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**DIVISION  
OF STUDENT AFFAIRS  
STRATEGIC PLAN  
2016-2019**

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**Colorado State University**

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## Introduction

In preparing for the 2016-2019 Division of Student Affairs Strategic Plan, the Division of Student Affairs was guided by its mission, brand promise, and Principles of Community. Additionally, the division's departmental strategies are based on the University Strategic Goals 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 are members of the Division of Student Affairs Assessment and Research Steering Committee:

Mike Brake, Collaborative for Student Achievement  
Loretta Capra, Campus Recreation  
Amy Dinise-Halter, Student Success  
Jason Foster, Campus Recreation  
Rose Kreston, Resources for Disabled Students  
Michael Marr, Lory Student Center  
Dave McKelfresh, Assessment and Research, Student Affairs  
Teresa Metzger, Residence Life  
Kim Okamoto, Office of Vice President for Student Affairs  
Kyle Oldam, Housing and Dining  
Jeannie Ortega, Off Campus Life  
Erin Patchett, Campus Recreation  
Amber Ramoz, Campus Activities  
Barb Richardson, Career Center

# 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**

### University Strategic Goals

#### 1. Access

Deliver on the commitment to inclusive access.

#### 2. High Quality Academic and Co-Curricular Programs

Provide excellent undergraduate and graduate programs that integrate curricular and co-curricular experiences to create a holistic learning environment for campus, consistent with the full potential of a residential research university, our land-grant mission, the strengths of our faculty and staff, and the needs of our global society.

#### 3. Student Learning Success

Engage students in educational experiences that provide opportunities for deep learning that students can retain and apply before and after graduation. Increase retention, persistence, and graduation rates, while eliminating gaps among student populations and reducing time to degree completion.

#### 4. Research and Discovery

Foster and disseminate research, creative artistry and scholarly accomplishments. Nurture and sustain research infrastructure that supports growth of research, artistry and scholarly accomplishments.

#### 5. Engagement

Collaborate with larger communities (campus-wide, local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

#### 6. Public Interaction / Strategic Partnerships

Enhance community and cultural quality of life through sharing the intellectual life of the university, the arts, and intercollegiate athletics.

#### 7. Excellence in Staffing: Hiring, Professional Development, and Employee Engagement

CSU will recruit and retain the highest quality Faculty, Administrative Professionals, State Classified personnel and students at appropriate levels that meet the needs of programs and are representative of the diversity of society. Support with competitive compensation and benefits. Focus on positive work-life balance for all employees and consider the impact decisions have on employee health,

wellness, safety, and security. Recognize and reward outstanding performance at all levels. Provide access to professional and personal development for all employees. Focus on themes of lifelong learning; core competency; leadership; promotion-advancement-progression; opportunity; problem solving; and taking the initiative.

#### 8. Inclusive Excellence – Diversity, Equity and Climate

Enrich the workplace experience through professional development opportunities and mentoring. CSU will promote a healthy campus climate that values accountability, civility, integrity, and respect.

#### 9. Financial Resources

Develop enhanced revenue resources to support high quality programs and operations through enrollment management, capital campaigns, and grants, contracts, and fees for service (includes auxiliaries).

#### 10. Physical Resources

Be a model institution for master planning, construction, beautification, and sustainability of our campus buildings and grounds.

#### 11. Information Management

Implement, operate and maintain robust information management systems and processes to meet campus needs for security, flexibility, and efficiency of operations; and capture data to facilitate assessment of institutional and program effectiveness to inform continuous improvement.

## Principles of Community

The Principles of Community support the Colorado State University mission and vision of access, research, teaching, and service. A collaborative, vibrant community is a foundation for learning, critical inquiry, and discovery. Therefore, each member of the CSU community has a responsibility to uphold these principles when engaging with one another and acting on behalf of the University.

**Social Justice:** We have the right to be treated and the responsibility to treat others with fairness and equity, the duty to challenge prejudice, and to uphold the laws, policies and procedures that promote justice in all respects.

**Integrity:** We are accountable for our actions and will act ethically and honestly in all our interactions.

**Inclusion:** We create and nurture inclusive environments and welcome, value and affirm all members of our community, including their various identities, skills, ideas, talents, and contributions.

**Service:** We are responsible, individually and collectively, to give of our time, talents, and resources to promote the betterment of each other and our local and global communities.

**Respect:** We honor the inherent dignity of all people within an environment where we are committed to freedom of expression, critical discourse, and the advancement of knowledge.

## Division of Student Affairs

### Strategic Goals

#### Goal One - Access

Deliver on the commitment to inclusive access

#### Campus Life Cluster

**Strategy:** Goal/Objective: Increase efforts to provide Spanish translation for parents and family members of potential and new CSU students.

**Initiatives/Action Plans:** Print Parent and Family Transition Guide (in Spanish) for parents and family members of incoming and new CSU students and partner to provide increased # of Spanish translation services for parents/family members of potential and new students.

**Responsible Administrators:** DSA

**Dashboard Indicators:** A printed guide for AY 16-17 w/ intentional revisions in AY 17-18 and AY 18-19.

**Strategy/Goal/Objective:** Students with English language challenges will better understand legal advice given by SLS attorneys.

**Initiatives/Action Plans:** Engage translation services, including internet based, on-demand services on an ad hoc basis.

**Dashboard Indicators:** Actual use of translation services and anecdotal and student survey evidence showing whether student understanding is enhanced.

**Responsible Administrators:** SLS Staff

**Strategy:** Promote health, wellbeing, and safety of all students through offering RamRide services on game days.

**Initiatives/Action Plans:**

-Integrate RamRide operations for six (6) game days into the program continuum of services.

-Pursue permanent funding source(s) to fully support program expansion.

-Clarify processes – decision-making, policies, procedures, contracts, marketing and promotions, performance measurements, incentives, and feedback mechanisms for program improvement.

**Responsible Administrators:** Jeannie Ortega, Lindsay Mason, Mike Katz; RamRide GA and Student Coordinator

**Dashboard Indicators:**

-Increased patron usage and satisfaction of RamRide game-day services.

-Increased volunteer interest in and satisfaction with gameday services.

-Student body support of permanent game-day services.

-Maintenance of budgeted vs. actual expenses.

#### 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

## Student Diversity Programs and Services

**Strategy:** Collaborate with pre-collegiate programs (including TRIO programs and Community for Excellence Partners) and high school personnel to conduct outreach to students from underrepresented backgrounds (first generation, low-income, and disability) who meet the eligibility to participate in the TRIO SSS AAC program.

**Assessment Metric:** Number of students who attend the outreach program as well as those who submit their application to participate in the TRIO SSS AAC program.

**Leadership:** ID and Selection Committee for TRIO SSS AAC

**Timeline:** Ongoing

**Strategy:** Through the provision of academic adjustments and accommodations, students with disabilities and chronic illnesses will be provided the opportunity to access all programs and services for which they are qualified.

**Assessment Metric:** The majority of students with disabilities and chronic illnesses will be able to effectively participate (e.g., receive a passing grade) in their classes and other academic activities as demonstrated by their GPAs for each semester.

**Leadership:** RDS Accommodations/Advocacy Specialists and Coordinators of accommodative services. RDS Director will collect GPA information.

**Timeline:** Each semester

**Strategy:** Through the provision of advocacy support, students will be able to resolve difficult situations related to their participation in academic endeavors in order to remain enrolled.

**Assessment Metric:** The majority of students with disabilities receiving advocacy support will be able to resolve difficult situations and remain enrolled. The situation that required advocacy will be recorded and collected.

**Leadership:** RDS Accommodations/Advocacy Specialists and other RDS professional staff.

**Timeline:** Each semester

## Collaborative for Student Achievement

**Strategy:** Provide access to students who would be best served through participation in a Learning Community

**Assessment Metric:** Increase the percentage of first generation, students of color, and Pell Eligible students across all learning communities to be higher than the university average of these populations

**Assessment Metric:** 30% of the Key Communities students will also be Community for Excellence students.

**Leadership:** University Learning Communities

**Timeline:** Fall 2016 and thereafter

**Strategy:** Increase access to the Key Communities to a larger variety of majors

**Assessment Metric:** Offer new communities or clusters that serve majors historically excluded for participation in Key

**Leadership:** Key Communities

**Timeline:** Fall 2017 and thereafter

**Strategy:** Increase opportunities for underrepresented students and families to access OTP programs that include a fee for service.

**Assessment Metric:** Track underrepresented student and family participation in OTP programs.

**Leadership:** Orientation and Transition Programs

**Timeline:** Ongoing

**Strategy:** Increase parent/family/guest participation in Ram Orientation (emphasis on underrepresented populations) to foster a strong relationship with the University in order to provide more support to their students.

**Assessment Metric:** Track parent/family/guest attendance (total number and percentage); parent/family/guest program evaluations.

**Leadership:** Orientation and Transition Programs, Parent and Family Programs

**Timeline:** Ongoing

**Strategy:** Increase retention to second year for transfer students engaging with Taking Stock.

**Assessment Metric:** Retention rate of transfer students participating in the Taking Stock survey and meeting with a Transfer Transition Leader compared to transfer students who did not engage with Taking Stock. Review how students have engaged with mentoring and utilized campus resources as a result of Taking Stock conversations with an end of the semester survey.

**Leadership:** Orientation and Transition Programs, CASA Technology and Assessment, Residence Life

**Timeline:** Ongoing

**Strategy:** Provide more awareness of the First Generation and Reisher scholarship to prospective transfer students.

**Assessment Metric:** Increase applicant pool for Reisher transfer scholarships

**Leadership:** Opportunity Scholars Programs

**Timeline:** Spring 2017

### **CSU Health Network**

**Strategy:** Provide improved access to Health Services for students insured by Medicaid. The CSU Health Network does not meet federal criteria to serve as a Medicaid provider. This requires student referrals out of the CSUHN when such billable services such as procedures, labs, x-rays and prescriptions are required.

**Initiatives/Action Plan:** Obtain Ordering, Prescribing, and Referring (OPR) status with Medicaid, which allows CSU providers to prescribe medications for covered under Medicaid.

**Assessment Metric:** Students may fill prescriptions from CSU providers and have Medicaid billed for those prescriptions.

**Leadership:** CSUHN- Associate Executive Director, Billing Manager, Pharmacy Manager

**Timeline:** Spring 2017

**Initiatives/Action Plan:** Collaborate with Associates in Family Medicine Clinic in the new Health and Medical Center to accept direct referrals of students insured by Medicaid. This would allow students to continue to see primary providers in the CSUHN but receive billable treatments through the AFM services downstairs.

**Assessment Metric:** All student patients insured by Medicaid, are directly referred to the AFM clinic in the CSU Health and Medical Center. AFM will directly bill Medicaid on the student's behalf.

**Leadership:** CSUHN Executive Leadership/ Director of Associates in Family Medicine

**Timeline:** Fall, 2017

**Strategy:** Provide improved access to Health Services for "Asset students" who are part of the Deferred Action for Childhood Arrivals (DACA) program.

**Initiatives/Action Plan:** Provide a financial aid grant to all DACA students, who are not eligible for federal health insurance assistance, to enroll in the RamCare Insurance Supplement Program, which covers cost of billable services up to \$1500 at the CSU Health Network.

**Assessment Metric:** 100% of CSU DACA "Asset" students are enrolled in RamCare.

**Leadership:** Director Student Financial Services and Executive Director CSUHN

**Timeline:** Fall 2016 and ongoing



**Strategy:** Provide more integrated services for students who identify as Transgender.

**Initiatives/Action Plan:** Create a Women and Gender medical pod in the new CSU Health and Medical Center, which locates the physician who specializes in transgender care on a larger team of providers including psychiatry staff.

**Assessment Metric:** Three medical pods (Women and Gender, Urgent care, General Medical) function in the new facility to facilitate treatment teams.

Three additional providers are cross-trained in providing services to Transgender students.

**Leadership:** Executive Director, Medical Director

**Timeline:** Fall 2017 building, Fall 2018 completed cross-training.

## Division of Student Affairs

### Strategic Goals

#### Goal Two – High Quality Academic and Co-Curricular Programs

Provide excellent undergraduate and graduate programs that integrate curricular and co-curricular experiences to create a holistic learning environment for campus, consistent with the full potential of a residential research university, our land-grant mission, the strengths of our faculty and staff, and the needs of our global society.

#### Campus Life Cluster

**Strategy:** Stimulate the career ecosystem on campus to ensure that all students are career ready when they graduate.

**Assessment Metric:**

- First Destination Results
- Faculty/Staff survey about career conversations
- Biannual Career Center survey about career readiness
- Project CEO: Co-Curricular Experiences Outcomes

**Leadership:** Career Center

**Timeline:** Fall 2016 – ongoing

**Strategy/Goal/Objective:** Student entrepreneurs will know the legal steps to forming their enterprises.

**Initiatives/Action Plans:** SLS attorneys will meet with CSU Institute for Entrepreneurship leader(s) and community business incubator leader(s) to explore areas of collaboration.

**Responsible Administrators:** Kathy Harward, Patrick Mayne

**Dashboard Indicators:** Meetings held; and referral network and other collaborative relationships begun.

#### Lory Student Center

**Goal/Objective:** Provide a comprehensive range of academic programs, curricular and co-curricular, to meet the educational needs of our global society.

**Initiatives/Action Plans:** Increase the number of co-curricular activities promoted through RamLink and increase the number of students utilizing RamLink's co-curricular transcript tool to track their experiences.

**Dashboard Indicator:** Participation rates by both students and University departments in RamLink. Develop baseline indicators based on 2016.

**Performance:** Utilize RamLink as an involvement portal for student organizations and University departments to both promote and track participation rates in co-curricular activities.

**Responsible Administrators:** Pamela Norris, Hermen Diaz

**Initiatives/Action Plans:** Develop an Involvement Peer Advising program connecting students to meaningful involvement and service opportunities both on campus and in northern Colorado.

**Dashboard Indicator:** Participation rates by students. Develop baseline indicators based on 2016.

**Performance:** Increase overall student involvement.

**Responsible Administrators:** Pamela Norris, Hermen Diaz, Jennifer Johnson

**Goal/Objective:** Promote culturally competent and inclusive educational practices that engage students in both curricular and co-curricular programs.

**Initiatives/Action Plans:** Increase opportunities for students to participate in social justice workshops and build upon awareness and understanding of the “Principles of Community” to develop skill to create action.

**Dashboard Indicator:** Participation in workshops through the Rams Engaging in Active Leadership (REAL) series and in Campus Step Up: A Social Justice Retreat. Develop baseline indicators based on 2016.

**Performance:** Increase overall participation.

**Responsible Administrators:** Pamela Norris, Bruce Mann

**Initiatives/Action Plans:** Maintain commitment to bring diverse educators and entertainers to campus.

**Dashboard Indicator:** Diversity of educators and performers brought to campus.

**Performance:** Maintain a high number of educators and entertainers who serve a wide variety of diverse identities.

**Responsible Administrators:** Amber Ramoz, Lance Wright

**Goal/Objective:** Provide events and services for all students which support shared experiences and create community at CSU.

**Initiatives/Action Plans:** Through post-event surveys and Skyfactor, assess the satisfaction students have with Campus Activities events and services, particularly looking at shared experience and community building opportunities.

**Dashboard Indicator:** Participation in and satisfaction with RamEvents programs, LSC Arts exhibits, and services provided by Campus Information and Box Office. Develop baseline indicators based on 2016.

**Performance:** Attendance data, Skyfactor data, market research analyses.

**Responsible Administrators:** Lance Wright, Campus Activities career staff

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

**Strategy:** Develop and implement 2015-16 pilot AAPI history/identity training program as a year-long curriculum accessible to any interested students. Assess and make improvements in subsequent iterations.

- The goal of this program will be to help students learn about AAPI history, explore their identity, and better understand power/inequality and develop leadership skills.

**Assessment Metric:**

- Pre- and post-assessment administered to students and additional feedback gathered at end of fall and spring semesters.

**Leadership:**

APACC Staff

**Timeline:**

- 2016-17: Implement initial curriculum as an extracurricular program.
- 2017-19: Based on success and feedback, continue to conduct as is, adjust or convert to credit course.

**Strategy:** Increase participation (faculty and student) and enhance experiences within the Multicultural Undergraduate Research Arts and Leadership Symposium

**Assessment Metric:** Reach out to each College to ensure a representative from each college is on the planning committee

**Assessment Metric:** Broaden outreach beyond faculty of color to ensure each student participating has access to a faculty mentor

**Assessment Metric:** Work collaboratively with Advisors across campus to ensure they know of MURALS

**Timeline:** Summer 2016; ongoing

**Strategy:** Ensure at least 70% of programs offered are high impact programs

**Assessment Metric:** Create an Action Plan

**Assessment Metric:** Annually Review programs and align them accordingly to High Impact Practices literature

**Assessment Metric:** Measure Learning Outcomes

**Timeline:** Summer 2016; ongoing

**Strategy:** The Native American Cultural Center's **Eagle Feather Tutoring Program** will provide free tutoring for all CSU students in core subject areas such as college composition, biology, chemistry, and mathematics.

**Assessment Metric:** At end of semester, student participation, grades in courses tutoring was sought, and GPA will be tracked. Retention of participants to next semester will also be tracked. At least 70% of students being tutored multiple times will receive a C or better in courses they sought tutoring in.

**Leadership:** Native American Cultural Center

**Timeline:** End of year reports

**Strategy:** Co-curricular opportunities - Support student participation student lead groups (Committee for Disabled Students Accessibility, Delta Alpha Pi honor society, Ability Club and Sign Language Club) to foster leadership skills focused on disability issues.

**Assessment Metric:** Number of students involved in these various groups and the activities they undertake.

**Leadership:** RDS Director, Coordinator of Deaf and Hard of Hearing Services.

**Timeline:** On going

**Strategy:** Co-curricular opportunity - Support of ASCSU diversity senators, specifically working with those senators representing students with disabilities to ensure diverse voices are considered.

**Assessment Metric:** Consistent participation of the senators representing students with disabilities.

**Leadership:** RDS Director

**Timeline:** Beginning Fall 2016

### **Collaborative for Student Achievement**

**Strategy:** Participation in the Key Health Professions Seminar taught by the health profession advisors, will help students to explore health care and career options within health care.

**Assessment Metric:** A pre and post assessment is administered to students and additional comments gathered at the end of the course.

**Leadership:** Health Professions Advisors. Key Communities

**Timeline:** Each semester the seminar is taught, spring 2017 and thereafter

**Strategy:** Integrate the Science of Learning curriculum into the Key Communities

**Assessment Metric:** 100% of Key Community Mentors will be trained on science of learning concepts

**Leadership:** Key Communities

**Timeline:** Fall 2016 and thereafter

**Strategy:** Provide intentional co-curricular experiences.

**Assessment Metric:** 60% of Key students will be able to identify three to four skills they have gained from co-curricular experiences as demonstrated through the end of year evaluation

**Leadership:** Key Communities

**Timeline:** Fall 2017 and thereafter

**Strategy:** Provide a first year first year seminar for undeclared students to promote a positive impact on the transition to college, timely major declaration, and first-to-second year student retention.

**Assessment Metric:** A pre and post assessment is administered to students that assess sense of belonging and connection to people and resources on campus, transition to college, and the assistance provided for purposeful major exploration.

**Assessment Metric:** Compare major declaration timelines with undeclared students who took the first year seminar and undeclared students who didn't take the first year seminar.

**Assessment Metric:** Retention rate of undeclared students who completed the New Student Seminar compared to undeclared students who did not engage in a first year seminar.

**Leadership:** Orientation and Transition Programs, Undeclared Advising, Career Center

**Timeline:** Ongoing

### **CSU Health Network**

**Initiatives/Action Plan:** Promote Mindfulness as an evidence based strategy to reduce student stress, anxiety and to promote resiliency and well-being.

**Assessment Metric:** Implement Resiliency and Well-Being Strategic Plan.

**Assessment Metric:** Measure utilization of Reflection Space in new Health and Medical Center and learning outcomes related to self-directed strategies.

**Leadership:** Health Education and Prevention Services

**Timeline:** Fall 16/ongoing—strategic plan

Fall 17/ongoing—Reflection space

**Initiatives/Action Plan:** Transit Financial Literacy Program. Transit Financial Wellness is an interactive online financial education program for incoming/first year students. Everfi, the company that produces Transit and the Charles Schwab Foundation partnered with CSU to offer the program at no cost for 3 years.

**Assessment Metric:** Show student learning gains from pre to post survey in student understanding of financial literacy

**Leadership:** Christina Berg, Director Health Education Prevention Services; Neil Lujan Student Affairs Technology/Ram Card

**Timeline:** FY16-Fy-18

**Initiatives/Action Plan:** Support the Student Recovery Community, as a new recognized student organization, by providing advising support, meeting space, and referrals for students wanting a supportive community as they recover from addiction or substance abuse.

**Assessment Metric:** Student group will move from exploratory to a viable, sustainable group.

**Leadership:** Lisa Miller, Director Specialty Counseling Programs

**Timeline:** Spring 17 ongoing

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

**Goal Three – Student Learning Success**

Engage students in educational experiences that provide opportunities for deep learning that students can retain and apply before and after graduation. Increase retention, persistence, and graduation rates, while eliminating gaps among student populations and reducing time to degree completion.

**Campus Life Cluster**

**Strategy/Initiative/Action Item:** Create a new version of the Crossroads workshop for students who identify as female and have been sanctioned to the 6 hour decision-making, risk-management class.

**Assessment Metric:** The CRSCS team will pilot two sections of the workshop, geared specifically for individuals who identify as female, during the FY17 academic year.

**Responsible Administrators:** CRSCS staff

**Timeline:** Fall 2016 and thereafter

**Strategy/Initiative/Action Item:** Partner with the Graduate School to offer the Conflict Dynamics Profile/Assessment tool to incoming graduate students who may benefit from learning more about their constructive/destructive conflict behaviors and hot buttons.

**Assessment Metric:** Students who complete the post-assessment tool will: 1) identify that they feel more confident in their ability to manage conflict effectively 2) learn new information, skills, and/or strategies to navigate conflicts more effectively.

**Responsible Administrators:** CRSCS staff

**Timeline:** Fall 2016 and thereafter

**Strategy/Initiative/Action Item:** Increase student awareness and participation in Academic Integrity Week at CSU.

**Assessment Metric:** The post-assessment outcomes will improve in the following ways: 1) The number of students who were aware of Academic Integrity Week will improve beyond the current rate of 30%. 2) Of the students who were aware of Academic Integrity Week, 75% will agree that seeing publicity about AI Week has increased awareness about a “culture of integrity” at CSU.

**Responsible Administrators:** CRSCS staff

**Timeline:** Fall 2016 and thereafter

**Strategy:** Provide anytime access to career information for students to develop career readiness through technology, including Career Tools, Career Ready, Handshake, and Career Communities.

**Assessment Metric:** Utilization stats for each of the technology tools  
Learning outcomes assessment for Career Ready

**Responsible Administrator:** Career Center

**Timeline:** Fall 2016-ongoing

**Strategy/Goal/Objective:** Improve campus department/unit awareness of the importance of parents and family members in supporting student success.

**Initiatives/Actions Plans:** Provide Parent and Family Programs Campus Partner presentation re: the importance of CSU parent and family members in supporting student success.

**Responsible Administrators:** DSA

**Dashboard Indicators:** 6 presentations annually for three years. Participants will note increased awareness of the value of parents and family members of CSU students and more effective ways to support CSU parent and family members.

**Strategy:**

- Engage students through the creation of a Key Community called CityWorksEDU focused on public engagement at the local government level, community building, the power of collaboration, and the importance of public service.
- Provide opportunities for more in-depth understanding of the importance of civic engagement and its impact on their undergraduate experience and beyond as contributing citizens in society.
- Connect students from underrepresented populations with local resources and services which enhance their ties to the greater Fort Collins community and aid in retention efforts both at the University and in the City.

**Initiatives/Action Plans:**

- Develop a proposal outlining the purpose of the learning community, learning outcomes, and course curriculum.
- Identify key City of Fort Collins departments and partner with them to provide students with experiential learning opportunities.
- Identify and measure key University and City retention efforts around underrepresented populations and how the new community can aid in those efforts.
- Develop future community outreach efforts utilizing previous CityWorksEDU students to extend knowledge and understanding of City operations.

**Responsible Administrators:** Emily Allen, Tae Nosaka

**Dashboard Indicators:**

- Report on number of students participating in the CityWorksEDU community and being retained at the University.
- Demonstrate participant learning around the role of city government measured by learning outcomes focused on: understanding of local government structure and function; the role of major City departments and services; the City's strategic plan; and interactions with city officials.
- Demonstrate participant learning around citizenship and civic engagement measured by learning outcomes focused on: the importance of public engagement and participation in local, national, and global communities; involvement in local government; citizen responsibility; and how to utilize city resources.

## Housing and Dining Services

**Objective:** Increase persistence and retention rates through high impact practices connected to the on-campus living experience.

**Initiative/Action Plans:****Year 1:**

- Strategically partner with student success initiatives to increase persistence and retention rates.
- Catalog high impact practices students can experience while living on campus
- Assess current persistence and retention rates for students who live on-campus

**Years 2-3**

- Identify and assess high impact practices facilitated and hosted by HDS; create an action plan once high-impact practices are identified.

**Years 4-5**

- Assess current persistence rates for students who live on-campus and participate in high-impact practices linked to living on-campus.

**Dashboard Metric:**

- o Strategic partners identified, collaboration goals established and meeting scheduled; meeting scheduled
- o High impact practices documented and integrated in department calendar of activities.
- o Current persistence and retention rates are reported
- o Assess and report student participation in Housing and Dining Services high impact practices

- Review and Interpret NSSE data related to on-campus living experience Compare and report GPA for on- and off-campus students
- Persistence and retention rates reported

**Leadership:** Directors and Assistant Directors of Residence Life and Apartment Life

### Lory Student Center

**Goal/Objective:** Increase number of undergraduates who have the opportunity to engage in High Impact Practices (HIPs) prior to graduation. Includes an increase in active/engaged learning in HIPs that promote curricular and co-curricular engagement and integration, service learning, and experiential learning, along with access to mentored inquiry and/or artistic expression.

**Initiatives/Action Plans:** Model HIPs in SLiCE curricular and co-curricular experiences.

**Dashboard Indicator:** Ensure SLiCE experiences meet as many HIP standards as possible with program learning outcomes.

**Performance:** Align program learning outcomes with HIP standards. If necessary, redesign assessment tools to measure for program effectiveness.

**Responsible Administrators:** Pamela Norris

**Goal/Objective:** Emphasize student learning outcomes as part of the Campus Activities student employment experience.

**Initiatives/Action Plans:** Campus Activities career staff will annually select two learning outcomes to emphasize with student employees. Assess student employees' knowledge and growth in the areas selected.

**Dashboard Indicator:** Pre/Post assessment of student employees' knowledge and understanding of the selected outcomes.

**Performance:** 80% of student employees within Campus Activities will agree that they have increased knowledge and understanding of selected outcomes.

**Responsible Administrators:** Lance Wright, Amber Ramoz

### Student Diversity Programs and Services

**Strategy:** Provide ongoing evidence-based programs and support to ensure the academic success, retention, and graduation and beyond of participants in the TRIO SSS AAC program.

**Assessment Metric:** Analysis of how well the TRIO SSS program meet the proposed outcome objectives for persistence, good academic standing, and graduation rates as defined in the federal grant proposal.

**Leadership:** TRIO SSS AAC Project Director

**Timeline:** Ongoing

**Leadership:** B/AACC

**Strategy:** Broaden students' awareness to what it means to be Black/African American while exploring multiple identities

**Assessment Metric:** Survey 1<sup>st</sup> year students on what multiple identities and reassess after each program

**Timeline:** Fall 2016

**Leadership:** B/AACC

**Strategy:** Enhance outreach to C4E students

**Assessment Metric:** Transition by assigning our Student Development and Retention Coordinator as the main contact person for C4E.



**Assessment Metric:** Weekly have conversation with staff about needs of C4E students and making sure they are documented

**Timeline:** Fall 2016; ongoing

**Leadership:** B/AACC

**Strategy:** Increase the success, retention, and graduation rates of Rites of Passage Students

**Assessment Metric:** Provide intentional outreach to students who are 1<sup>st</sup> generation and Black/African American

**Assessment Metric:** Establish a pre and post survey

**Timeline:** Summer 2016; ongoing

**Leadership:** B/AACC

**Strategy:** Integrate outside of CSU experiences to John Mosley Mentoring Program, Albert C Yates Leadership Institute and Donald Wilson Professional Mentoring Program

**Assessment Metric:** Incorporate Service Learning components to JMMP and LDI

**Assessment Metric:** Incorporate visits and tours with Businesses (sponsoring us for the day)

**Timeline:** Fall 2016; ongoing

**Leadership:** B/AACC

**Strategy:** Enhance the Graduate School Prep Academy that will promote exploration, application and implementation and incorporate a Writing-Intensive experience.

**Assessment Metric:** Pre and post survey

**Assessment Metric:** Establish partnership with graduate School

**Assessment Metric:** Identify graduate students of color to serve as panelist

**Assessment Metric:** Identify professionals of color who have attended graduate school to serve as panelist

**Assessment Metric:** Identify faculty to share expectations of graduate students

**Timeline:** Spring 2016

**Leadership:** B/AACC

**Strategy: (Somos Rams (We are Rams) Leadership Retreat)** El Centro will incorporate “Principals of Community” through student discussions and connections with El Centro’s values. Engage students in active discussions on the values of El Centro and how these values connect to the “Principals of Community”. Upper classmen serve as facilitators connecting with students through the sharing of their real-life experiences at CSU.

**Assessment Metric:** Student surveys were given after program to gather feedback about the effectiveness of the retreat and knowledge gained about campus resources

**Assessment Metric:** Utilized Microsoft word in order to analyze the overall data of effectiveness and continued interest from participants

**Leadership:** El Centro

**Timeline:** Fall 2016-2017

**Strategy: (La Conexión)** Enhance La Conexión to foster a strong sense of community, cultural pride, student engagement and academic confidence for Latino students at CSU. As well as providing weekly/bi-weekly trainings on how to implement knowledge/skills gained at CSU post-graduation.

**Assessment Metric:** Utilize student surveys to gather feedback about the effectiveness of the program and to document students’ progress

**Assessment Metric:** Utilize Microsoft Excel in order to analyze the overall data of effectiveness and continued interest from participants

**Leadership:** El Centro

**Timeline:** Fall 2016-2017

**Strategy: (Leading, Empowering, Advancing, Determined (L.E.A.D.) Conference)** Develop the academic and professional achievements of students at CSU through the establishment and facilitation of workshops surrounding

various areas of collegiate life from budget management and maximizing time to diversity education and internship opportunities.

**Assessment Metric:** : Student surveys were given after program to gather feedback about the effectiveness of the event and knowledge gained

**Assessment Metric:** Utilized Microsoft word in order to analyze the overall data of effectiveness and continued interest from participants

**Leadership:** El Centro & B/AACC

**Timeline:** Fall 2016-2017

**Strategy:** Increase the participation in Visible Voices speaker's bureau program

**Assessment Metric:** Gain at least 10 new volunteers for Visible Voices

**Assessment Metric:** Send Visible Voices to at least two new campus departments

**Timeline:** Fall 2016

**Leadership:** GLBTQQA Resource Center

**Strategy:** Increase participation in the GLBTQQA Student Leadership Retreat

**Assessment Metric:** Increase participation by at least 10 students

**Assessment Metric:** Evaluate student participation on the retreat and find correlation between participation on the retreat and feeling of belonging at Colorado State University

**Timeline:** Fall 2016

**Leadership:** GLBTQQA Resource Center

**Strategy:** The **North Star Peer Mentoring Program** will have at least eight student mentors serve as a resource for incoming self-identified Native American students (undergraduate and graduate). Incoming students will receive support from student mentors in regards to their transition to a major university. Mentors will receive credit (pass/fail) for taking a Psychology Department practicum course, PSY486. Key collaborators in this program include NACC, Psychology Department, and Health Network.

**Assessment Metric:** Student participation, and GPA will be tracked. Retention of participants to following semester will also be tracked. At least 35% of the incoming Native American students will participate in the mentoring program and will have a higher persistence than those who do not participate.

**Leadership:** Native American Cultural Center

**Timeline:** ongoing

### **Campus Recreation**

**Strategy:** Create a consistent practicum and internship experience across all areas in Campus Recreation.

**Assessment Metric:** Curriculum developed and annually reviewed/revised by Campus Recreation's Student Employment Committee

**Leadership:** Campus Recreation Student Employment Committee in partnership with Health and Exercise Science Department and Student Athlete Support Services

**Timeline:** Developed Summer 2016 and revised spring 2017

### **Collaborative for Student Achievement**

**Strategy:** As part of the IPAS Grant, work with Instructional Services, Registrar, Web Communications, Student Affairs, and Academic Affairs to integrate individualized student success into the Ramweb redesign, develop an advisor/support network staff landing page, and explore methods to capture student activity data with card swipes.

**Assessment Metric:** Advisor Survey to gather feedback about the effectiveness of the student and advisor landing pages

**Assessment Metric:** Creation of a system that reports how many students were referred to which offices and how many followed through

**Leadership:** IPASS Grant Committee

**Timeline:** Fall 2018

**Strategy:** Enhance academic advising on campus by implementing required academic adviser training, and developing resources such as student advisee evaluations and advisor staff evaluations that are posted on the advising website.

**Assessment Metric:** Advisor Training Survey to gather feedback about the effectiveness of the training and tracking the usage of the advising website

**Leadership:** ACUA Subcommittee on Advising, CASA

**Timeline:** Fall 2018

**Strategy:** Enhance the success, retention and graduation rates of health professions students.

**Assessment Metric:** Students with an interest in a health profession who have met with a health professions advisor will have higher grade point averages, be retained, and have higher graduation rates than those who haven't met with an advisor.

**Leadership:** Health Professions Advising

**Timeline:** Fall 2016 and thereafter

**Strategy:** Promote student learning, academic excellence, retention and graduation through shared and integrated learning both within and outside of the classroom.

**Assessment Metric:** Students who participate in the Key Communities will have higher grade point averages when controlling for prior academic preparation than other on campus first-year students not participating in Key.

**Assessment Metric:** Students who participate in the Key Communities will have higher first year retention rates than other first year students not participating in Key controlling for prior academic preparation.

**Assessment Metric:** The graduation gap between Key students and demographically similar non-Key students will be eliminated due to participation in the Key Communities.

**Leadership:** Key Communities

**Timeline:** Fall 2016 and thereafter

**Strategy:** CSU students who participate in Learning Communities will have a higher retention rate as compared to similar populations not in the Learning Community

**Assessment Metric:** Students who participate in Learning Communities will have higher 4, 5, and 6-year graduation rates as compared to similar populations not in the Learning Community

**Assessment Metric:** The graduation gap among students who participate in learning communities will be lower than non-learning community participants

**Leadership:** University Learning Communities

**Timeline:** Fall 2016 and thereafter

**Strategy:** Enhance retention to the second year for students engaging in extended orientation programs.

**Assessment Metric:** Retention rate comparison of students who participated in an extended orientation (Mountain Experience, Camp 1870) and those who did not participate. Program evaluations regarding sense of belonging and connections on campus.

**Leadership:** Orientation and Transition Programs

**Timeline:** Ongoing

**Strategy:** Increase the rate of students who return to good standing after being on probation for those students who participate in Outreach & Support academic recovery programs and services.

**Assessment metric:** Comparison of students who take advantage of Project Success, Ram Reconnect, and Ram Re-ROUTE workshops and those students that do not by percentages of students returning to good academic standing and the term GPA at the end of the semester.

**Leadership:** Outreach & Support Unit

**Timeline:** Review data at the end of each semester.

**Strategy:** Increase retention from the first-to-second year for students that participate in the Taking Stock Survey

**Assessment Metric:** Comparison of retention and term GPA of first year students who participate in Taking Stock Survey and receive outreach from Residence Life staff and/or academic advisors related to student's survey responses and those students who do not participate in "Taking Stock" or receive outreach

**Leadership:** Outreach & Support Unit, Residence Life

**Timeline:** Review end of term data as part of end of year reporting

**Strategy:** Establish retention and graduation rate baseline of students in the Fostering Success Program and work to increase retention and graduation of this student population.

**Assessment Metric:** Begin tracking of FSP students by entering cohort and review retention and graduation rates from year to year

**Leadership:** Outreach & Support Unit

**Timeline:** Fall 2016 cohort

**Strategy:** By participating in career connection activities and skill building, FSP students will be more engaged in their majors and become more invested in earning a degree as a means to pursuing person career choices.

**Assessment Metric:** Pre and post assessments will be administered to students to determine effectiveness of career connection and enhancement activities.

**Leadership:** Outreach & Support Unit, Career Center, and the Counseling and Career Development Graduate Program

**Timeline:** Pilot this initiative in Fall 2016 and Spring 2017

**Strategy:** Provide information about instructor recommended academic resources for students in Early Performance Feedback (EPF) courses.

**Assessment Metric:** Include EPF academic resources item(s) on pre and post U-Turn assessments to identify the impact of course specific resources.

**Leadership:** Outreach & Support Unit

**Timeline:** During Fall 2016 and Spring 2017 EPF

**Strategy:** Increase retention and graduation rates of students in Opportunity Scholar Programs.

**Assessment metric:** Five-year comparison of students' retention and graduation rates with OSP scholarships compared to similar students without scholarship support

**Leadership:** Opportunity Scholars Programs

**Timeline:** End of year reports

**Strategy:** Improved tracking for engagement of Opportunity Scholar Program students

**Assessment Metric:** Track students' attendance at the required Community for Excellence Summit, grade monitoring, and semester check-ins

**Leadership:** Opportunity Scholars Programs

**Timeline:** End of year reports

**Strategy:** Develop a sense of community with underrepresented students to promote academic success

**Assessment Metric:** Assess the community building and sense of belonging amongst opportunity scholars in CASA. Gather survey data results from senior scholars on the sense of belonging to the scholar community and the impact of this community on academic success.

**Leadership:** Opportunity Scholars Programs

**Timeline:** End of year reports

**Strategy:** Enhance first-to-second year retention rates of new undeclared students.

**Assessment Metric:** Track data on retention at following census.

**Leadership:** Undeclared Student Advising

**Timeline:** Census of fall 2016

**Strategy:** Maintain or slightly increase the number of students who declare a major by 45 credits.

**Assessment Metric:** Track data on major changes after 45 credits.

**Leadership:** Undeclared Student Advising

**Timeline:** Review data each semester on students earn 45 credits at different rates.

**Strategy:** Increase the number of students who return to good standing after a first semester on probation.

**Assessment Metric:** Track data on students returning to good standing (after completion of semester).

**Leadership:** Undeclared Student Advising

**Timeline:** 2 weeks after spring 2017 semester ends.

### **CSU Health Network**

**Strategy/Initiative:** Support Student Health and Learning through the You@CSU Student Portal in partnership with Grit Digital Health You@CSU is an online portal developed for students to explore strengths and areas for growth in three domains: Succeed, Thrive and Matter. The portal serves up relevant education information and campus resources and provides options for students to take action before issues progress to more serious problems or crises. Students in distress are connected to campus resources.

**Initiative:** Achieve a single login strategy for students associated with Ram Web

**Assessment Metric/ Timeline:**

Show yearly increases of at least 10% of student utilization of site. FA 16-19

Show at least 50% increase of self-reported student awareness of student services through use of the portal. Spring 17- ongoing

Engage in a research partnership with CSU faculty to measure effectiveness and learning outcomes.

Spring-2018

**Leadership-** Anne Hudgens, Christina Berg, Joe Conrad, Gaye Digregorio

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

**Goal Four – Research and Discovery**

Foster and disseminate research, creative artistry and scholarly accomplishments. Nurture and sustain research infrastructure that supports growth of research, artistry and scholarly accomplishments.

**Student Diversity Programs and Services**

**Strategy: (Multicultural Undergraduate Research Art and Leadership Symposium (MURALS))** In order to foster and disseminate research, creative artistry and scholarly accomplishments MURALS will continue to expose undergraduates to the varying ways research may be conducted. In fall 2016, El Centro, with the support of all SDPS offices, will implement monthly workshops geared at supporting students' engagement with the symposium as well as addressing any questions/concerns regarding guidelines, participation and expectations.

**Assessment Metric:** Utilize student surveys to gather feedback about the effectiveness of the symposium and knowledge gained about different types of research

**Assessment Metric:** Utilize Microsoft Excel in order to analyze the overall data of effectiveness and continued interest from participants

**Leadership:** Campus Collaboration

**Timeline:** Fall 2016-2017

## Division of Student Affairs Strategic Goals

### Goal Five – Engagement

Collaborate with larger communities (campus-wide, local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

#### Campus Life Cluster

**Strategy/Initiative/Action Item:** Recruit more officers within Fort Collins Police Services & CSUPD to co-facilitate the Party Partners and Community Violations (court-recognized) workshops.

**Assessment Metric:** Recruit 3-5 new officers to co-facilitate these educational workshops during FY17.

**Responsible Administrators:** CRSCS staff

**Timeline:** Fall 2016 and thereafter

**Strategy/Initiative/Action Item:** Partner with Fort Collins Police Services on the creation/design and development of the Campus West Community Center/Substation to create an environment that enhances day-to-day collaboration with community/city partners.

**Assessment Metric:** Demonstrated use of the space by tracking number of one-on-one student meetings, workshops, and restorative justice conferencing offered at the substation.

**Responsible Administrators:** CRSCS staff

**Timeline:** Ongoing

#### Lory Student Center

**Goal/Objective:** Offer opportunities for civic engagement and engaged scholarship.

**Initiatives/Action Plans:** Encourage active student engagement with stakeholders (campus, local, domestic, international) through service.

**Dashboard Indicator:** Student satisfaction with opportunities offered through SLiCE to engage with the campus and local communities, as well as with national and global opportunities offered through the Alternative Spring Break program.

**Performance:** Ensure accessibility to opportunities by offering 1) large-scale, stand-alone programs such as Cans Around the Oval, CSUnity, CSU Serves, and Project Homeless Connect; 2) on-going volunteer programs such as SLiCE Adaptive Swim, TGIF, and Alternative Breaks; and 3) one-to-one matching of students seeking to volunteer in the community.

**Responsible Administrators:** Pamela Norris, Jennifer Johnson

**Goal/Objective:** Collaborate on a large number of programs and services provided by Campus Activities with University and community partners.

**Initiatives/Action Plans:** Encourage active collaboration between Campus Activities and a wide range of campus and community partners including offices, student organizations, and academic departments.

**Dashboard Indicator:** Amount of collaborative programs.

**Performance:** A minimum of 60% of programs and exhibits will include at least one collaborative partner.

**Responsible Administrators:** Lance Wright, Campus Activities Career Staff

## Student Diversity Programs and Services

**Strategy:** Students who participate in the TRIO SSS Academic Advancement Center will be engaged and increase their level of social involvement through programs, activities, undergraduate research, and internships that are based on their identified leadership, personal, and professional goals.

**Assessment Metric:** At least 60% of TRIO SSS AAC participants will meet their set goals for engagement and involvement by the end of each academic year.

**Leadership:** TRIO SSS AAC Staff

**Timeline:** Ongoing

**Strategy:** Increase outreach efforts to increase collaboration with alumni and businesses who support students who are from underrepresented populations.

**Assessment Metric:** Establish a pool of businesses and foster relationships in order to provide more support.

**Leadership:** B/AACC

**Strategy:** **(Triunfo/Triumph Tutoring Program (Triunfo))** Triunfo, with the support of CSU students, will continue to provide K-5th grade PSD students' assistance with their homework in order to maintain the collaboration and exchange of knowledge and resources with the PSD community.

**Assessment Metric:** Utilize student (or parent) surveys to gather feedback about the effectiveness of the program and impact of CSU student mentors

**Assessment Metric:** Utilize Microsoft Excel in order to analyze the overall data of effectiveness and continued interest from participants as well as maintaining data of persistence rates among the student volunteers

**Leadership:** El Centro & CNS-EOC

**Timeline:** Fall 2016-2017

**Strategy:** Department presence throughout Northern Colorado

**Assessment Metric:** Department visibility at LGBT events including Northern Colorado Pride Fest, Denver Pride Fest, and Northern Colorado Equality Board Meetings

**Timeline:** Summer 2016 – Summer 2017

**Leadership:** GLBTQQA Resource Center

**Strategy:** Through existing collaborations such as the **Laramie Foothills Bison Conservation Herd** project, the NACC office will continue to seek/secure meaningful research and internship opportunities for graduate and undergraduate Native American students. The Laramie Foothills Bison Conservation Herd project is a collaboration between the Native American Cultural Center, College of Veterinary Medicine and Biomedical Sciences, Warner College of Natural Resources, Larimer County, and City of Fort Collins.

**Assessment Metric:** As a partner in this project, NACC will recruit Native American students for research/internship opportunities with project partners. NACC was able to recruit 3 students for spring/summer 2016 research and internships.

**Leadership:** Native American Cultural Center

**Timeline:** Ongoing

**Strategy:** The **K-12 STEM Outreach Program** will collaborate with the Physics Department (Little Shop of Physics) and College of Engineering to reach out to K-12 schools with predominantly Native American student populations in southwest Colorado, northwest New Mexico, northeast Arizona and South Dakota. The collaboration will provide experiential learning opportunities for CSU student volunteers. The program will foster student development in cross-cultural and global awareness, and civic and social responsibility. The program will also enhance relationships with CSU alumni living in the region as well as provide recruiting opportunities for CSU. For the participating schools, this program will enhance student interest in the sciences, engage parents & community, and provide school teachers with alternative methods to teach scientific concepts.



**Assessment Metric:** CSU student participation and GPA will be tracked. Retention of NACC student participants will also be tracked. Participating CSU students will have a 2.50 cumulative GPA or better and an 80% persistence rate to the following semester.

**Leadership:** Native American Cultural Center

**Timeline:** End of year reports

### **Collaborative for Student Achievement**

**Strategy:** Students who participate in the Key Communities will be engaged in purposeful and impactful service.

**Assessment Metric:** 70% of Key students will be able to articulate how service activities impact the larger community and themselves as demonstrated through the end of year evaluation

**Leadership:** Key Communities

**Timeline:** Fall 2016 and thereafter

**Strategy:** CSU students who participate in Learning Communities will be engaged in programs and activities relevant to their learning and personal development.

**Assessment Metric:** CSU students who participate in Learning Communities will be more engaged than students who do not participate in Learning Communities as measured by all five of the NSSE benchmarks: Level of Academic Challenge; Active and Collaborative Learning; Student-Faculty Interaction; Enriching Educational Experiences; and Supportive Campus Environment

70% of Key students will be able to articulate how service activities impact the larger community and themselves as demonstrated through the end of year evaluation

**Leadership:** University Learning Communities

**Timeline:** Fall 2016 and thereafter

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

**Goal Six – Public Interaction / Strategic Partnerships**

Enhance community and cultural quality of life through sharing the intellectual life of the university, the arts, and intercollegiate athletics.

**Campus Life Cluster**

**Strategy:** Collaborate with diverse employers in the community and the state to offer access to recruit all CSU students for internship and full time opportunities.

**Assessment Metric:**

- Annual utilization data of level of employer engagement on campus.
- Monitor impact of campus engagement of employers in first destination results.

**Responsible Administrators:** Career Center

**Timeline:** Fall 2016 – ongoing

**Strategy/ Goal/Objective:** Improve the interactions between tenants and landlords during leasing process and conflict situations.

**Initiatives/Action Plans:** Make site visits to the newer rental property complexes to create relationships; collaborate with Off Campus Life and Parent and Family Programs to inform students and families of dangers and traps in signing leases and to present unified message to landlords disfavoring unfair lease provisions.

**Responsible Administrators:** SLS Staff

**Dashboard Indicators:** Completion of 2 site visits in 2016-17. Meet with OCL and PFP.

**Student Diversity Programs and Services**

**Strategy: (National Hispanic Heritage Month (NHHM)).** Enhance and improve community and cultural quality of life with the wide array of programs and educational events that are coordinated during this program aim at increasing the awareness and understanding of the Latinx heritage. Engagement of CSU students will be a high priority in the celebration of the month through providing fun, educational and entertaining events for everyone.

**Assessment Metric:** Utilize participant surveys to gather feedback about the effectiveness of the events and knowledge gained about the Latino/Hispanic culture

**Assessment Metric:** Utilizing Microsoft Excel in order to analyze the overall data of effectiveness and continued interest from participants

**Leadership:** El Centro/RamEvents

**Timeline:** Fall 2016-2017

**Strategy: (Cesar Chavez Celebration)** Provide a one-day celebration with Campus Activities and the Poudre High Schools to continue to commemorate the Cesar Chavez legacy awards to the Poudre School District high school's student organizations.

- **Assessment Metric:** Utilize student surveys to gather feedback about the effectiveness of the events and knowledge gained about the legacy of Cesar Chavez
- **Assessment Metric:** Utilizing Microsoft Excel in order to analyze the overall data of effectiveness and continued interest from participants
- **Leadership:** El Centro/Campus Activities/Poudre High Schools
- **Timeline:** Fall 2016-2017

## Campus Recreation

**Strategy:** Develop and implement Campus Recreation Marketing Plan

**Assessment Metric:** Increase utilization/participation in events, programs, and services by CSU students, faculty, staff, and dependents

**Leadership:** Campus Recreation

**Timeline:** Summer 2016-Spring 2019

## CSU Health Network

**Strategy/Initiative:** Increase relationships and develop ongoing collaborations with UC Health, Associates in Family Medicine, the College of Health and Human Sciences, The Center for Healthy Aging, Columbine Health Systems through interactions, planning, and shared occupancy of the new CSU Health and Medical Center.

**Assessment Metric:** Develop a strategic plan with specific goals and initiatives involving all entities

**Leadership:** Anne Hudgens, Executive Director CSUHN,

**Timeline:** Spring 18 and ongoing

**Initiative:** Develop a Clinical Pastoral Education Program In partnership with Columbine Health Systems and University of Colorado Health to train Chaplains to serve all three organizations. Chaplains by definition, engage in spiritual conversation with those seeking meaning, growth or comfort with all persons regardless of faith or no-faith affiliations.

**Assessment Metric/ Timeline:** Hire CPE director by January 2017

Select training classes by August 2018

Create strategic plan for CPE program particularly as it relates to CSU involvement by Fall 2018

**Leadership:** Anne Hudgens, Executive Director, CSUHN, John Henderson, Assistant Dean of Students, VPSA, Viviane Ephraimson-Abt HEPS, Peter Strenning CPE Executive Director

## Division of Student Affairs Strategic Goals

### Goal Seven – Excellence in Staffing: Hiring, Professional Development and Employee Engagement

CSU will recruit and retain the highest quality Faculty, Administrative Professionals, State Classified personnel and students at appropriate levels that meet the needs of programs and are representative of the diversity of society. Support with competitive compensation and benefits. Focus on positive work-life balance for all employees and consider the impact decisions have on employee health, wellness, safety, and security. Recognize and reward outstanding performance at all levels. Provide access to professional and personal development for all employees. Focus on themes of lifelong learning; core competency; leadership; promotion-advancement-progression; opportunity; problem solving; and taking the initiative.

#### Campus Life Cluster

**Strategy/Initiative/Action Item:** Focus on the following topics to enhance employee satisfaction: safety/health/work environment, rewards/recognition, and work/family balance, communication, and staff adjustment during times of change.

**Assessment Metric:** Comparison of 2015 DSA Quality of Life Survey to the one launched in FY17.

**Responsible Administrators:** Director and Associate Directors of CRSCS

**Timeline:** Ongoing

**Strategy/Goal/Objective:** Support university faculty and staff recruitment and retention efforts through the development of services that assist university employees in their onboarding process regarding housing related needs in the community.

**Initiatives/Action Plans:**

- Expand existing Off Campus Life website to include faculty/staff listings
- Expand Off-Campus Life's website to include housing related information and services specific to the needs and concerns university employees
- Provide comprehensive assistance for university employees through the creation of a faculty/staff housing assistance coordinator within the office

**Responsible Administrators:** Jeannie Ortega

**Dashboard Indicators:**

- Identify strategic partners both on and off campus.
- Faculty/staff housing related needs identified, outlined, and prioritized.
- Permanent funding source(s) secured.
- Website renovation/improvements.
- Position description created, approved, and position filled.
- Increased number of employees living within Fort Collins city limits.
- Increased employee satisfaction with housing related resources and services.
- Increased faculty/staff website and listing service usage.

**Strategy:** All student staff involved in supporting the administrative staff will receive training on how to create great experiences for all of our customers. Training efforts will be focused on providing excellent customer service, learning about University/CASA services, and office policies and procedures. Peer-to-peer teaching and interactions along with student supervising other students will create opportunities for personal and professional growth. Growth opportunities will also exist through shifting position duties and increasing responsibilities.

**Assessment Metric:** Number staff completed training, number of trainings held and number of student staff supervising/mentoring other student staff.

**Leadership:** Business Operations

**Timeline:** Fall 2017

### **Housing and Dining Services**

**Goal/Objective:** 1) Provide a comprehensive onboarding program that can be offered at initial hiring. 2) Provide ongoing professional development opportunities used for skill building and retention of current employees.

**Initiatives/Action Plans:**

1. Design and implement an onboarding program that welcomes and acclimates new employees to the culture and expectations of HDS.
2. Develop certification programs for increased skill building such as:
  - Bilingual
  - Customer Service
  - Diversity, Social Justice and Inclusion
  - Financial Literacy
  - Green Clean
  - Supervisory Leadership
3. Build capacity in current staff training unit to provide full-service training and organizational development initiatives which include but are not limited to customized workshops, employee coaching, and organizational assessments.

**Dashboard Indicator:**

- Improved employee knowledge and experience through assessment of core competencies
- Define core competencies for all positions
- Employee retention rates – benchmarking HDS employee retention rates with peer and aspirant institutions, comparable CSU employee retention rates, and internal HDS employee retention rates
- Employee satisfaction surveys
- Increased number of professional and organizational development offerings
- Assessment of Employee satisfaction with professional and organizational development offerings

**Leadership:** HR Manager, Associate Director of HDS for Staff Training

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

**Strategy:** Identify knowledge gaps around marginalized identities within professional staff and make efforts to fill these gaps through professional development opportunities (take classes, attend conferences, read articles, discussions, etc.) to better serve students in all their intersectional identities at CSU.

**Assessment Metric:**

- Class instructor evaluations
- Organizational certifications or evaluations
- Pre-/post- testing and learning outcomes
- Presentation of learning with external assessment (e.g. audience member eval forms)

**Leadership:**

- APACC Staff

**Timeline:**

- Increase knowledge about one-two marginalized groups every year.

**Strategy: (La Conexión)** Improve and enrich the workplace experience, La Conexión will provide professional development for both mentors and mentees. Starting fall 2016 this will include El Centro staff training on “Principals of Community”, Diversity and Inclusion and intersectionality. The family leaders (mentors) will be expected to develop discussions/activities in order to share their knowledge with their mentees.

**Assessment Metric:** Utilize student surveys to gather feedback about the effectiveness of the program and to document students’ progress

**Assessment Metric:** Utilize Microsoft Excel in order to analyze the overall data of effectiveness and continued interest from participants

**Leadership:** El Centro

**Timeline:** Fall 2016-2017

**Strategy:** Incorporate staff discussions on the “Principles of Community” and the value of social justice within the SDPS cluster goals of Advocacy, Retention, and Empowerment throughout the year

**Assessment Metric:** RDS staff participation within the cluster will increase

**Leadership:** All RDS staff

**Timeline:** On going

### **CSU Health Network**

**Strategy/Initiative:** Increase employee health and engagement through a Staff Well-Being program that offers health related programs, classes, training, group support and facilities.

Develop a staff health and well-being committee

Provide all staff with adjustable height workstations in the new building

Provide an employee workout area in the new building

Encourage staff to use the reflection space in the new building

**Timeline:** Fall 2016- ongoing

**Leadership:** Anne Hudgens Executive Director, Lori Stevens R.N., Christina Berg, Director Health Education and Prevention Services

## Division of Student Affairs Strategic Goals

### Goal Eight – Inclusive Excellence – Diversity, Equity and Climate

Enrich the workplace experience through professional development opportunities and mentoring. CSU will promote a healthy campus climate that values accountability, civility, integrity, and respect.

#### Student Diversity Programs and Services

**Strategy:** Integrate the “Principles of Community” and the TRIO core values of diversity and inclusion in all staff meetings, staff retreats, new staff onboarding, and student staff training.

**Assessment Metric:** Inclusiveness responses on the Student Affairs Work Climate Survey

**Leadership:** TRIO SSS AAC Staff

**Timeline:** Fall 2016 and ongoing

**Strategy:** Enhance collection of data disaggregated by ethnicity each semester. Determine the specific ethnic groups within CSU’s AAPI population. Compare that data to APACC program participation and office visits, identify which groups we are not serving or not serving as well as others. Adjust programs and create new programs to meet the needs of identified populations.

**Assessment Metric:**

- Use RamWeb data to develop a baseline ratio of ethnicities attending CSU within the AAPI student population.
- Use aforementioned ratio as a baseline for measuring the inclusive excellence of our current programs, determine which ethnicities are underserved by our office and programs.
- Increase participation of these groups in our programs by making changes to content and marketing of current programs and adding new programs to meet the needs of these ethnic groups.

**Leadership:**

- APACC Staff, Institutional Research

**Timeline:**

- 2016-17: Grow collection of disaggregated ethnicity data through on-site DSA check-in and RamWeb registration ready in order to identify underserved populations. Figure out where we can change current programs to better serve these populations with our content and develop strategies to recruit folks from these populations for programs.
- 2017-18: Do research to find out how other schools are serving those students. Conduct focus groups and surveys to determine needs.
- 2018-19: Implement new programs specifically designed to meet the needs of these populations.

**Strategy:** Incorporate “Principles of Community” into office values

**Assessment Metric:** Incorporate into staff trainings and retreats

**Leadership:** B/AACC

**Strategy:** Establish an ongoing formal black faculty/staff group so they can become more visible to black/African American students

**Assessment Metric:** Update in-house list; informal semester lunch; monthly update on what is happening in the office

**Timeline:** Spring 2016

**Leadership:** B/AACC

**Strategy:** Launch CSU's Safe Zone program

**Assessment Metric:** Have at least 150 faculty and staff members complete the training in the first year

**Timeline:** 2016 – 2017

**Leadership:** GLBTQQA Resource Center

**Strategy:** Native American Cultural Center will provide cultural programming such as **Native American Heritage Month** to provide greater understanding of Native cultures, values and traditions to Colorado State University faculty, staff, students and the Fort Collins community.

**Assessment Metric:** Perform general surveys at select programs for suggestions and feedback to improve and enhance future programs. On-going collaborations with RamEvents and Campus Activities allows for more student feedback (focus groups and evaluations) to determine future programming.

**Leadership:** Native American Cultural Center

**Timeline:** ongoing

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

**Assessment Metric:** Student participation and GPA will be tracked. Retention of participating students to the next semester will also be tracked. The persistence rate for participating CSU students will be 80%.

**Leadership:** Native American Cultural Center

**Timeline:** End of year reports

**Strategy:** Introduce disabilities issues through a variety of different educational and programming venues, with a focus on the social model of disability including the intersection of diverse identities.

**Assessment Metric:** Number of presentations, programs, and opportunities in which disability issues are discussed, including but not limited to class presentations, Disability Dialogues, and co-sponsorship of campus wide programming events.

**Leadership:** RDS Professional staff

**Timeline:** On going

**Strategy:** RDS staff will continue to learn about other cultures and issues that affect underrepresented populations and be able to share such information when needed as part of their general knowledge base.

**Assessment Metric:** Professional staff will delineate how they participated in building their cultural competency by the number of activities they undertake as reported on their annual reports.

**Leadership:** All RDS professional staff.

**Timeline:** On going

## **Campus Recreation**

**Strategy:** Include a component related to diversity and inclusivity in semi-annual student employment development training

**Assessment Metric:** Student Learning Outcomes written for each all-staff training; assessment conducted post training

**Leadership:** Campus Recreation

**Timeline:** Beginning Fall 2016



## Collaborative for Student Achievement

**Strategy:** Incorporate staff discussions on the “Principles of Community” and the CASA value of inclusiveness into all staff meetings and retreats.

**Assessment Metric:** Inclusiveness responses on the Student Affairs Work Climate Survey

**Leadership:** CASA

**Timeline:** 2017- 2018

**Strategy:** To promote an equal opportunity environment for people of all abilities, develop websites that focus on respect for all web users, and that are compliant with CSU standards, web accessibility standards, and using the latest html, css, and javascript.

**Assessment Metric:** Report percent completion of compliant sites/pages.

**Leadership:** Technology

**Timeline:** Fall 2017

## CSU Health Network

**Strategy/Initiative:** Increase **all staff** competence related to diverse identities, access and inclusion through a comprehensive, multi-year training program related to diversity. Touchpoints include all staff retreats, Grand-Rounds monthly trainings, individual staff training, ongoing diversity dialogues,

**Assessment:** All staff will experience at least 3 progressive training experiences related to diversity.

**Timeline:** Fall 2016- Fall 2018

**Leadership:** Anne Hudgens Executive Director, CSUHN Professional Development Team

**Strategy/Initiative:** Utilize the CSU Principles of Community in electronic and physical locations and in training, goal setting, and ongoing interactions with staff and students.

**Assessment:** All staff members will be aware of and have had conversation regarding using the principles of community as a foundation for our interactions.

**Timeline:** SP 2017 and ongoing

**Leadership:** CSUHN Leadership Team

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

### **Goal Nine – Financial Resources**

Develop enhanced revenue resources to support high quality programs and operations through enrollment management, capital campaigns, and grants, contracts, and fees for service (includes auxiliaries).

#### **Campus Life Cluster**

**Strategy/Goal/Objective:** Increase financial giving to the CSU Parents Fund by 10%/annually for the next 3 years.

**Initiatives/Action Plans:** Support Call-A-Ram to increase contact w/ parents and family members of CSU students. Increase parent and family volunteering through RamFam Ambassador Program to encourage increased parent/family financial giving.

**Responsible Administrators:** DSA

**Dashboard Indicators:** Increased giving to Parents Fund by 10% annually.

#### **Lory Student Center**

**Goal/Objective:** Increase foot traffic throughout the Lory Student Center to promote the various services and programs which exist to serve our campus community.

**Initiatives/Action Plans:** Through marketing and branding campaigns, increase daily foot traffic in the Lory Student Center.

**Dashboard Indicator:** Weekly/monthly/annual reporting on building traffic counts to determine if trends are changing based on expectations.

**Performance:** Building traffic counts, room reservations data, number of programs, marketing, and brand initiatives.

**Responsible Administrators:** Michael Ellis, Donnyale Ambrosine, Robert Peters

**Goal/Objective:** Increase Lory Student Center financial resources through added value services, programs, and improving efficiencies.

**Initiatives/Action Plans:** Reduce costs and improve efficiencies to add value to the existing services, programs and products offered within the Lory Student Center.

**Dashboard Indicator:** Review and react to bi-weekly, monthly, and annual financial reports to determine if sales and associated costs are in line with budgets and current assumptions. Benchmark these results with industry standards and peers.

**Performance:** Increased available financial resources throughout the Lory Student Center.

**Responsible Administrators:** Michael Ellis, Robert Peters, LSC Directors

**Goal/Objective:** Provide course materials to the CSU community in the preferred format at the lowest cost possible, including electronic, new, used, and rented.

**Initiatives/Action Plans:** Develop programs that allow faculty options in delivering course materials for CSU students while negotiating textbook and price options with publishers and other providers which provide for material delivery at lower than current market prices.

**Dashboard Indicator:** Implementation of programs that allow the CSU Bookstore to bring course materials to the CSU community at below-market prices. Use National Association of College Stores

(NACS) customer satisfaction survey information to gauge customer perceptions and satisfaction with programs offered.

**Performance:** Increased rating on both NACS faculty and student surveys. Comparison of store revenues and various course materials (electronic, new, used, rented) comparisons with peer and aspirational institutions.

**Responsible Administrators:** John Parry, Terry Clayton

**Goal/Objective:** Increase Lory Student Center financial resources through improved CSU Bookstore web presence and merchandise e-commerce enhancement.

**Initiatives/Action Plans:** Improve efficiencies to add value to the existing retail merchandise offered in the CSU Bookstore by portraying the CSU Brand and enhancing sales on the internet.

**Dashboard Indicator:** Benchmark with academic peers. Enhance best-practices, and Redesign existing e-commerce website to better represent the University brand. Develop marketing strategies to increase retail merchandise sales via Internet.

**Performance:** Increased available financial resources to the Lory Student Center through

**Responsible Administrators:** John Parry, Donnyale Ambrosine

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

**Strategy:** Become more fiscally responsible

**Assessment Metric:** Incorporate into monthly professional staff meetings where we are financially.

**Strategy:** Establish an annual giving campaign

**Assessment Metric:** Work with University Foundation and become better acquainted with businesses who want to support programs we provide as well as alumni

**Assessment Metric:** Establish a base for where we need assistance (i.e. ROP)

**Timeline:** ongoing

**Leadership:** B/AACC

**Strategy:** **(The Elizabeth Woodworth Memorial Scholarship)** Continue to promote the Elizabeth Woodworth Memorial scholarship which awards 15-20 students with \$1,500 in order to assist with their financial constraints enhancing student's retention.

**Assessment Metric:** Utilize recipients surveys to gather feedback about the contributions gained from the award and volunteer hours

**Assessment Metric:** Utilizing Microsoft Excel in order to analyze the overall data of effectiveness and continued interest from participants

**Leadership:** El Centro

**Timeline:** Fall 2016-2017

### **Campus Recreation**

**Strategy:** Broaden the 2010-2013 fundraising strategy to fiscally support student leadership and skill development via workshops, seminars, conferences, certification, trainings, etc. by endowing a fund with the CSU Foundation.

**Assessment Metric:** \$15,000 over a 3 year period

**Leadership:** Campus Recreation

**Timeline:** Fall 2015-Fall 2018

## **CSU Health Network**

**Strategy/Initiative:** Reduce the Student Health Fee through increased generation of revenue. The CSUHN began engaging in third party billing in 2015-16. The strategy increases student/family satisfaction with direct interaction with a student's health insurance provider and increases revenue for the CSUHN.

**Assessment/Timeline:** Zero increase requested for FY-17

**Decrease** Student fee requested by at least 10% per year or 20% by FA-19

**Leadership:** Anne Hudgens Executive Director, Leslie Martin Associate Executive Director CSUHN

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

### **Goal Ten – Physical Resources**

Be a model institution for master planning, construction, beautification, and sustainability of our campus buildings and grounds.

#### **Housing and Dining Services**

**Goal/Objective:** Support University Growth initiative through on campus housing inclusive of the live on requirement, City of Fort Collins Student Housing Action Plan (SHAP) commitment to house 20-25% of students on campus.

**Initiatives/Action Plans:**

- Re-envision HDS Master Plan based on HDS need,
- Campus Partnerships with Admissions, VP of Operations and Facilities, Campus Vision Committee
- Build and renovate high-performance/LEED buildings;

**Dashboard Indicator:**

- Admission Numbers
- Financial Projections
- Campus Wide Initiatives
- Actual first year and other students who live on campus numbers
- Retention data
- Student Satisfaction Data
- Financial Results

**Leadership:** Executive Director of HDS, Associate Executive Director of HDS, Business Manager, Director of Communications and Sustainability

**Goal/Objective:** Support and enhance campus-wide sustainability strategic goals (as outlined in CSU Strategic Plan and President's Sustainability Committee Strategic Plan).

**Initiatives/Action Plans:**

- Develop and support high impact sustainability practices and experiences for students;
- Partner with ASCSU Environmental Affairs on sustainability initiatives;

**Dashboard Indicator:**

- STARS 2.1 (Sustainability Tracking, Assessment, and Ranking System); PSC
- Track and report progress towards energy reduction;
- Creation of at least two successful living labs and/or high impact sustainability programs for students including partnerships with the Horticulture Center and campus-wide composting initiative;

**Leadership:** Executive Director of HDS, Associate Executive Director of HDS, Business Manager, Director of Communications and Sustainability

#### **Lory Student Center**

**Goal/Objective:** Serve as a premier student center/college union facility.

**Initiatives/Action Plans:** Focus attention on excellence in areas of student comfort and safety, cleanliness, daily maintenance, planned renovations, and sustainability.

**Dashboard Indicator:** Participate in the ACUI College Union Skyfactor survey and continue to achieve high marks in building cleanliness and atmosphere compared to our peer and aspiration institutions.

**Performance:** Results from the ACUI College Union Skyfactor survey. Progress toward planning for Phase Three renovations.

**Responsible Administrators:** Michael Ellis, Tamene Abebe

**Goal/Objective:** Maintain and grow the Lory Student Center permanent art collection.

**Initiatives/Action Plans:** Engage student employees in the maintenance, repair, and acquisition of art for the Lory Student Center permanent collection.

**Dashboard Indicator:** Purchase three to five new pieces of art annually with particular focus on student or faculty work.

**Performance:** Total art pieces in the LSC.

**Responsible Administrators:** Doug Sink, Lance Wright

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

**Strategy:** To successfully move the office to the Institute for Learning and Teaching building while promoting the use of the RDS satellite office in the Student Center as a place for student use.

**Assessment Metric:** RDS will be moved by 2017 and use of the satellite office will be increased.

**Leadership:** All RDS staff.

**Timeline:** Beginning Fall 2017 for move, ongoing for satellite

### **Campus Recreation**

**Strategy:** Intramural field enhancements, including evaluation of artificial turf options

**Assessment Metric:** Plan completed with campus partners including viability and identifying funding sources by end of spring 2018

**Leadership:** Campus Recreation / Facilities Management

**Timeline:** Beginning spring 2016

**Strategy:** Redesign the retail space in the Student Recreation Center lobby to enhance general membership use

**Assessment Metric:** Construction completed by end of spring 2016

**Leadership:** Campus Recreation / Facilities Management

**Timeline:** Plan beginning spring 2015

**Strategy:** Identify Student Recreation Center weight room expansion

**Assessment Metric:** Design completed, including viability of spaces and identifying funding sources by end of spring 2016

**Leadership:** Campus Recreation / Facilities Management

**Timeline:** Plan beginning Fall 2015; if site design approved and determined to be financially feasible in FY17, construction completed by end of spring 2017

**Strategy:** Initiate Student Recreation Center expansion planning

**Assessment Metric:** Preliminary program plan completed spring 2018

**Leadership:** Campus Recreation / Facilities Management

**Timeline:** Beginning spring 2016

## **CSU Health Network**

**Strategy/Initiative**—Design, build and occupy the new CSU Health and Medical Center

**Assessment/Timeline**—All CSUHN services will operate from the new facility by July, 2017

**Leadership:** Anne Hudgens, Executive Director

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

Goal Eleven – Information Management

Implement, operate and maintain robust information management systems and processes to meet campus needs for security, flexibility, and efficiency of operations; and capture data to facilitate assessment of institutional and program effectiveness to inform continuous improvement.

**Student Diversity Programs and Services**

**Strategy:** Improve overall tracking of the students we serve and becoming more data informed  
**Assessment Metric:** Incorporate an assessment of each high impact program we provide.  
**Assessment Metric:** Become data informed about the population we serve  
**Timeline:** Summer 2016; ongoing  
**Leadership:** B/AACC

**Collaborative for Student Achievement**

**Strategy:** Transition some of the advising and student outreach tools that have been internal to CASA, to university wide systems that allow for more university wide access and support, and enhancement of functionality.  
**Assessment Metric:** CASA advising notes, and grade monitoring will be transitioned to the Student Success Collaborative  
**Leadership:** CASA, Tech Staff, Provost  
**Timeline:** Fall 2018