at Preview, Preview Mountain Experience, and RamWelcome

**Leadership:** CASA Orientation and Transition Programs, VPSA

**Timeline:** Spring 2010-2013

**Strategy:** Enhance the first-to-second year retention rates of new transfer students

**Assessment Metric:**

- Numbers of students that attend orientation and transition programs
- Comparison of retention rates between students who participate in orientation and transition programs and students who don't participate
- Participant evaluations
- Surveys to students that utilize advising services at the Transfer Center
- Number of transfer students that apply for the First Generation Scholarship compared to previous years
- Numbers of Tau Sigma Honor Society students that attend meetings and participate in programs
- Focus group of Tau Sigma Honor Society students to get feedback about the transfer student experience at CSU

**Expected Performance:**

- The more Orientation and Transition programs that a student participates in, the higher the first-to-second year retention rate compared to students who don't have the same level of participation
- Increased participation at Next Step, RamWelcome, and transfer student events compared to last year
- At least 90% of participants will be more aware of opportunities to excel academically, and become engaged by participating in orientation and transition programs.

**Leadership:** CASA Orientation and Transition Programs, VPSA, Undeclared Advising, Outreach and

Support Programs

**Timeline:** 2010-2013

**Strategy:** Enhance the first to second year retention rates of new students who start spring semester

**Assessment Metric:**

- Attendance at Spring Orientation, Spring Ram Welcome and spring start events and comparing these numbers to last year
- Student Survey to gather more information on the reasons students start in the spring semester
- Transfer Community Participant Evaluation

**Expected Performance:**

- The more orientation and transition programs that a transfer student participates in, the higher the first-to-second year retention rate compared to students who don't have the same level of participation
- Increased participation at Spring Orientation, Spring RamWelcome, and the Transfer Student Community compared to last year.
- Participant evaluations

**Leadership:** CASA Orientation and Transition Programs, VPSA

**Timeline:** Spring 2010-2013

**Strategy:** Enhance the second-to-third year retention rates of second year students

**Assessment Methods:**

- Numbers of students that attend orientation and transition programs
- Comparison of retention rates between students who participate in orientation and transition programs and students who don't participate
- Participant evaluations

**Expected Performance:**

- The more orientation and transition programs that a student participates in, the higher the second-to-third year retention rate compared to students who don't have the same level of participation.

**Leadership:** CASA Orientation and Transitions Programs

**Timeline:** Fall 2011-2013

**Strategy:** Students who participate in the Key Communities will have higher first year retention rates than other first year students not participating in Key. For Key Plus, this will be higher second-to-third year retention rates.

**Assessment Metric:** At the end of the academic year, retention rates will be compiled comparing Key students with non-Key students

**Expected Performance:**

- Key Plus students return to the third fall at a higher rate than sophomore students living in the residence halls and not participating in Key Plus, controlling for Index.
- Key Service Community and Key Academic Community students will return to the second fall at higher rates than first year students not participating in the program, controlling for Index.
- Key Explore Community students will return to the second fall at higher rates than other first year undeclared students not participating in the program, controlling for Index.

**Leadership:** CASA Key Communities

**Timeline:** 2010-2013

**Strategy:** Students who participate in the Key Communities will outperform non-Key first year students in terms of grade point average at the end of the fall and spring semesters, controlling for Index

**Assessment Metric:** Compare fall, spring, and cumulative grade point averages between Key participants and first year students who did not participate in Key

**Expected Performance:** Key students will attain higher grade point averages for the fall, spring, and cumulative than their non-Key counterparts

**Leadership:** CASA Key Communities

**Timeline:** 2010-2013

**Strategy:** Students who participate in Learning Communities will: 1) demonstrate a higher level of commitment to the institution than those who do not participate and 2) be retained to the second year at higher rates than those who do not participate.

**Assessment Metric:** Taking Stock Survey Questions:

- "To what degree are you committed to completing your first year of college; college degree within the next 6 years; college degree at this institution within the next 6 years"
- "To what degree: are you considering dropping out of this institution before the beginning of the next term; and do you think it is likely that you'll transfer to another institution?"

**Expected Performance:** The 2010-2011 academic year will serve as a benchmark for performance level

**Leadership:** CASA Learning Communities, Housing

**Timeline:** 2010-2013

**Outcome:** Enhance the first-to-second year retention rates of new undeclared students

**Assessment Metric:**

- Track the number of credits earned when students declare majors

- Compare retention rates of students by advisor contact and program attendance with students who do not have advisor contact and program attendance
- Compare class performance and overall GPA of students who received a “U” and met with advisor with those who did not meet with their advisor
- Compare first semester probation students who complete the PEAK program and return to good standing with preceding year’s participants
- Review scholastic standard research from peer institutions and discuss possible refinements to CSU’s Scholastic Standards Policy with the Committee on Scholastic Standards and Vice Provost

**Expected Performance:**

- 90% of undeclared students will choose a major by 45 credits, improving the percentage of students by 2% (88% 2010)
- A baseline will be established for transfer students declaring a major before 60 credits
- A baseline will be established for students that take advantage of opportunities to explore a major compared to those who do not, and the timeline of major declaration
- Students who seek and/or receive assistance from the Early Grade Feedback Program will earn a higher GPA than those who do not
- A baseline will be established for undeclared students who are contacted by their advisor for late registration and then decide to register

**Leadership:** CASA Undeclared Advising

**Timeline:** 2010-2013

**Outcome:** Improve the rate of degree completion for students that are close to graduation

**Assessment Metric:**

- For the phone outreach, number of students contacted, number of students that register, and number of students that graduate
- Tracking the students that receive the Ram Graduation Award and when they graduate
- Number of students that attended the CSU CCC event, who enroll in the subsequent semester, and who graduate

**Expected Performance**

- 80% phone outreach to 2007 student cohort with students competing at CSU or another institution
- 80% Ram Graduation Award recipients will graduate within the six year CCHE time frame from either CSU or another institution
- Increase attendance at CSU Connect Continue and Complete to more than 20 students and at least five (5) students will clear degree requirements as a result of the outreach

**Leadership:** CASA Outreach and Support Programs, Campus Partners

**Timeline:** Spring 2010-2013

**Outcome:** Increase the rate of students in good academic standing who are on probation

**Assessment Metric:**

Comparison of students who took advantage of the services and those that did not by percentages of students returning to good academic standing and the term GPA at the end of the semester.

**Expected Performance**

- 70% of probation students who complete Project Success will return to good standing at the end of the semester, and students participating in the program will have a higher term GPA than those students that did not participate in the program
- 70% of students who are readmitted and meet with Academic Coach or attend a Ram ReConnect, will improve their cumulative GPA by the end of the semester
- 45% of students, who are readmitted and meet with Academic Coach or attend a Ram ReConnect, will return to good standing by the end of the semester
- 85% of the dismissed students granted an appeal who meet with Academic Coach at least twice, will return to good standing at the end of the semester

- Students who take advantage of services will complete the semester with a GPA above 2.0 at a rate higher than students who do not take advantage of the services

**Leadership:** CASA Outreach and Support Programs

**Timeline:** Spring 2010- 2013

**Outcome:** Increase retention to the next semester or next year for targeted populations

**Assessment Metric:**

- Track the numbers of students who had not registered during priority registration and then who register for the subsequent semester after the outreach
- Daniels Fund Scholars who meet with a mentor and attend two or more CASA sponsored events will be more likely to return for the following year than those students who do not participate
- Daniel Fund Scholar evaluations will be completed about their sense of belongingness to the university
- Track the number of FGA students that are enrolled in AAC
- Track the retention and graduation rates for scholarship recipients that CASA provides mentoring services (First Generation, Daniels Fund, Daniels Opportunity Scholars, Puksta, Govenors Opportunity)

**Expected Performance**

- Increase percentage of students that did not register during priority registration that register after the outreach when compared to last years numbers
- Daniels Scholars who participate in mentoring services and programs will graduate at a higher rate than those who do not
- 25% of new FGA students will enroll at the Academic Advancement Center during fall semester in order to improve semester to semester retention of new students.
- Scholarships recipients will have higher retention and graduation rates when compared to students with similar backgrounds

**Leadership:** CASA Outreach and Support Programs

**Timeline:** Spring 2010- 2013

**Outcome:** Increase retention from the first-to-second year for students that participate in the Taking Stock at Mid Semester Outreach

**Assessment Metric:**

- Numbers of students that take the inventory, number of RA or Off Campus Life staff/student meetings and number of ARD and RD contacts
- Identify students with “red flags” who were contacted by Residence Life or campus staff
- Percentages of responses of various questions on the Map Works Inventory
- Retention of participating students
- Comparison between first year students who did and did not participate in “Taking Stock” relative to their awareness of academic and study skills, level of engagement in their academic experiences, and evidence of students’ ability to navigate the academic environment

**Expected Performance:**

- 85% (up from 80% last year) of new students will complete the Taking Stock at Mid Semester and 85% (up from 80% last year) of students who completed the survey will meet with their Resident Assistant and or Off Campus Life contact
- Students who completed the survey and met with Res Life or Off Campus Life staff will be retained to the next semester at rates higher than those who did not participate

**Leadership:** CASA Outreach and Support Programs, Housing, Off Campus Student Services

**Timeline:** Spring 2010-2013

**Division of Student Affairs**  
**Strategic Goals**

**Goal Two - Create distinctive undergraduate experiences**

**Active and Experiential Learning:** Incorporate opportunities for active and experiential learning in all programs.

**Campus Life Cluster**

**Strategy:** Increase student awareness of services, programs and resources available through Off-Campus Life, by creating podcasts and/or short video vignettes demonstrating usage/benefits of most popular services, programs and resources

**Assessment Metric:** Create a minimum of three podcasts and/or video vignettes

**Leadership:** Off-Campus Life

**Timeline:** Fall 2011

**Strategy:** Develop a Student Parent Success Program

**Assessment Metric:** Number of student parents involved; 10% respond on assessment that the SPSP enhanced their experience at CSU

**Leadership:** Adult Learner and Veteran Services

**Timeline:** Fall 2010 – fall 2013

**Strategy:** Provide intentional, relevant and impactful programming.

**Assessment Metric:** Develop learning outcomes, goals and expectation for all Greek leadership programs (New Member Retreat, Greek Summit, Greek Leadership Retreat, etc)

**Leadership:** Greek Life Office staff

**Timeline:** Ongoing

**Strategy:** Improve Recruitment/intake process by focusing on the values of the Greek Community

**Assessment Metric:** Community members are able to share and explain their organizational values with non-members. There won't be recruitment violations.

**Strategy #1:** Organizations will receive values-based recruitment training

**Strategy #2:** Recruitment rules will be reviewed to enhance and focus on organizational values

**Leadership:** Greek Life Office Staff, and VPs or Recruitment

**Timeline:** Spring 2011, then ongoing

**Strategy:** Enhance Greek women's development and learning through service and outreach

**Assessment Metric:** A new All-Greek women philanthropy or community service event focusing on women's issues (i.e. breast cancer, body image, etc) will be created.

**Leadership:** PHC, MGC and NPHC Advisors and Executive Councils

**Timeline:** Spring 2011, then ongoing

**Strategy:** Increase parent & family exposure to typical developmental issues as well as current resources, programs and services offered on campus, by producing videos/podcasts/training materials to be loaded on the Parent & Family website to educate parents and families about typical developmental issues as well as current resources, programs and services offered on campus.

**Assessment Metric:** 75% of respondents will report awareness of the new videos/podcasts/training materials as measured by web diagnostics and bi-annual parent & family assessment

**Leadership:** Parent & Family Programs

**Timeline:** Spring 2012

**Strategy:** Students will be prepared to interact productively with government, community and private entities and individuals, as a result of presentations to student groups and staff who work closely with students using an active learning format to educate about citizens' legal responsibilities and rights.

**Assessment Metric:** Provide short survey to presentation participants that measures relevance to the participant and effectiveness of the presentation.

**Leadership:** SLS Attorneys

**Timeline:** 2010-2011: Presentations to El Centro, The Career Center, ASCSU Senate, Greek Life Summit, and the Brewing Science and Technology course

### **Academic Support Cluster**

**Strategy:** Develop recruiting relationships with employers to increase the number of internships and full time jobs available to all students and provide opportunities for employers and students to connect to expand knowledge, interest and participation in internships. This would also support the University metric to increase combined "placement" and graduate school attendance rate from 53% to 67% by 2015.

**Assessment Metric:** Graduation Survey internship participation rates, Internship Survey, Number of internships and jobs advertised in CareerRAM

**Leadership:** Career Center

**Timeline:**

**Strategy:** Enhance comprehensive four-year programming model to engage students in career through all 4 years at CSU. Programs will range from major and career exploration, resume and cover letter writing, how to search for internships and jobs, to transitioning into the world of work.

**Assessment Metric:** Individual Appointment and Workshop Learning Outcome Surveys

**Leadership:** Career Center

**Timeline:**

### **Housing and Dining Services**

**Strategy:** Engage students in sustainability campaigns like Green Warrior, RecycleMania, and energy competitions in the residence halls.

**Assessment Metric:** Track student participation numbers; Track energy savings data; Track results for national sustainability and recycling challenges

**Leadership:** Communications/Live Green

**Timeline:** Ongoing

**Strategy:** Provide programs to engage and build connections among undergraduate students in on-campus apartments, and collaborate across the Division of Student Affairs to enhance the experience of ICC community members.

**Assessment Metric:** Number of programs and participants; Development of campus reference library and resources

**Leadership:** Apartment Life

**Timeline:** Ongoing

**Strategy:** Host Preview Mountain Experience Programs at Pingree Park in collaboration with CASA, which will allow incoming freshman to bond through the ropes course, hiking, campfire and meetings with faculty.

**Assessment Metric:** Increase programs number of programs and participants; Satisfaction survey from participants

**Leadership:** Pingree Park

**Timeline:** Spring and summer sessions

**Strategy:** Provide strong leadership development opportunities for students through opportunities such as Dining Services Advisory Committee (DSAC), Residence Hall Association (RHA), Resident Assistant (RA) Class, and Hall Councils.

**Assessment Metric:** Number of students actively involved will remain level or increase over the prior year

**Leadership:** Dining Services, Residence Life

**Timeline:** Ongoing

### **Lory Student Center**

**Strategy:** Continue to provide high-quality internships, and employment opportunities in the Lory Student Center.

**Assessment Metric:** Pre-, mid- and post-student learning assessment

**Leadership:** Lory Student Center

**Timeline:** Ongoing

**Strategy:** Increase participation among Lory Student Center student employees in the Rams Engaging in Active Leadership (REAL) Experience.

**Assessment Metric:** Number of participants

**Leadership:** Lory Student Center, Student Leadership, Involvement & Community Engagement

**Timeline:** Ongoing

**Strategy:** Students participating in the President's Leadership Program will engage in at least one significant service-learning activity and at least one leadership development retreat per year.

**Assessment Metric:** Implementation of one service-learning activity and one leadership development retreat per year with 90% or greater student attendance

**Leadership:** Student Leadership, Involvement & Community Engagement

**Timeline:** Annually starting fall 2010

**Strategy:** Increase quantity of resources available for advisors of registered student organizations so they can better support the development of students.

**Assessment Metric:** Create an advisors retreat, re-introduce an advisors' manual, increase advisor communication through e-newsletters

**Leadership:** Student Leadership, Involvement & Community Engagement

**Timeline:** Summer 2012

**Strategy:** In addition to the annual Cans Around the Oval event, incorporate new, educational components promoting awareness and understanding of hunger and poverty in our community.

**Assessment Metric:** Existence of new educational outreach programs that previously did not exist as part of Cans around the Oval

**Leadership:** Student Leadership, Involvement & Community Engagement

**Timeline:** Spring 2013

## Student Diversity Programs and Services

**Strategy:** Collaborate with the Physics department (Little Shop of Physics) and College of Engineering (WMEP) to coordinate an outreach effort to K-12 schools with predominantly Native American student populations in the southwest Colorado, northwest New Mexico, and South Dakota

**Assessment Metric:**

- Number of participants
- Evaluations completed by participants
- Student participant retention

**Leadership:** NACC

**Timeline:** Beginning Fall 2010

**Strategy:** Enhance service learning component of **Albert C. Yates Leadership Development Institute** (LDI) to include formalized relationships with community based organizations.

**Assessment Metric:** Mixed methods survey of participants at conclusion of program.

**Leadership:** B/AACC

**Timeline:**

Early Fall 2010: Begin outreach to community organizations; identify student participants

Fall 2010: Connect student participants with community organizations; begin planning service projects

Spring 2010: Completion of service projects

**Strategy:** Collaborate with the Native American Cultural Center (NACC) and A/PACC for a combine All Nations Leadership Retreat. This will be a two night retreat at Estes Park.

**Assessment Metric:**

Overall number of students who attend; breakdown of number of students from each office

Evaluations completed by participants

Monitor student participant retention and persistence rate

**Leadership:** NACC and APACC

**Timeline:** Fall 2010

**Strategy:** Math, Science, and Technology Day is collaboration with Little Shop of Physics, College of Natural Science Innovation and Education, Center for Multi-scale Modeling of Atmospheric Processes (CMMAP), College of Natural Sciences, Poudre School District, and Warner College of Natural Resources to coordinate an outreach effort to fourth graders with predominantly Latina/o student populations in the Fort Collins area.

**Assessment Metric:**

Number of participants and student volunteers

Evaluations completed by participants

CSU Student participant retention (high CSU student involvement)

**Leadership:** El Centro

**Timeline:** Beginning Fall 2010

**Strategy:** Triunfo/Triumph Tutoring Program; Triunfo program is a partnership between El Centro and the Natural Science Education Innovation Center (NSEIC). In a nutshell, CSU student volunteers are matched up "one on one" with local K-5th grade students to serve as positive role models and assist students with homework.

**Assessment Metric:**

Number of participants and CSU student volunteers

Evaluations completed by participants

CSU Student participant retention (high CSU student involvement)

**Leadership:** CSMATE and El Centro

**Timeline:** Beginning Fall 2010

## Health Network

**Strategy:** Increase student exposure to typical developmental issues as well as current Alcohol and other Drug psycho-educational resources regarding marijuana, by providing intentional, relevant and impactful psycho-education workshops designed to promote psycho-social development and appropriate decision-making regarding marijuana.

**Assessment Metric:** Design a pre-post survey to assess knowledge, perception, and behavior to be used as the basis of a program evaluation.

**Leadership:** DAY Programs, Pam McCracken

**Timeline:** Spring 2011

**Strategy:** Increase student's ability to understand the impact of depression.

**Assessment Metrics:** 90% of students seen through the medical clinics or through Counseling Services will be given the PhQ2 or PhQ-9 and Lucas instrument; 90% of students who qualify for the registry will be tracked by the Care Coordinator; 90% of registry students will be given a post PhQ9 and Lucas follow-up at least one.

**Leadership:** CSUHN Providers

**Timeline:** Fall 2010 and Spring 2011

## Campus Recreation

**Strategy:** Implement a fundraising strategy to fiscally support student leadership and skill development via workshops, seminars, conferences, certification, trainings, etc.

**Assessment Metric:** \$10,000 over a 5 year period

**Leadership:** Campus Recreation/Health Network

**Timeline:** Fall 2010-Fall 2015

## Academic Support Cluster

**Strategy:** Pre-health students who are a member of a pre-health professions club will participate in community and/or health related volunteer activities

**Assessment Metric:** Student Voice Survey of pre-health profession club members

**Expected Performance:** 60% of pre-health club student members will participate in a community or health related volunteer activity

**Leadership:** CASA Health Professions Advising

**Timeline:** 2010-2013

**Strategy:** Students who participate in the Key Communities will be engaged in service within the Fort Collins and campus community

**Assessment Metric:** Tracking student participation

**Expected Performance:** 90% of students in the Key Communities will contribute at least 5 hours of their time to service or volunteer activities during the course of the year

**Leadership:** CASA Key Communities

**Timeline:** 2010-2013

**Strategy:** Students who participate in Key Service will gain an awareness of how their contributions impact the larger community and cause

**Assessment Metric:** Fall and Spring Key Service Program Evaluation

**Expected Performance:** 80% of the students in Key Service will be able to share the ways in which their contributions have impacted the larger community

**Leadership:** CASA Key Communities

**Timeline:** 2010-2013

**Strategy:** Students in the Undeclared Leadership Council will gain leadership skills through participation in the Council

**Assessment Metric:** Track students' perception of leadership opportunities and associated growth through program evaluation

**Expected Performance:** 80% of active ULC members will be able to demonstrate ways in which they have developed leadership skills

**Leadership:** CASA Undeclared Advising

**Timeline:** 2010-2013

**Strategy:** Students who participate in Puksta Scholars will gain an awareness of how their contributions impact the larger community and will participate in a service project that involves designing, implementing and presenting their service experience

**Assessment Metric:**

Tracking Student contact

Student Evaluations

Foundation Representation Feedback

Student Retention and Graduation Rates

**Expected Performance:**

Puksta Scholars will gain leadership and facilitation skills

100% of the Puksta Scholars will be able to share the ways in which their contributions have impacted the larger community.

**Leadership:** CASA Outreach and Support Programs

**Timeline:** Spring 2010-2013

**Division of Student Affairs**  
**Strategic Goals**

**Goal Three - Expose students to diverse cultures**

Campus Diversity: Foster a campus culture that attracts and supports a diverse student body and promotes a diverse culture in which to grow, to study and learn; foster learning across differences and a focus on equity for all students.

**Campus Life Cluster**

**Strategy:** Increase awareness of current neighborhood issues that relate to student behavior through the expansion of the community liaison social-norming educational campaigns

**Assessment Metric:** develop one new social-norming initiative each year over the next three fiscal years

**Leadership:** Off-Campus Life

**Timeline:** Fall 2013

**Strategy:** Understand similarities and differences in rental experiences between various student populations; specifically, explore experiences of students of color living or moving off campus

**Assessment Metric:** Disaggregate relevant office data regarding students of color

**Leadership:** Off-Campus Life

**Timeline:** Fall 2012

**Strategy:** Develop students understanding of difference through the student conduct process.

**Assessment Metric:** Through a post survey, students will be able to indicate their personal awareness of difference and respect for themselves and others by attending an administrative meeting.

**Leadership:** Conflict Resolution & Student Conduct Services

**Timeline:** 2010 & ongoing

**Strategy:** Develop an Adult Learner and Veteran Services Speakers Bureau and provide at least one adult learner and student veteran experience student panel each year for the campus community.

**Assessment metric:** Offer at least one, on-campus session each year through any of the following venues: Diversity Conference, Women at Noon, REAL or Professional Development Institute.

**Leadership:** Adult Learner and Veteran Services

**Timeline:** Fall 2010 – fall 2013

**Strategy:** Develop and promote unity/collaboration among the governing councils (IFC, MGC, NPHC and PHC)

**Assessment Metric:** Through surveys, members will display thorough knowledge, understanding and respect for all community members and organizations.

**Leadership:** Greek Life Office staff, with help from each Executive Council

**Timeline:** ongoing

**Strategy:** Provide opportunities to educate members on issues of social justice and diversity.

**Assessment Metric:** Develop curriculum for a Social Justice & Diversity Greek Class

**Leadership:** Director of Greek Life

**Timeline:** Fall 2011, and then ongoing

**Strategy:** Create practicum/collateral appointment position that provides support, direction and consultation in regards to inclusivity of all members and all councils.

**Assessment Metric:** Create and fill position

**Leadership:** Director of Greek Life

**Timeline:** Spring 2010

**Strategy:** Increase diversity of parents and families participating in RAMFAM Association, by actively seeking out diverse families, providing culturally appropriate invitations to participate as well as programming that meets needs of diverse parents and families

**Assessment Metric:** Increase diversity among RAMFAM meeting participants, in person and online (first generation, limited income, rural, racial/ethnic, sexual orientation, single parents)

**Leadership:** Parent & Family Programs

**Timeline:** Ongoing

**Strategy:** Increase opportunities for NASPA Undergraduate Fellows to explore the Student Affairs profession and graduate preparation programs through mentoring, education, and hands-on involvement

**Assessment Metric (for Fellows):** Increase satisfaction of programming & events, knowledge of the profession and graduate preparation programs as measured in annual NUFP survey

**Assessment Metric (for Mentors):** Increase satisfaction of resources and supports, as shown in annual NUFP survey

**Leadership:** Assistant Director of Parent & Family Programs, VPSA Graduate Assistant

**Timeline:** Spring 2011

**Strategy:** Students in racial, ethnic and other minority or vulnerable groups will be better able to (a) anticipate and avoid legal problems and (b) handle future legal concerns that do arise.

**Assessment Metric:** If proposal is accepted, deliver presentation in an active-learning format and measure effectiveness with audience survey.

**Leadership:** SLS Attorneys

**Timeframe:** 2010 Diversity Conference and continued thereafter

### **Housing and Dining Services**

**Strategy:** Serve ethnic food on a daily basis in each of our dining centers.

**Assessment Metric:** Percentage of ethnic food served at each meal; Popularity of ethnic choices

**Leadership:** Dining Services

**Timeline:** Ongoing

**Strategy:** Enhance the student experience through their interactions with employees from a broad diversity of backgrounds and experiences across the organization.

**Assessment Metric:** Providing internal promotional opportunities; Measuring ability to retain a diverse employee group through "Quality of Work Life" surveys; Number of users of Rosetta Stone programs (English, Spanish, French, German, Arabic & Chinese), designed to improve communication with students and within staff groups

**Leadership:** Directors Staff, Human Resources

**Timeline:** Ongoing/yearly assessment

**Strategy:** Develop and support culturally diverse programs in our facilities and across campus, inclusive of diversity/social-justice focused training for staff members and student employees

**Assessment Metrics:** Number of programs provided by GUIDE will meet or exceed the number provided the prior year; Collaborations with SDPS offices and campus-wide diversity programs will meet or exceed those of the previous year; Funding available to support RA diversity/social justice programs and campus-wide programs will remain level or increase over the prior year; Number of campus/student services partnerships designed to serve the needs of under-represented students will remain level or increase over the prior year; Apartment Life will promote an inclusive campus environment and cultural awareness

through passive programming like the Apartment Life Newsletter, bulletin boards and the Holiday Poster Series

**Leadership:** Residence Life, Apartment Life

**Timeline:** Ongoing/yearly assessment

### **Lory Student Center**

**Strategy:** LSC Dining Services will provide staff guidance in planning, assistance in safe food handling practices, and facilitate kitchen use for a minimum of twenty (20) student driven cultural events exposing the greater campus community to diverse foods and traditions.

**Assessment Metric:** A minimum of 20 student driven cultural events in coordination with LSC Dining Services staff and facilities.

**Leadership:** Lory Student Center Dining Services

**Timeline:** Ongoing

**Strategy:** Increase the number of programs that focus on diverse identities, issues of diversity, and social justice, and the overall number of participants.

**Assessment Metric:** Number of programs, attendance, attendee satisfaction

**Leadership:** Campus Activities & Student Leadership, Involvement & Community Engagement

**Timeline:** Ongoing

**Strategy:** Students participating in the President's Leadership Program will gain a greater understanding of diversity, multiculturalism, and social justice through their curricular and co-curricular experiences.

**Assessment Metric:** Students will report growth in their awareness of the diversity issues via the student survey administered at the end of each academic year

**Leadership:** Student Leadership, Involvement & Community Engagement

**Timeline:** Annually starting in fall 2010

**Strategy:** Increase access to SLiCE's alternative spring break program by offering \$500 grants to first-generation students, students who demonstrate financial need, and other underrepresented groups.

**Assessment Metric:** Increase in number of students from underrepresented backgrounds participating in alternative spring break (i.e. students of color, men, etc.) in 2010-2011 compared to 2009-2010

**Leadership:** Student Leadership, Involvement & Community Engagement

**Timeline:** Spring 2011

### **Student Diversity Programs and Services**

**Strategy:** Enhance **Real Talk** to include larger portion of the full campus population, including some events held in spaces away from B/AACC office.

**Assessment Metric:**

Event evaluations to be given at variety of Real talk events.

Mixed methods survey assessment of B/AACC to be given to entire Black student population.

**Leadership:** B/AACC, working closely with Campus Activities/ASAP and other SDPS units.

**Timeline:**

August 2010: Work with student staff to develop calendar of real talk events

September 2010: Meet with campus partners to develop plan for event hosting

**Strategy:** Coordinate and collaborate with offices around campus to celebrate Asian Fest

**Assessment Metric:**

Number of participants who attend

Evaluations completed by participants and persistence rate

**Leadership:** APACC  
**Timeline:** Fall 2010-Spring 2011

**Strategy:** Provide ongoing programming efforts for T.E.A. (The Experience of All) Time

**Assessment Metric:**  
Number of participants who attend  
Evaluations completed by participants and persistence rate

**Leadership:** APACC  
**Timeline:** Fall 2010-Spring 2011

**Strategy:** Develop and promote the National Hispanic Heritage Month celebration to include over 30 programs, workshops and events that are aimed to raise the awareness and understanding of Hispanic/Latino issues. El Centro partners with over several student organizations, campus offices and departments, City of Fort Collins, Front Range Community College, Poudre School District and many others in collaboration of this event.

**Assessment Metric:** Number of programs and attendance  
**Leadership:** El Centro  
**Timeline:** On-going

**Strategy:** Provide an opportunity for the campus and community to learn about Native American culture by hosting Native American Heritage Month. This event recognizes the original peoples of this country and their rich and diverse cultures. Numerous events such as the CSU Powwow, documentaries, panel discussions, keynote speakers will be held during the first two weeks of November.

**Assessment Metric:**  
Number of participants that attend  
Evaluations completed by participants

**Leadership:** NACC  
**Timeline:** November 2010

### **Academic Support Cluster**

**Strategy:** Enhance relationships with Veteran Services to help Veteran students chose a major that matches their career interests and articulate their service experience on their resume

**Assessment Metric:** Individual Appointment and Workshop Learning Outcome Surveys  
**Leadership:** Career Center  
**Timeline:**

**Strategy:** Collaborate with Resources for Disabled Students to continue the Workforce Recruitment Program, a recruitment and referral program that connects federal and private sector employers with highly motivated postsecondary students with disabilities who are eager to prove their abilities in the workplace through summer or permanent jobs.

**Assessment Metric:** Utilization of Workforce Recruitment Program  
**Leadership:** Career Center  
**Timeline:**

**Strategy:** Collaborate with Cultural Centers to develop a system to help engage their students in campus recruiting activities.

**Assessment Metric:** Utilization of On Campus Interviews, Career Fairs  
**Leadership:** Career Center  
**Timeline:**

**Strategy:** Create and implement programs that specifically address the needs of first generation and underrepresented students as part of Orientation and Transition Programs

**Assessment Metric:**

Diversity of student staff  
Student staff evaluations of training  
Participant evaluations

**Expected Performance:**

Maintain the diversity of the Orientation student team which last year was 43% students of color  
Orientation student staff will have an increased awareness of diversity issues after completing the training program  
At least 90% of participants will be more aware of opportunities to appreciate diversity on campus by participating in orientation and transition programs

**Leadership:** CASA Orientation and Transitions Programs

**Timeline:** 2011-2013

**Strategy:** Students who participate in the Key Communities will have an increased understanding and awareness of diversity in terms of: opportunities to learn about other cultures by participating in Key; interacting with students different from them; having a greater understanding of differences because of their experience in Key; and attending cultural events outside of their own culture

**Assessment Metric:** The fall Key program evaluation will include the following questions in Likert scale:

- "I have had opportunities to learn about other cultures by participating in Key"
- "I have interacted with students different from myself by participating in Key"
- "I have a greater understanding of differences because of my experience in Key"
- "I have attended cultural events outside of my own culture"

**Expected Performance:** At least 80% of Key students will indicate having an increased understanding of diversity in the aforementioned categories due to their participation in Key

**Leadership:** CASA Key Communities

**Timeline:** 2010-2013

**Strategy:** Students will find Key welcoming and supportive of students of their background and experience

**Assessment Metric:** The fall Key Program evaluation will include the following statement on a Likert scale (Strongly Agree to Strongly Disagree):

"I find Key welcoming and supportive of students of my background and experience"

**Expected Performance:** Eighty percent of students will indicate that they find Key to be welcoming and supportive of students of their background and experience. The 2009-2010 academic year will serve as a baseline year for this outcome.

**Leadership:** CASA Key Communities

**Timeline:** 2010-2013

**Strategy:** Increase the percentage of Alliance, DPS, First Generation Scholars participating in the Key Communities by 10%

**Assessment Metric:** Compare percentage increase from 2009-2010 to the 2010-2011 academic year

**Leadership:** CASA Key Communities

**Timeline:** 2010-2013

**Division of Student Affairs**  
**Strategic Goals**

**Goal Four - Integrate academic and co-curricular experiences**

Learning Communities: Develop residentially based learning communities that capitalize on our strength as a destination campus.

**Campus Life Cluster**

**Strategy:** Increase awareness of how to successfully live off campus with first-year students living within residential learning communities by expanding the number of Living Off-Campus Jeopardy Sessions offered to include students living within residential learning communities

**Assessment Metric:** 50% increase in overall Jeopardy sessions offered over the next three years

**Leadership:** Off-Campus Life

**Timeline:** Fall 2013

**Strategy:** Enhance student awareness regarding how decision making impacts a student's overall academic performance.

**Assessment Metric:** Administer a survey for students served through Student Conduct Services measuring the impact of current decisions of students on their academic future.

**Leadership:** Conflict Resolution & Student Conduct Services

**Timeline:** 2010 & ongoing

**Strategy:** Enhance efforts to recognize adult learner and student veteran involvement in boards, committees, groups and organizations.

**Assessment Metric:** Track student involvement and reward involvement when benchmarks are reached.

**Leadership:** Adult Learner and Veteran Services

**Timeline:** Launch Fall 2010 – fall 2013

**Strategy:** Provide opportunities for Greek members to participate in Greek-only classes

**Assessment Metric:** Survey at end of classes to determine students' awareness of self and others.

**Leadership:** Director of Greek Life, Greek Life Office staff, Kacee Collard-Jarnot and Keith Lopez

**Timeline:** Spring 2011, and then ongoing

**Strategic Goal:** Provide purposeful programming for each of the primary categories of membership (new members, emerging leaders, general members, chapters officers, and graduating seniors)

**Assessment Metric:** Host a Greek Summit, survey attendees at end of Summit to measure effectiveness

**Leadership:** Greek Life Office staff

**Timeline:** Fall 2010

**Strategy:** Incorporate fraternal values through goal setting into the Greek Night Out Award Application and Seal of Approval process.

**Assessment Metric:** Add a goal setting component to the Application that focuses on chapters setting goals that reflect their fraternal values

**Leadership:** Greek Life Office staff

**Timeline:** Spring 2011

**Strategy:** Implement a data base system in which chapter leadership can accurately update rosters and executive council information, volunteer hours, etc.

**Assessment Metric:** Website/Internet based system

**Leadership:** Greek Life Office staff

**Timeline:** January 11, and then ongoing

**Strategy:** Provide consistent training and feedback to student staff about their performance and work duties.

**Assessment Metric:** Paper evaluations and training sessions

**Leadership:** Greek Life Office staff

**Timeline:** Spring 2011

**Strategy:** Educate families about resources for student health, safety & well-being by providing multiple vehicles for communicating information about substance use/abuse and mental/physical health issues, and safety to parents and families

**Assessment Metric:** Improve CSU Health Network and CSUPD presentations during Orientations, increase e-newsletter articles and speakers at RAMFAM meetings, and assess learning through biannual parent & family assessment

**Leadership:** Parent & Family Programs, Orientation & Transition Programs, CSU Health Network, CSUPD

**Timeline:** Fall 2011

**Strategy:** Ensure Colorado State University's Parent & Family Programs conforms to CAS Standards for Parent & Family Programs by utilizing newly developed CAS Standards for Parent & Family Programs for review of existing and creation of new programs and services for parents and families

**Assessment Metrics:** Conduct a mini program review utilizing CAS Standards

**Leadership:** Parent & Family Programs

**Timeline:** Fall 2012

**Strategy:** Students will be better prepared to work in collaborative settings that demand critical thinking and productive communication through recruiting and fostering a lively advisory board and actively seeking and considering student board members' opinions on important SLS matters.

**Assessment Metric:** Survey advisory board members in the spring semester concerning their satisfaction, perceived learning, and suggestions for improvement.

**Leadership:** SLS Director and student staff who serve on advisory board

**Timeframe:** Immediate 2010-2011

## **Housing and Dining Services**

**Strategy:** Provide on-going learning opportunities for students which will maintain and improve relations and partnerships with academic and other campus departments, such as: Residential Learning Communities, co-programming with academic departments, providing opportunities for academic research within our communities, and student staff training in collaboration with other campus offices.

**Assessment Metric:** Number of Residential Learning Communities and campus partnerships will maintain or increase over the prior year; Funding levels provided in support of RLC and other programs will remain level or increase over the prior year; Number of faculty involved programs will remain level or increase over the prior year; Number of campus offices involved in student staff training and programming will remain level or increase over the prior year

**Leadership:** Residence Life, Apartment Life

**Timeline:** Ongoing/yearly assessment

**Strategy:** Partner with First National Bank to coordinate a Personal Financial Literacy Workshop series, to cover topics such as: Budgeting and Saving, Credit Do and Don'ts, Managing a Checking Account and Debit Card, Parent & Family Guide to Helping Students Manage their Finances, Consumer Fraud Prevention, Student Loan Consolidation, Investing for College Students, Basics of Home Buying.

**Assessment Metric:** Number of workshops provided; Number of participants

**Leadership:** Ram Card  
**Timeline:** Each semester

### Lory Student Center

**Strategy:** Develop a partnership between the SLiCE office and Residence Life in order to effectively program for the Leadership Development Community.

**Assessment Metric:** Develop an MOU that will have outlined steps of expectations of each stakeholder

**Leadership:** Student Leadership, Involvement & Community Engagement and the Residence Learning Community Team of Residence Life

**Timeline:** Fall 2011

**Strategy:** Create the Campus Activities Collaboration Committee to foster campus partnerships through collaborative program planning, event support, and funding. The committee will pay particular attention to programs that promote diversity and social justice.

**Assessment Metric:** Evaluations will be distributed to collaborative partners; committee effectiveness to be determined through data analysis.

**Leadership:** Campus Activities

**Timeline:** Fall 2010 and spring 2011

**Strategy:** Increase funding support for programming on campus by 10% above CPI over a three year period, particular focus should go to supporting programs that focus on diversity and social justice. New and creative sources of funding should be included in this increase.

**Assessment Metric:** See actual increase in budgeting over 3 years

**Leadership:** Campus Activities

**Timeline:** Spring 2013

**Strategy:** Establish a set measure of learning outcomes in order to assist students to measure their own attendance and create their co-curricular transcript.

**Assessment Metric:** Creation of learning outcomes and implemented into the RamLink system

**Leadership:** Student Leadership, Involvement & Community Engagement

**Timeline:** Fall 2011

**Strategy:** Expand the second year of the President's Leadership Program by another section, offering more students the opportunity to participate (pending funding).

**Assessment Metric:** An additional section of IU 270 and 271 will be offered to approximately 20 students

**Leadership:** Student Leadership, Involvement & Community Engagement

**Timeline:** Fall 2012

**Strategy:** Increase participation in the annual student organizations officer retreat, which is an experiential learning opportunity for leaders in registered student organizations.

**Assessment Metric:** Increase by 10% annually

**Leadership:** Student Leadership, Involvement & Community Engagement

**Timeline:** Summer 2013

**Strategy:** Collaborate with the Office of International Programs, Academic Village, and the Engineering Department to offer a new international alternative break to Bolivia focusing on well repair and water conservation.

**Assessment Metric:** Existence and execution of the new alternative break

**Leadership:** Student Leadership, Involvement & Community Engagement; Academic Village; Engineering Department; and International Programs

**Timeline:** Summer 2011

**Strategy:** Implement evaluations to critically examine impact on students and potentially, the larger CSU community from students, staff, and faculty participating in all SLiCE programs.

**Assessment Metric:** Student Voice surveys, focus groups for all SLiCE programs

**Leadership:** Student Leadership, Involvement & Community Engagement

**Timeline:** Fall 2010

### **Student Diversity Programs and Services**

**Strategy:** Invigorate **B/AACC President's Council** in ways that: (1) enhance communication between student organizations affiliated with B/AACC; (2) increase students' and organizations' knowledge of campus engagement opportunities; and (3) increase the campus profile of the student organizations and their events.

**Assessment Metric:**

Focus group of President's Council participants

Survey of student organization campus engagement

**Leadership:**

Black/African American Cultural Center (additional possible collaborators include Greek Life, SLiCE, Campus Recreation, and Campus Activities)

**Timeline:** Fall 2010 and ongoing

**Strategy:** Support students through P.A.L.S. (Participation, Awareness, Learning and Sharing) (big brother/big sister program) which pairs a CSU A/PA student with a child (Preschool through grade 5) in the Poudre School District.

**Assessment Metric:**

-Number of paired participants (big PAL/Little PAL) who attend

-Evaluations completed by participants and by parents

**Leadership:** APACC

**Timeline:** Fall 2010-Spring 2011

**Strategy:** Nurture student health, safety and well-being by increasing the campus and community profile of **Sexual Assault Awareness Month** activities, events, and programming.

**Assessment Metric:** Evaluation surveys to be distributed at events

**Leadership:** Working as a collaborative partner with Office of Women's Programs.

**Timeline:** Late Fall 2010: Discuss/plan event options with OWP; develop workshop schedule with OWP and Counseling; begin meeting with campus partners

**Strategy:** Provide an inviting and welcoming atmosphere within the A/PACC office. After new management, totally restructured the office to develop a warm and inviting atmosphere for students to visit and stay in the office, study, socialize and feel like a 'home away from home'. Provided a lounge area, table area and computer use area

**Assessment Metric:**

-Number of people who stop by and use the office

-Feedback from visitors who come by the office and use the office

**Leadership:** APACC

**Timeline:** Ongoing

**Strategy:** Utilizing and maximizing resources. The A/PACC office has undergone a shift using a shared cost position between two offices. The Assistant Director currently shares her position between the A/PACC office (40%) and Campus Activities (60%). Since this is the first year, we will be assessing the position and outcomes.

**Assessment Metric:**

-Benefits of shared position

-Challenges of the shared position

-Outcomes of shared position; including feedback from the AD and all those working with the position

**Leadership:** APACC

**Timeline:** Ongoing

**Strategy:** Educate families about resources for student health, safety & well-being by providing multiple vehicles for communicating information about substance use/abuse and mental/physical health issues, and safety to parents and families

**Assessment Metric:** Improve CSU Health Network and CSUPD presentations during Orientations, increase e-newsletter articles, and speakers at RAMFAM meetings, assess learning through biannual parent & family assessment

**Leadership:** Parent & Family Programs, Orientation & Transition Programs, CSU Health Network, CSUPD

**Timeline:** Fall 2011

### **Health Network**

**Strategy:** Educate families about resources for student health, safety & well-being by providing multiple vehicles for communicating information about substance use/abuse and mental/physical health issues, and safety to parents and families

**Assessment Metric:** Improve CSU Health Network and CSUPD presentations during Orientations, increase e-newsletter articles and speakers at RAMFAM meetings, and assess learning through biannual parent & family assessment

**Leadership:** Parent & Family Programs, Orientation & Transition Programs, CSU Health Network, CSUPD

**Timeline:** Fall 2011

### **Campus Recreation**

**Strategy:** Create a student development program designed to expose and inform Campus Recreation student staff to both diversity and leadership experiences and build skills.

**Assessment Metric:** Develop program fall 2010

**Leadership:** Wellness Cluster/Campus Recreation

**Timeline:** Pilot program implemented spring 2011

**Strategy:** Enhance existing student emergency response, prevention, and safety program for sport areas and create a component specifically designed for the Student Recreation Center

**Assessment Metric:** Enhanced plan completed spring 2011 / New component completed spring 2012

**Leadership:** Wellness Cluster/Campus Recreation

**Timeline:** Beginning Fall 2010

### **Academic Support Cluster**

**Strategy:** Develop and implement the Discover What Drives You discussion group to help student discover their passion. Group will be offered 2 times per semester.

**Assessment:** Discover What Drives You Assessment

Review and further develop department assessment tools: 1) Revise Counseling Learning Outcomes survey for effectiveness 2) Revise Workshop Learning Outcomes survey for effectiveness 3) Develop Drop-In Counseling survey to evaluate guest satisfaction and counselor effectiveness in regards to learning outcomes 4) Internship Survey 5) Graduation Survey

**Leadership:** Career Center

**Timeline:** 2010-2013

**Strategy:** Collaborate with CASA to teach Key Plus Community seminar

**Assessment:** Course Evaluations

**Leadership:** Career Center

**Timeline:** 2010-2013

**Strategy:** Create a full-year sophomore enrichment experience in Key Plus by building a fall and spring semester structure

**Assessment Metric:**

- Utilize Key Plus Fall program evaluations and Center for Community Partnerships data on self-advocacy pilot program
- Develop a spring survey to gather information on the effectiveness of advocacy/decision-making curriculum.
- Measure experiential activities and student involvement in activities

**Leadership:** CASA Key Communities

**Timeline:** 2010-2013

**Strategy:** Expand student involvement in the Key Plus program to 3 tracks meeting sophomore needs and benefiting 60 students by 2012.

**Assessment Metric:**

- Program evaluation to analyze satisfaction with current Key Plus Leadership and Academic/Career Decision-making tracks to assist in refining or redesigning the two current tracks
- Focus groups will be asked:

- (1) What do you see as the major issues/challenges for sophomore students
- (2) What are the supports/resources needed for sophomore students
- (3) What tracks would you like to see within Key Plus

-National Sophomore Survey Results

**Expected Performance:** Data from focus groups will help in the development of a third track to be piloted in 2012, and the adjustment in 2010 of the two current tracks. 80% of the current Key Plus students will indicate satisfaction with the current Key Plus tracks.

**Leadership:** CASA Key Communities

**Timeline:** 2010-2013

**Strategy:** Students who participate in learning communities will indicate that; the community provided them with a safe and welcoming environment in which to live and learn together; they belong here; they are fitting in; and they are satisfied with their social life on campus. Students who participate in learning communities will develop stronger peer connections than those who do not participate. Categories of peer connections include meeting people: who share common interests; include each other in their activities; enjoy spending time together; whom students like.

**Assessment Metric:**

- Each community will distribute a survey at the end of the fall and spring semester. One of the questions on the survey will be “The community provided me with a safe and welcoming environment in which to live and learn together” (Likert scale, Strongly Agree to Strongly Disagree).
- Using the Taking Stock at Mid-Semester factor on Sense of Belonging, the following outcomes can be assessed during the middle of the fall semester: Do you belong here?; Are you fitting in?; and Are you satisfied with your social life on campus?
- Using the Taking Stock at Mid semester Survey factor on Social Integration: Peer Connections, students who participate in Learning Communities will be compared to those who do not participate on the four questions around peer connections: On this campus, to what degree are you meeting people: who share common interests with you; who include you in their activities; you enjoy spending time with; and you like. The survey is given to students four weeks into the fall semester and a report will be generated at the end of the fall semester.

**Expected Performance:** The 2010-2011 academic year will serve as a benchmark for sense of belonging

**Leadership:** CASA Learning Communities, Campus Partners (Honors, Warner College of Natural Resources, College of Ag Sciences, Health and Exercise Science, Service Learning, Undeclared Advising, Orientation and Transition Programs)

**Timeline:** 2010-2013

**Strategy:** Expand Learning Community options for students to include non-residential communities, transfer student learning communities, and upper-division learning communities

**Leadership:** CASA Learning Communities, Campus Partners (Honors, Warner College of Natural Resources, College of Ag Sciences, College of Natural Sciences, Health and Exercise Science, Service Learning, Undeclared Advising, Orientation and Transition Programs)

**Timeline:** 2010-2013

**Strategy:** Increase the visibility of Colorado State University's learning communities with internal and external constituencies

**Assessment Metric:** Track the number of times the website is utilized

**Leadership:** CASA, Learning Communities, Campus Partners (Honors, Warner College of Natural Resources, College of Ag Sciences, College of Natural Sciences, Health and Exercise Science, Service Learning, Undeclared Advising, Orientation and Transition Programs)

**Timeline:** 2010-2013

**Strategy:** Create Infrastructure to sustain Learning Communities at CSU

**Assessment Metric:**

**Leadership:** CASA, Learning Communities, VPSA, Provost

**Timeline:** 2010-2013

**Strategy:** Students who participate in learning communities will be academically integrated into the university experience

**Assessment Metric:**

- GPA and academic probation information from ARIES
- Using the Taking Stock Survey on Academic Integration
- National Living Learning Community Assessment

**Expected Performance:** The 2009-2010 academic year will serve as a benchmark for performance level. Students who participate in learning communities will have higher percentages than those who do not participate.

**Leadership:** CASA Learning Communities, Campus Partners (Honors, Warner College of Natural Resources, College of Ag Sciences, College of Natural Sciences, Health and Exercise Science, Service Learning, Undeclared Advising, Orientation and Transition Programs)

**Timeline:** 2010-2013

**Division of Student Affairs**  
**Strategic Goals**

Goal Five - Provide quality venues and related services that support learning

**Campus Life Cluster**

**Strategy:** Increase revenue sources to better support programs and services for commuter and off-campus students by creating web advertising program through the RentalSearch website

**Assessment Metric:** minimum 20% increase in overall self-generated revenue

**Leadership:** Off-Campus Life

**Timeline:** Fall 2013

**Strategy:** Provide students with current and accurate information related to available rental housing in Fort Collins through the customization of RentalSearch by creating admin user reporting system that disaggregates data in a more useful format

**Assessment Metric:** Offer a minimum of three forms of useful data to students and landlords using website

**Leadership:** Off-Campus Life

**Timeline:** Fall 2011

**Strategy:** Promote a high level of customer service.

**Assessment Metric:** Administer a survey measuring students' satisfaction with services through Conflict Resolution & Student Conduct Services.

**Leadership:** Conflict Resolution & Student Conduct Services

**Timeline:** 2010 & ongoing

**Strategy:** Collaborate with the Lory Student Center to enhance accessibility in the Adult Learner and Veteran Services office kitchenette and lounge.

**Assessment Metric:** Kitchenette remodel completed Spring 11

**Leadership:** Adult Learner and Veteran Services and Lory Student Center

**Timeline:** Beginning Fall 2010

**Strategy:** Develop an expansion plan for interested fraternity and sorority national staff

**Assessment Metric:** Electronic and paper documents

**Leadership:** Greek Life Office staff

**Timeline:** Summer 2011

**Strategic Goal:** Increase the percentage of the Greek population

**Assessment Metric:** 1% increase each year

**Leadership:** Greek Life Office staff, and council Recruitment chairs

**Timeline:** Fall 2010, and then ongoing

**Strategy:** Develop SCM Mission Statement

**Assessment Metric:** Students Affairs/Campus Approval of Mission Statement

**Leadership:** SCM Staff

**Timeline:** Immediate/ongoing

**Strategy:** Develop Web presence that defines referral processes to SCM for staff/faculty/students/families

**Assessment Metric:** Students Affairs/Campus Approval of web-site; Use web metrics to measure web traffic.

**Leadership:** SCM Staff

**Timeline:** Summer 2011/ongoing

**Strategy:** Develop Student Voice survey for students who have accessed SCM services.

**Assessment Metric:** Approved Student Voice survey

**Leadership:** SCM Staff

**Timeline:** Summer 2011/Ongoing

**Strategy:** Increase fundraising and development to support Parents Fund & RAMFAM by partnering with Development & Strategic Initiatives for events, mailings and individual relationship building focused on fundraising and development with parents

**Assessment Metric:** Increased giving to Parents Fund & RAMFAM by 20%

**Leadership:** Parent & Family Programs, Development & Strategic Initiatives

**Timeline:** Ongoing

**Strategy:** Collaborate with Facilities Management to expand and improve outdoor recreation venues for the University community.

**Assessment Metric:** Plan completed Fall 2012

**Leadership:** Wellness Cluster/Campus Recreation

**Timeline:** Beginning Fall 2011

### **Housing and Dining Services**

**Strategy:** Operate, renovate and construct facilities with attention paid to incorporating sustainable practices, improving energy efficiency, safety, aesthetic quality, and student amenities.

**Assessment Metric:** Number of sustainable initiatives incorporated in each project; Conduct energy audit; Occupant satisfaction surveys; Documentation of sustainable and energy efficient building practices

**Leadership:** Operations Management, Facility Planning, Residence Life, Apartment Life, Communications

**Timeline:** Ongoing

**Strategy:** Expand programs supporting physical improvements in residence hall facilities to 'Brand' (identify) campus Housing at Colorado State University.

**Assessment Metric:** Conduct post occupant surveys related to customer satisfaction with improvements and physical comfort

**Leadership:** Communication, Residence Life

**Timeline:** yearly assessment

**Strategy:** Technology Services will continue to enhance access and respond to the needs and interests of our students through expanded services and upgrades.

**Assessment Metric:** Completion of wireless access expansion throughout campus housing; Development of print service solution for the Residence Halls; Implementation of a new network access control system

**Leadership:** Technology Services

**Timeline:** FY11

### **Lory Student Center**

**Strategy:** Conduct national EBI Student Center/College Union survey and compare to peer institutions and previous years' scores. In addition, develop complimentary assessment instruments to measure the effectiveness and satisfaction with student center programs and services.

**Assessment Metric:** Comparison to peer institutions: satisfaction survey: development of strategies and programmatic interventions based on data  
**Leadership:** LSC Marketing and Administration  
**Timeline:** Annual

**Strategy:** Complete Phase II of the LSC 20-Year Master Plan: Complete Theatre renovation by March 2012 (Phase 2A); Initiate Phase 2 (approximately \$25 million) by Fall 2015 to LEED certification.  
**Assessment Metric:** Completion of projects, on time and within budget  
**Leadership:** LSC Administration  
**Timeline:** Noted above

**Strategy:** Auxiliary units will explore ways to streamline costs, eliminate service duplication and foster collaboration among units in order to reduce costs, increase revenue streams, and improve services.  
**Assessment Metric:** Cost/Benefit Analysis  
**Leadership:** Auxiliary Service Units  
**Timeline:** Ongoing

**Strategy:** Open new venues in Behavioral Sciences Building, Morgan Library, & Lake Street Market and prepare for major renovation of LSC Food Court.  
**Assessment Metric:** Opening  
**Leadership:** LSC Dining Management  
**Timeline:** 2010-2014

**Strategy:** Develop campus-wide process regarding new venue development.  
**Assessment Metric:** Process defined  
**Leadership:** LSC, Facilities, and Administration  
**Timeline:** Ongoing

**Strategy:** Serve as the premier college bookstore in Colorado through first-class customer service, innovative student programs, and unique product selection.  
**Assessment Metric:** EBI survey and through regular customer surveys  
**Leadership:** Bookstore  
**Timeline:** Ongoing

**Strategy:** Ensure that 1% of the overall budget is spent on art during the LSC Renovation. Ensure the LSC Arts Program and all galleries are highly recognizable to people in the LSC.  
**Assessment Metric:** Seek student and community input on the location and design of the Curfman  
**Leadership:** Lory Student Center & LSC Arts Program  
**Timeline:** Summer 2011-Spring 2015

**Strategy:** Continue stewardship of the Facilities Improvement budget.  
**Assessment Metric:** Yearly budget total approximately \$300,000  
**Leadership:** LSC Management Team  
**Timeline:** Ongoing

### **Student Diversity Programs and Services**

**Strategy:** Collaborate with the Alumni Association to develop an Asian/Pacific American alumni group - establishing one in Colorado and one in Hawaii as starting points.  
**Assessment Metric:**

- Work with the Alumni Association to explore the feasibility of creating a group
- Outreach to identified A/PA alumni in collaborating on programs and events
- Explore feasibility of developing and A/PACC Advisory Board with assistance from the A/PA alumni group (the advisory board -would keep A/PACC accountable and provide advice and recommendations)
- Eventual collaboration of alumni working with A/PA students to enhance career building experiences

**Leadership:** APACC

**Timeline:** Ongoing

### Health Network

**Strategy:** Create a prevention Alcohol and Other Drug programming plan that is sustainable.

**Assessment Metric:**

- Collect Alcohol Usage and Norming data beginning in the fall of 2011 through the NCHA assessment instrument.
- Select and build upon best practice strategies to adjust current practice.
- Create outcome goals and evaluation measures that assess both program and process goals.
- Align the infrastructure with staffing patterns and appropriate budget line items.
- Hire AOD Coordinator in Spring 2011

**Leadership:** Health Education and Prevention Services.

**Timeline:** Spring 2011, Fall 2011, Spring 2012, Fall 2012

**Strategy:** Beyond the clinical encounter, develop a mechanism for students to assess their stress and learn/apply stress management skills.

**Assessment Metric:** Results from the stress management programming survey are used to develop program. Upon implementation, program effectiveness is based on a measurable reduction (15%) in stress levels at the point of service. Program learning objectives are assessed to assure designated skill building is occurring at an overall 80% success rate.

**Leadership:** Health, Education, & Prevention Programs

**Timeline:** Spring 2011

### Campus Recreation

**Strategy:** Utilize Campus Recreation venues, programs and services to provide career building experiences

**Assessment Metric:** increase opportunities for employment, academic internships/practicums over a 5 year period

**Leadership:** Wellness Cluster/Campus Recreation

**Timeline:** Fall 2010-Fall 2015

### Academic Support Cluster

**Strategy:** Market the combination of social media outlets along with CareerRAM that offers a more complete package of services to students.

**Assessment Metric:** Student Utilization of social media outlets and CareerRAM

**Leadership:** Career Center

**Timeline:** 2010-2013

**Strategy:** Increase participation in recruitment opportunities by utilizing CareerRAM and marketing tools.

**Assessment Metric:** Student Utilization of Career Interviews, Meet the Employer Sessions and Career Fairs

**Leadership:** Career Center

**Timeline:** 2010-2013

**Strategy:** Utilize RAMLink for club and student organization interaction and communication in an effort to further promote Career Center Services and Events

**Assessment Metric:** Student Utilization of Career Center's page on RAMLink

**Leadership:** Career Center

**Timeline:** 2010-2013

**Strategy:** Pre-health students who participate in health profession advising and pre-health club activities will be more informed about health professions, what is needed to be a good candidate for a health profession, and the health profession application process.

**Assessment Metric:**

-Tracking attendance at various events as well as individual appointments with a health profession advisor

-Student Voice Survey of pre-health students

-Course Evaluations

**Expected Performance:** The more pre-health activities a student participates in the more informed the students will be about health professions, what is needed to be a good candidate for a health profession, and the health profession application process.

**Leadership:** CASA Health Professions Advising

**Timeline:** 2010-2013

**Strategy:** Faculty and professional advisors will be able to access a comprehensive advising website that will answer questions about advising, registration, university policies and procedures and campus resources

**Assessment Metric:** Track the number of times the website is utilized

**Expected Performance:** Academic advisors will use a common body of information which is centrally located

**Leadership:** CASA Undeclared Advising

**Timeline:** 2010-2013