



**DIVISION
OF STUDENT AFFAIRS
ANNUAL REPORT
2017-18**

Colorado State University

Annual Report

2017-18

Message from Dr. Blanche Hughes,

Vice President for Student Affairs

I am pleased to provide this annual report of the Division of Student Affairs of our activities and accomplishments. This past year has been significant for Student Affairs with the implementation of several new initiatives that are detailed in the annual report. We are especially appreciative of the collaborative and cooperative efforts of our colleagues on campus and in the Fort Collins community.

The Division provides a variety of programs and services designed to help students succeed and grow. The effectiveness and improvement of these programs and services are detailed under the following University Strategic Goals:

- Goal 1: Access – Deliver on the Commitment to Inclusive Access
- Goal 2: High Quality Academic and Co-Curricular Programs
- Goal 3: Student Learning Success
- Goal 4: Research and Discovery
- Goal 5: Engagement
- Goal 6: Public Interaction / Strategic Partnerships
- Goal 7: Excellence Hiring, Professional Development, Employee Engagement
- Goal 8: Diversity, Equity and Campus Climate
- Goal 9: Financial Resources
- Goal 10: Physical Resources
- Goal 11: Information Management

The report concludes with an interesting array of Student Affairs honors and recognitions from the past year.

You can view this Annual Report online at the Division of Student Affairs Home Page at <http://www.studentaffairs.colostate.edu/>.

Sincerely,

Blanche Hughes, Ph.D.

Vice President,

Division of Student Affairs

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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.

University Strategic Goals

Student Learning and Success

CSU will champion student success so our graduates can be full participants in our society, our economy, and our world.

Promote excellence across the entire spectrum of undergraduate and graduate student learning experiences at a residential research university. Deliver on the commitment to inclusive access, reflecting the richly textured perspectives and communities in Colorado, the nation, and the world. Ensure opportunities for timely graduation through an integrated curricular and co-curricular experience.

1. Goal 1: Access – Deliver on the Commitment to Inclusive Access

2. Goal 2: High Quality Academic and Co-Curricular Programs

Provide excellent undergraduate and graduate curricular and co-curricular programs, 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. Goal 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.

Research and Discovery/Scholarship

CSU will make a global impact through novel discoveries and the translation of discoveries into products of knowledge, creative artistry, and innovation.

CSU will foster an academic environment that nurtures excellence and growth in research, creative artistry, and other scholarly accomplishments. The products of our discoveries will impact local and regional communities while reaching across national and international boundaries to realize global programs and their impact. We will sustain a world-class research workforce that embraces inclusion and diversity from across our institution including students, and provide state of the art facilities and supporting infrastructure to realize strategic goals and priorities. We will implement new approaches to further incorporate the social sciences, the humanities, and artistry in major research initiatives. The impact of our excellence will be facilitated by a focus on innovation practices to include intellectual property, technology

transfer, and diversification of sponsorship from industry and foundations, amplifying our societal impact.

4. **Goal 4: Research and Discover**

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

Engagement and Outreach

CSU will engage with people and communities to solve problems, share knowledge, and support progress.

CSU will serve as a resource for individuals and communities, both locally and globally, to foster community and economic development, civic engagement, and an enhanced quality of life. As an academic resource and partner, CSU will address key global challenges and promote social, economic, and community development in Colorado, the nation, and the world.

5. **Goal 5: Engagement**

Collaborate with stakeholders (campus-wide, local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity that increases CSU's relevance and value to the State of Colorado.

6. **Goal 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.

Valuing People/Employees and Focusing on Inclusive Excellence

CSU will be a rewarding, inspiring, productive and inclusive community for all employees and enhance faculty as its foundation.

Exhibit, throughout the University, a respect for diversity, inclusivity, and the value of every individual to ensure that CSU is the foremost institution at which to work and/or learn. Employ and retain Faculty, Administrative Professionals, State Classified personnel and students at appropriate levels to meet the needs of programs and representative of the diversity of society. Provide a positive campus climate, benefits, professional development opportunities, salary, and community that differentiate CSU as one of the best institutions to work for in the nation; ensure all members of the university community are represented and have a voice in planning and decision-making.

Inclusive Excellence

Our definition of diversity is intentionally broad and inclusive and recognizes the interdependence of excellence and inclusion. We recognize that successful implementation of inclusion efforts are the responsibility of all members of the campus community, and therefore, all members of our community must continue to develop multicultural competence in order to align with the strategic goals of the University. Further, we must reflect inclusive policies and equitable treatment, go beyond demographics, and embed appreciation of all members and inclusion best practices into the very fabric of Colorado State's organizational culture.

Our institutional success will be measured by how well we welcome, value, and affirm all members of the Colorado State community.

7. **Goal 7: Excellence in Hiring, Professional Development, 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 represent 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. **Goal 8: Diversity, Equity and Campus Climate**

Promote an inclusive, diverse, and equitable campus climate which welcomes, values, and affirms all members of the CSU community; provide opportunities that further develop awareness, knowledge, and skills in relation to diversity and equity; support inclusion best practices that promote accountability; and promote and advocate for equitable and inclusive University policies.

Operational Excellence

CSU will be accountable, sustainable, and responsible

Be innovative, effective, and accountable to continuously improve resource and operations management, infrastructure development, communications, safe and ethical institutional behaviors, safety, efficiency, etc., in a responsive and sustainable environment.

9. **Goal 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. **Goal 10: Physical Resources**

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

11. **Goal 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.

Division of Student Affairs

Strategic Goals



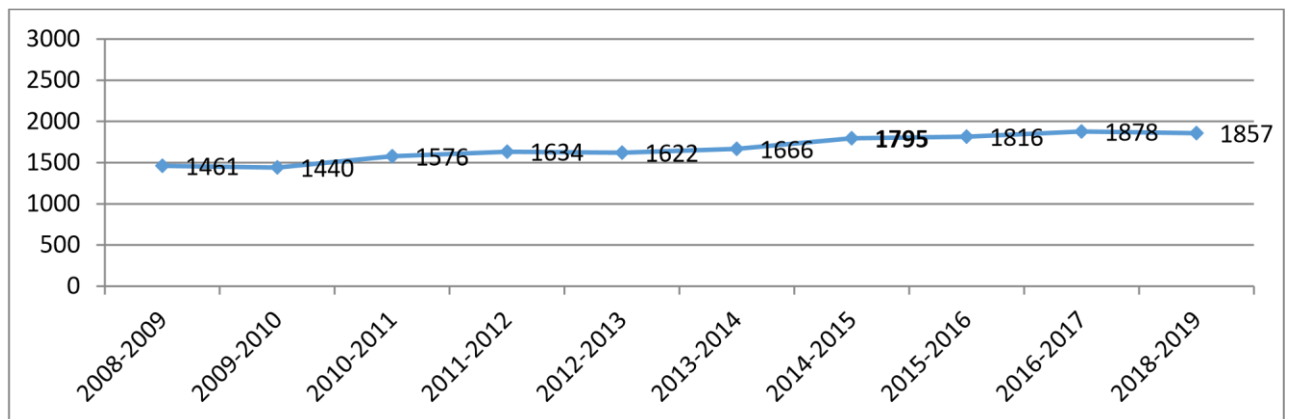
Goal 1: Access – Deliver on the Commitment to Inclusive Access

- Textbook savings to CSU students increased by over \$1,000,000 in FY18 from \$4,447,825 in FY17 to \$5,497,728 in FY 18 through innovative and cost saving measures.
- For the 2017-2018 academic year, the CSU Bookstore increased its Inclusive Access or Day One Access program to account for one-third of course materials sales. This program ensures students have access to needed course materials beginning the first day of class and provides these materials at substantial discounts. Initial studies indicate students who use Inclusive Access programs perform better in class.
- Conflict Resolution Services staff partnered with CSU Online and TILT staff to create an original Massive Open Online Course (MOOC), titled *Conflict Management for College Students*. 813 individuals registered for the course in FY18.
- Student Resolution Center staff members updated CSU's policy for Admissions of Persons with Disciplinary or Criminal History which was approved November 10, 2017. The purpose of this policy is to protect students and the university community where admission of an applicant with a prior history of criminal behavior or disciplinary action for conduct may endanger the health, safety or welfare of others.
- Student Case Management worked diligently with each individual student, including DACA and undocumented students, students with visible and invisible disabilities, and international and domestic students. In addition, two CM's serve on the Transgender Care Committee.
- Campus Recreation Facility Scheduling and Aquatics work together to schedule and provide supervision for the Team River Runner kayak practices at the South College pool. This is a group

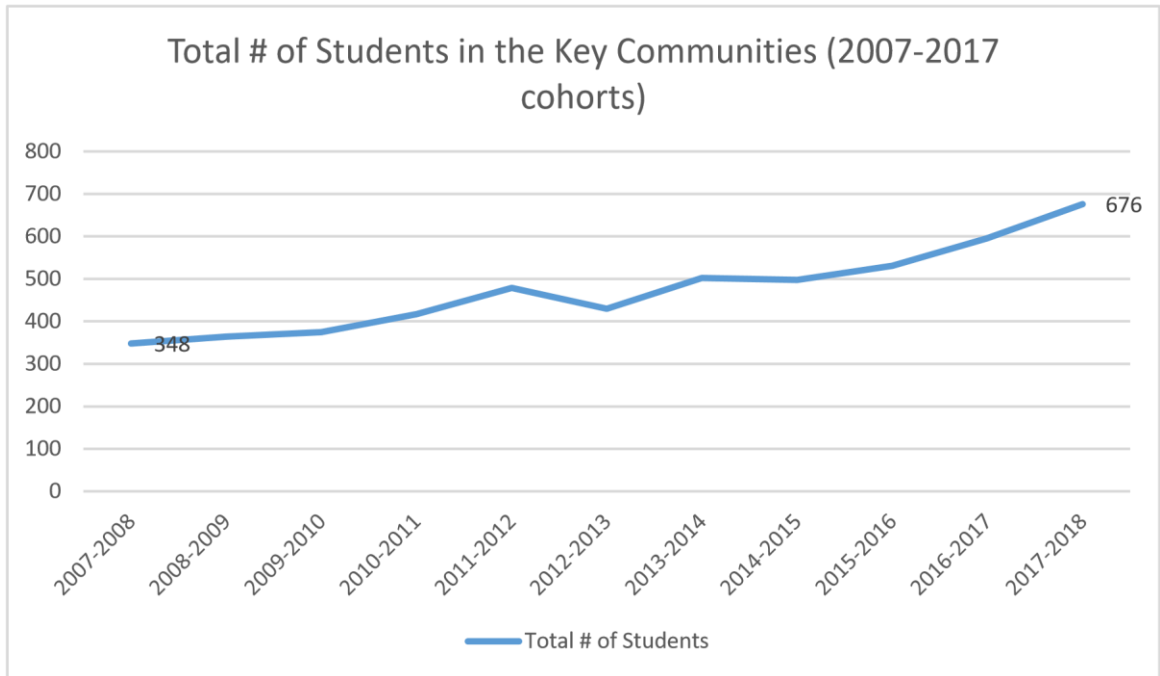
consisting of trained kayak specialists who teach military veterans how to perform various kayak maneuvers in order to help them adjust to post-military life. Facility Scheduling.

- Campus Recreation worked in collaboration with the INTO office to ensure proper access for all INTO students paying full fees. During FY18, 445 INTO students had access to the Student Recreation Center.
- The Key Communities increased access to students historically excluded from participating due to major restrictions by adding the Engineering Cluster and Business Cluster within the Key Academic Community.
 - Within Key Academic, 38 College of Business students were enrolled as compared to 13 students during the 2016-2017 academic year.
 - During the 2017-2018 academic year, 20 Walter Scott College of Engineering students were enrolled in Key as compared to 0 students during the 2016-2017 academic year.
 - Through the partnership with the College of Engineering, Key Academic students participating in this cluster have exclusive access to participate in industry tours such as visiting CSU's Energy Campus that connect students with potential employers and career opportunities. This year, 20 students participated in the cluster and represented a large variety of majors within the College including, Biomedical, Civil, Computer, Electrical, and Chemical and Biological.
- A total of 1,497 students participated in the Community for Excellence during the 2017-2018 academic year, with 559 new students in the 2017 entering cohort. Approximately 73% of students identify as first generation to college, 78% students of color, 70% Pell eligible and 12.5% ASSET students. The Community for Excellence serves all ASSET students on campus.
- With support from Admissions and the Denver Initiative, The Pride Resource Center staff were able to attend Denver PrideFest and NoCo Pride. From attendance at these events, staff members gathered over 150 new contacts for their newsletter, and interacted with close to 60 prospective students. These have proven to be important visibility events both for prospective students, but also for our alumni.
- In collaboration with ONE Colorado, on March 17th 2018, the Pride Resource Center hosted the annual GSA Network Leadership Summit where they hosted close to 100 queer and trans youth from the northern Colorado area. This is an important event to welcome prospective queer and trans students to Colorado State University. Students attended a variety workshops and presentations that included a variety of topics from self-care, to sex education to LGBTQ intersections of faith.
- The Division of Student Affairs Retention Specialist:
 - provided leadership for the CSU Celebrates committee, which is a collaboration between SDPS, Admission, Parent and Family Programs, and the Office of Financial Aid to "bring CSU to Denver" and make the University feel more accessible for incoming students and families through events held in July 2017 and June 2018.

- Attendance at the event quadrupled from 2017 (16 students) to 2018 (64 students).
 - There was also an increase in attendance by parents and families
- As part of the goal to create inclusive access to the institution, the Senior Coordinator completed two outreach visits to Denver Public School in spring 2018.
- Elizabeth Woodworth Memorial Scholarship: The Elizabeth Woodworth Memorial Scholarship is an award provided through El Centro. In 2017-2018, sixteen students received \$2,000 from the Elizabeth Woodworth Memorial Scholarship in order to assist with their financial constraints. These students made a commitment to volunteer 25 hours during the academic year and several have been volunteers for the Triunfo Mentoring Program. These students visit the office frequently and help recruit other students who are eligible to apply for the scholarship.
- Student Numbers in All Learning Communities (Residential and Non-Residential):
 - 1,857 students (similar to last year) participated in a Learning Community starting in fall 2017. 60.6%% identify as White, 38.6% identify as a student of color, <1% did not report, and the average index was 110.27. Compared to previous years, the percentage of students of color has increased by nearly 8% and the average index has decreased.



- Key Communities:
 - Key communities served 608 first-year students during the 2017-2018 academic year, an all-time high and serving an additional 80 students. The total numbers of students in Key was 676 after adding Key Plus (second, third, and fourth year students).





Goal 2: High Quality Academic and Co-Curricular Programs

- This year the Career Center completed 3681 one-on-one interactions with students (scheduled, drop-in, and online advising appointments) Over 250 events, including classroom presentations, fairs, and networking sessions, resulted in an additional 12,293 student and alumni interactions. On the 2016-2017 First Destination Survey (the most recent), 71% of respondents (undergraduates and graduates) reported using at least one career-related service while at CSU.
- Four significant events this past year continued to grow the career ecosystem on campus. In an attempt to educate faculty and staff to be equipped to have career conversations and career industry knowledge we hosted:
 - A week-long Gallup Strengths Coach training for 30 individuals from departments across campus;
 - The first annual Career Impact Awards where we honored nine individuals and two employers for their commitment to infusing career readiness into their work;
 - An innovative instructional model pilot where students worked with external community agencies to produce real-world solutions to community-level sustainability problems.
 - The Red Power Ranger, William Shewfelt, in collaboration with APACC, Campus Activities, Undeclared Advising, and Key Communities to discuss career readiness from the lens of being a person of color from a low socio-economic background in the entertainment industry.
- The 'secured plans' rates for students dropped very slightly to 84% this last year by 6 months after graduation from 85%, and the 'offer rate' (students who have accepted an offer, received at least once offer, or committed to continuing their education) is 9 out of 10 students.
- MURALS - Fifth annual Multicultural Undergraduate Research Art and Leadership Symposium (MURALS). The purpose of MURALS, a program sponsored by Student Diversity Programs and Services, is to intentionally reach out to students of color in various disciplines and exposes them to a variety of undergraduate research opportunities. Mentoring, presenting scholarly work, networking, and learning about multicultural leadership are four main aspects of the program. 101 registered participants for MURALS in 2018, which is up from 75 MURALS participants in spring of 2017.

- Conference & Event Services (CES) partnered with the CSU Access Center to provide support for several summer programs including Upward Bound (59 participants), Bridge Scholars (44 participants), National Hispanic Institute (150 participants), Talent Search (39 participants) and INSPIRE (150 participants).
- Residential Dining Services (RDS), Residence Life, and HDS Communications participated in multiple Admissions Events and Activities to yield students attending CSU. RDS played host to nearly 5,000 potential CSU students during the six large admission visit days.
- HDS continued to sponsor students from the Fostering Success program during fall, winter and spring breaks, and extended support to Early Check-in in August as well.
- L.E.A.D. (Leading. Empowering. Advancing. Determined.) Conference - The focus is on enhancing the academic and professional achievements of students of color and underrepresented populations at Colorado State University. During the conference, students have the opportunity to engage with businesses through networking events and exchange business cards (provided by us). Students gain skills and a better understanding of time management, budgeting, diversity education, and more through a number of workshops hosted by our campus partners and CSU Alumni.
- LEAD Demographics

		Headcount	Average Index	First Generation (%)	Average GPA	Persist to following semester
Spring 2017	Participants	57	111.1	61.4	2.78	91.2
	Comparison	119	110.2	52.9	2.71	79.9
Spring 2018	Participants	66	109.9	61.5	2.86	95.5
	Comparison	112	111.7	53.2	2.76	77.8

- The Lory Student Center (LSC) hosted its 16th consecutive LSC Student Employee Graduation Celebration for student employees, recognizing their contributions to serving the campus community. The celebration included 254 graduating student employees, a 41 percent increase over last year's graduating students. In addition to the departments who regularly attend from the LSC, the Career Center, Campus Life Cluster, and Student Diversity Programs and Services (SDPS) offices from within the LSC were also invited this year. The attendance of the event reached approximately 215 people, which included undergraduate student employees, graduate student employees, and professional staff members who either directly supervise or indirectly advise these student staff members. The celebration emphasized both the importance of the student employment experience contributing to students' learning at CSU and demonstrated the importance of student employees who work either for or in the LSC.
- During spring semester, no less than 75 percent of survey respondents who attended a program with an educational component reported that the speakers or program encouraged on-going/continuous learning. Some of these included: TEDxCSU, Jose Antonio Vargas lecture,

Latinx Heritage Month Keynote, Jennicet Gutierrez, LGBT History Month Keynote Kay Ulanday Barrett, Native American Heritage Month Awake film, and the Black History Month Keynote Angela Davis. Additionally, this year, RamEvents started explicitly assessing programs through the lens of high-impact practices. Around 63 percent of program survey respondents learned more about others and their identities, and 33 percent of program survey respondents identified that the program demanded intellectual and personal engagement and effort.

- The Global Leadership Exchange saw a successful pilot year. Working in partnership with the Universidad Autónoma de Baja California Sur (UABCS) and CSU's Todos Santos Center, 10 CSU and 15 UABCS students cultivated global competencies while exploring leadership through a global lens.
- The Key Service Community continued to build upon a partnership with Fort Morgan High School and Dr. Eric Ishiwata. As a service site, the Education and Diversity Cluster within Key Service partnered with Dr. Ishiwata's efforts to engage with the high school students, particularly the English Language Learners students from the refugee and immigrant populations. Bringing these two groups of students together supported reading and writing proficiency in English through story telling. To do this, Key Service students partnered with Fort Morgan high school students to share their personal stories and exemplify how Fort Morgan students can take pride in their personal stories. In addition, Key Service students provided support to the Fort Morgan students by sharing tips on how to communicate their story either written or orally. The support provided by Key students allowed Fort Morgan high school students to share their story through a written format that could be used when applying to college or if they chose to post their story on the Facebook page, FM Speaks. It also prepared them to share their stories orally if they participated in the virtual reality documentary, *Who I Am*.
- The Leadership Development Community (LDC) within the President's Leadership Program officially became a recognized Residential Learning Community. The floor included 35 incoming first-year students who participated in a comprehensive program that included volunteering and making connections to the Fort Collins community in addition to taking a two-credit course, IU 170 and 171 (A Call to Lead) each semester. This partnership included the Living Learning Communities, Residence Life, and the SLiCE Office. With advising from the Student Leadership Coordinator, the LDC participants completed 1,200 community service hours using the Public Achievement model of community and service engagement. The LDC contributed to a 32 percent retention rate of participants continuing to the second year of PLP.
- Student utilization of all CSU Health Network services increased in FY18 from FY17. FY18 was the first year that all CSU Health Network services were provided under one roof in the new CSU Health and Medical Center.
 - Total students served increased by 4.8% to 16,020, and total student encounters increased by 8.1% to 110,034. This growth greatly outpaced the resident instruction enrollment growth of 0.5%.

- Medical Services – The total number of students who utilized CSU Health Network Medical Services (all divisions, including primary care, specialty care and psychiatry) in FY18 was 14,257, which represents an increase of 5.7% from FY17.
 - Psychiatry Services encounters increased 14.3% in FY18, with a total of 10,937 encounters.
 - Counseling Services – 5,639 students utilized Counseling Services in FY18, which represents a 4.7% increase from FY17. In addition, the total number of Counseling encounters in FY18 (38,923) increased 5.1% from FY17.
 - CSU Health Network’s iTEAM (Intensive Treatment, Education, Assessment and Management), which serves students who have been hospitalized for mental health reasons, had 165 student intakes in FY18, a 24.1% increase from FY17.
- Counseling Services utilized several strategies to respond to increase demand for counseling services and to decrease wait times.
 - Increased Academic Year staffing and used flexible/brief assessments at the end of each semester to accommodate the end of semester surge in demand.
 - Prioritized immediate access strategy to give student direct access to support beyond an individual counseling session. Immediate access appointments include behavioral health screenings in Medical Services, after-hours on-call counselor, on-call office screenings and on-call phone screening. Total immediate access appointments for FY18 was 5,146, which represents an increase of 19.6% from FY17.
- New CSUHN building events:
 - Student Health Fair and Open House - CSU Health Network, Student Health Advisory Council (SHAC) and ASCSU co-hosted a Student Health Fair and Open House over two days in October 2017. More than 700 students attended the event. More than 30 interactive booths, provided by CSU Health Network departments and campus partners, were available for students to engage with their health and well-being. The event also served as a student-focused grand opening for CSU students.
 - Community Open House – CSU Health Network, along with building partners, hosted a Community Open House in July 2017 to showcase the new CSU Health and Medical Center to community members, faculty and staff. Total attendance was approximately 2,000 people.
- Accreditation and certification:
 - CSU Health Network achieved re-accreditation by the Accrediting Association of Ambulatory Health Care (AAAHC) for 2018-2021. AAAHC accreditation means that a health care organization meets or exceeds nationally recognized standards for quality of care and patient safety. AAAHC certifies the organization participates in on-going self-evaluation, peer review and education to continuously improve its care and services. The organization also commits to a thorough, on-site survey by AAHC surveyors, who are themselves, healthcare professionals, at least every three years. AAAHC currently accredits more than 6,000 organizations in a wide variety of ambulatory health care settings including ambulatory surgery centers, community health centers, medical and dental group practices, medical home practices, and managed care organizations, military health services, as well as Indian and student health centers.

- Counseling Services completed its accreditation site visit with the American Psychological Association (APA) regarding its APA accredited training program. This program has been continuously accredited since 1978 and currently provides training to approximately 25 student clinicians each year. The initial feedback from the site visitors was highly positive, focusing on the wonderful and innovative work of Counseling Services' Training Director; the program's demonstrated commitment to diversity and inclusivity; and its ability to prepare trainees well for mental health careers in a variety of contexts.
- Parent and Family Programs led the Underrepresented Family Wednesday Move-in Effort – a collaboration w/ OTP, Key Communities, AAC, C4E, Admissions, SDPS, HDS, and the Access Center.
- Parent and Family Programs developed The Hub – a twice/semester blog that has now replaced the monthly electronic newsletter that goes out to all CSU parents and family members.
- Homecoming & Family Weekend Research was led by Parent and Family Programs to better understand CSU's readiness to move to a standalone Family Weekend.
- Conflict Resolution Services received 60 student referrals to CSU's Restorative Justice Program – an 11% increase from FY17. 68% of students (who were accepted into RJ prior to court sentencing) had their charges dismissed upon successful completion of the SRC's Restorative Justice Program.
- Conflict Resolution staff recruited and trained 26 faculty, staff and students to serve as Community Members in CSU's Restorative Justice Program.
- Conflict Resolution Services partnered with non-profit, Affinity Arts to host an interactive performance called, "Why Didn't You?" during Conflict Resolution Month. One of the goals was to enhance community member confidence and competence in having difficult conversations regarding bias incidents. The fall event was well attended and received positive reviews.
- The Student Resolution Center received twenty-five inquiries from other higher education institution's about SRC programming and services.
- Student Case Management:
 - Served 2372 individual and unique students with mental health, medical, alcohol and/or drug, legal, or personal crises (up 8.26% from last year).
 - Served 177 students with Mental Health Hospitalizations that included coordinated discharge planning, campus referrals, and coordinated follow-up (record number; up 25% from last year).
 - Served 15 students medically hospitalized and 72 students transported for medical reasons (combined total is down 5% from last year).
 - 866 verified absence letters were sent to faculty (up 20% from last year).
 - Served on the Student Consultation Team that met weekly.

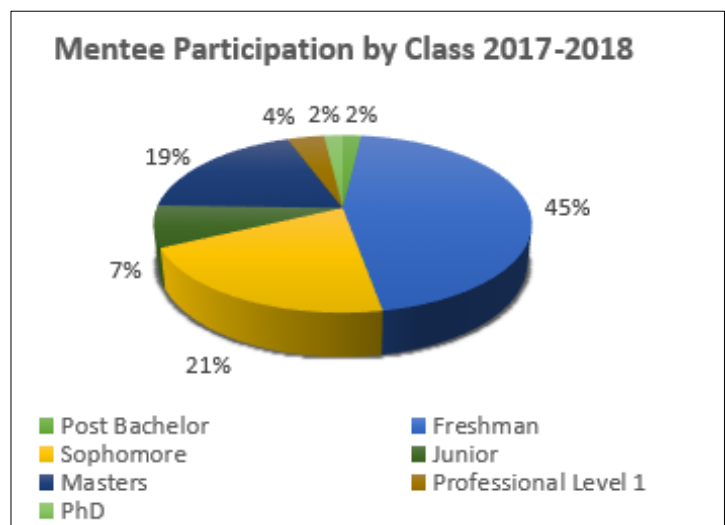
- Student Case Management conducted a Student Voice Survey each month to assess satisfaction and impact of Case Management services.
- After several years of discussion amongst safe ride programs, Off-Campus Life took lead in co-founding the National Association of Safe Ride Programs (NASRP) with Lindsay Mason serving as founding the chair. A draft of bylaws, mission, position descriptions, and website were established.
- Residence Life started the year with a significant bias-related incident and each subsequent bias-related incident took its toll on our communities and staff. Despite this, they still contributed to the residential students' development, assisted in their transition, and further enhanced student persistence and success through multiple venues. A Residential Curriculum model was fully implemented, which included growing pains as student staff struggled with the new initiative. In collaboration with Collaborative for Student Achievement and TiLT, they continued to serve as a lead player in the role of retention and persistence at CSU via RA and ICA implementation of Taking Stock and Early Performance Feedback—both fall and spring semesters; additionally we increased our academic success strategies in the halls. They initiated and implemented the “No Place 4 H8” campaign which became a University initiative. Residence Directors serve as case managers on behalf of the Student Case Management program; similar to their partnership with Student Resolution Center. The Live On campaign had a record-setting year with 947 returning students choosing to submit applications to live in the halls. Significant collaboration occurred on the renovation of Corbett lobby. A new collaboration was created with SRC to develop a new approach to residence hall policy violations – Life in the Halls workshop.
- Off-Campus Life’s “Rams Around the Fort” workshop, a workshop taught in first-year seminars, SRC educational sanctions classes, and proactively in the Residence Halls, teaches students about topics ranging from the importance of getting to know your neighbor to all of the unique codes and ordinances within the City of Fort Collins. An in-classroom workshop has proven to be highly beneficial in disseminating important information on the Fort Collins community and engaging students where they are learning.
 - OCL presented to a total of 439 students.
 - 97% of survey respondents stated they now better understand the importance of being a good community neighbor, both on and off campus.
 - 86% of survey respondents stated that this class has enhanced their educational experience at CSU.
- RamRide had several accomplishments in FY18, most notably the following:
 - In FY18, RamRide gave 11,024 rides, served 30,010 patrons, and had 2,440 volunteers. Additionally, RamRide’s average wait time was 20.29 minutes.
 - 80 unique student organizations volunteered with RamRide this year.
 - Administered a volunteer satisfaction survey throughout the fall and spring semester that received 933 responses.
 - 94% of respondents enjoyed their role in volunteering with RamRide.
 - 95% of respondents would recommend volunteering or fundraising with RamRide.
 - 98% of respondents believe RamRide is a service valued by CSU students.

- 98% of respondents are more likely to use RamRide, or a similar service to get home, less likely to drink and drive, are better able to recognize signs of alcohol poisoning, or are more likely to call for a wellness check if they see someone with signs of alcohol poisoning.
- The fraternity and sorority community continues to grow in many ways.
 - The CSU Fraternity and sorority community exceeded 14% of the CSU undergraduate population in the 2017-2018 academic year with over 3,000 members.
 - The Office of Fraternity and Sorority Life welcomed new organizations to the community including Sigma Phi Epsilon in the Interfraternity Council, Delta Sigma Pi in the Professional Fraternity Council, and Delta Sigma Theta Sorority, Inc., Kappa Alpha Psi Fraternity, Inc., and Zeta Phi Beta Sorority, Inc., in the National Pan-Hellenic Council (NPHC). They also bring the total number of chapters in our community to 53.
 - The OFSL was petitioned to recognize a new governing council in the 2017-2018 academic year, and the Professional Fraternity Council began. Three member groups are part of this unique fifth governing council including the co-ed business fraternity, the music sorority, and the women in agriculture sorority. In the coming academic year Alpha Phi Omega co-ed service fraternity will join the council. The council is co-advised with Leanna Biddle from the Career Center.
 - The Panhellenic Council pursued their goal to add a new chapter to their community and selected Phi Mu to join their community in spring 2018. Phi Mu begins their efforts to establish their chapter on the CSU campus in fall 2018.
- Over the 2016-2017 academic year, 57% of fraternity and sorority members report involvement in at least one additional student organization on campus.
- Across the areas that are able to track participations, Campus Recreation logged 90,085 program participations and 754,982 facility participations in FY18.
- Campus Recreation Outdoor Programs • The Outdoor Program sponsored two sections of Wilderness First Responder training on-campus. These 80-hour/10-day experiences are considered the “gold standard” for outdoor leaders in all programs, providing the on-campus support for these courses increases the professionalism and skill of many developing outdoor leaders. A total of 177 individuals received a 2-year certification from the Wilderness Medicine Institute during 2017-2018.
- The Collaborative for Student Achievement continues to serve a large number of students at CSU with 6,609 new incoming students attending orientation, 676 students participating in first year Key Learning Communities, and 11,687 students meeting individually with an undeclared Academic Support Coordinator, Health Professions Advisor, Community for Excellence Scholar Success staff, or the Collegiate Success Coach.
- Collaborative for Student Achievement - for first time, Key Communities expanded opportunities for business and engineering majors including co-curricular opportunities specific to these colleges. Student success has been demonstrated with higher retention

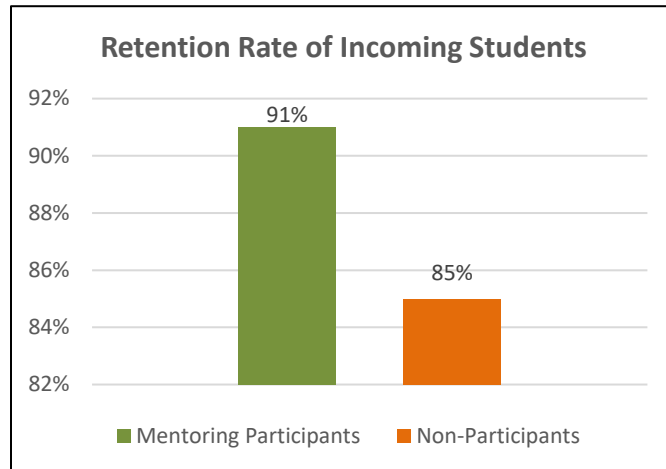
rates for students who participate in the Community for Excellence Scholar than students not involved in the program, increased percentages of students who start the institution as undeclared and graduate in six years, and a large number of students who are graduating with a foster care or independent background. Other University initiatives integral to implementing the Student Success Initiatives at Colorado State are implementing more growth mindset messaging with Early Performance Feedback and enhancing student success resources in RamWeb.

- Undeclared Advising - Six-year graduation rates for undeclared students continues to increase, the Fall 2011 cohort graduation increasing 2.1% to 64.7%.
 - Undeclared students persist and graduate at a rate that is 3 to 5 percentage points lower than declared students; however, undeclared students persist and graduate at rates that are similar or slightly higher than declared students once demographic and academic attributes are accounted for (IRPE 2017 report).
- The first Ram Ohana Welcome, sponsored by the Asian/Pacific American Culture Center, was August 16, 2017 from 5-6pm in APACC. The event was a big success with about 40 people in attendance, including students, parents and families, and staff. The center was full and spilled in to the hallway. Offices that helped include Parent and Family Programs, the Assistant Vice President for Student Affairs, the Office of Admissions, and Orientation and Transition Programs. Though students enjoyed meeting each other, the parents and families were excited to meet other, exchange numbers and connect. One student attended from Saipan attend with his parents. From that interaction, he became involved with the center, served as MC for the lu`au and served as an Orientation Leader this summer.
- El Centro - Adelante Con Nuestra Familia (going forward with our families): During August 2017, over 200 incoming freshman with primarily Spanish speaking parents received an invitation to attend the Spanish orientation. The goal was to provide resources in Spanish to these students, and families. A consistent struggle Latinx students face is they are often the first in their families to pursue a higher education and their parents/guardians do not understand the skill set necessary to be a successful college student. Adelante was successful in educating parents and families and helping them to become the best support system for their children. During the academic year, parents frequent the office with their student and directly call the Director. Although this is a small group, however, these parents have been consistent in supporting their student.
- The Eagle Feather Tutoring Program sponsored by the Native American Cultural Center provides 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.

- **Assessment:** The Eagle Feather Tutoring Program was established in fall 2004 to provide trained and skilled tutors in an effort to increase retention and graduation rates of all students, with the primary focus directed towards Native American students. . There were a total of 4 tutors for the fall 2017 semester and 4 tutors for the spring 2018 semester; their average cumulative GPA was 3.5. The program provided support for over 37 courses with an emphasis on Chemistry, Biology, Mathematics, College Composition, Physics, and Engineering. A total of 110 individual students in 53 separate majors sought support from the program's tutors. The total number of hours tutoring for both spring and fall semesters was 486.5. Tutors had a total of 346 tutoring sessions.
- The North Star Peer Mentoring Program, sponsored by the Native American Cultural Center, was established in August 2004. It is designed to increase retention and graduation rates of Native American Students at Colorado State University by having upper class students serve as peer mentors. The program is a partnership between the NACC, the University Counseling Center, and the Psychology Department. Mentors receive training that is important in their contact with students and will be useful in their future professional and personal lives. Mentors are able to sign up for a class (PY486) that was developed specifically for this program. Topics for the class include communication skills, campus safety, Native American identity, intercultural competence, substance abuse, depression, and suicide prevention. Mentors also collaborate with other peer mentoring programs for orientation training and to discuss increasing student involvement. Mentors also take responsibility for keeping the NACC office open late during finals week so students have a quiet and comfortable place to study.
 - **Assessment:** A total of 15 peer mentors participated during 2017-2018 academic year. Of the 15 mentors, 12 were undergraduate students and 3 were graduate students. The cumulative GPA of the mentors was 3.0. The total number of incoming Native American students for the academic year was 266 students. Mentors reached out to mentees approximately 700 times per semester through various modes of communication, including text, email, in person, and by phone.



A total of 53 students actively participated in the program through one on one meetings and lunches, emails, CSU programs, and other electronic communication.



On average, participating students had higher retention rates than students that did not participate in the mentoring program. Participating students attained an average cumulative GPA of 3.2. Both participating students and students who did not participate in the program attained an average cumulative GPA of 3.1.

Participating mentees had a retention rate of 91%. This percentage of participating students who are enrolled in classes for fall 2018, compared to 85% of non-participants. Based on this data, we can clearly see the beneficial effect of the North Star Mentoring Program. Of the participants, incoming freshman comprised the greatest percentage of participants at 45%. Our peer mentoring program is unique from other mentoring programs on campus because we also reach out to incoming transfer students and graduate students.

- Apartment Life areas offered over 250 programs to promote health and wellness (such as reoccurring yoga sessions, walks to City Park in which public exercise stations are utilized, and sport tournaments), academic growth (through programs such as graduate-level writing workshops, Toast Master events, and academic panels), and diversity/cultural awareness (such as cultural nights hosted by student organizations, a series of videos and movies followed by discussions on racial, civil rights, and societal issues relevant to the current socio-political climate).
- In 2018, CSU became the first institution in the Rocky Mountains to become a certified Bee Campus USA and three student-managed hives were established at the Durrell Center as a living lab. The hives are co-managed by the student Apiculture Club and the Honey Bee Veterinary Medicine Club at CSU, the first club of its kind at a veterinary school in the United States. The hives garnered positive media coverage on Denver NBC, ABC, and CBS channels as well as over 70,000 views on social media.
- Residential Dining Service's (RDS) Registered Dietician Nutritionist (RDN) conducted student classes on subjects such as intuitive eating, grocery shopping,

nutrition 101, healthy and hiking snacks, sushi making, Mason jar classes, and meal planning. Classes were held throughout the University, as well as in the Residence Halls and at the Durrell center.

- CSU Mountain Campus (CSUMC) hosted four NR220, one F230 and one FW 111 WCNR RI field courses totaling 12 academic weeks and 307 students.
- RamCard Office led the campus collaboration efforts to promote financial literacy education on behalf of the Division of Student Affairs. This included an ongoing partnership with the Charles Schwab Foundation to provide financial wellness education to our students through a series of online learning modules developed by EverFi. Last fall, nearly 4,000 new students participated in the financial wellness digital learning modules called Schwab Moneywise on Campus. Our participants demonstrated knowledge gain in all twelve learning categories.
- Residence Life implemented Residential Curriculum, which consists of a change from programming to curriculum-based strategies, to align services that support students with a focus on learning, ultimately supporting the mission and vision of Colorado State University.
 - The following strategies were developed to actualize the learning goals of Connections, Awareness, Learning, and Thriving
 - Heart to Heart: Intentional Interactions/Conversations
 - Floor Meetings
 - Bulletin Boards
 - Campus Choice: Support of a campus event
 - Community Meetings/Experience
 - RLTies: RD led strategy to create learning at the hall-wide level
 - Frequencies of strategies: The table below provides a count of the frequency of strategies that were completed by student staff in residence life. Information collected included when they completed the strategy, the type of strategy, marketing that was used, campus partners involved, and supplies that were purchased.

Strategy	Total
Bulletin Board	331
Bulletin Board/ Campus Resources	24
Campus Choice	897
Community Meeting	138
Floor Meeting	862
Heart to Heart: Intentional Interactions	51
Intentional Conversation	121
September Community Meeting	81
<i>no strategy indicated</i>	4
	2509

- ** These are not participant numbers as presented in the past rather these are the number of strategies implemented for student learning.*
- Black/African American Cultural Center - B/AACC continues to provide strong academic and leadership support through some of their longstanding programs (e.g. Rites of Passage Retreat, Lt. John M. Mosley Student-Athlete Leadership Program, and the Donald Wilson Professional Mentoring Program). Additionally, here are some highlights from this past academic year:
 - Intentionally coordinated **Black Healing Spaces** during the fall and spring semester *designed by the students we serve for the students we serve.*
 - **Albert C Yates Leadership** program was redesigned and will be launched Fall 2018 that will incorporate inclusion of intersectionality within the black community.
 - Went to Ghana for the 4th year and now redesigning a **B/AACC Goes Aboard** new initiative.
- Women and Gender Advocacy Center (*Victim Services Statistics, AY 2017-2018 (Includes Summer 2017 – Spring 2018)*)
 - Advocates provided 2983 interventions to 406 survivors (over 300 new survivors).
 - These interventions totaled 1045 hours.
 - The on-call Victim Assistance Team volunteers received 136 calls and provided 68 hours of these interventions. (2016-2017 VAT calls = 117)
 - Notable Trends:
 - WGAC numbers are continuing to increase at the same exponential rate that they have been over the past 6 years.
 - The addition of a full time advocate helped to keep the advocacy hours more located in the core advocacy team this year compared to last. As a result, this year programming staff provided 28.9 hours of advocacy compared to 68.5 the year prior.
- In 2017-18 the Victim Assistance Team answered a record number of hotline calls. Our volunteers were able to answer 136 calls for over 60 hours of support. In the last year WGAC trained an additional 31 volunteers to add to the team. In addition to providing confidential services on the hotline these volunteers volunteered to work events, providing in person support for survivors engaging in community on campus. Core staff provided multiple in-service trainings to help volunteer advocates stay current with changes and best practices in policy/protocol.
- Alternative Spring Break and Follow-up Panel Presentation - A fantastic expression of survivor-centered and trauma-informed programming that blended both advocacy and educational work of WGAC. The collaboration with StoryCenter had its own strengths and challenges. They provided a good framework for guidance on how to develop storytelling in a short time, where to focus energy, and the value in giving critical feedback to expand the potential for a story's reach.

StoryCenter also pushed the participants in ways they were not comfortable, asking them share in ways that seemed voyeuristic and focused on the outcome for a viewers benefit, rather than the individual's own process.

- Panel - The structure of the event worked well (dinner buffet style from Aloha, introduction, video screening, break with opportunity for attendees to write questions to the panelists, ending with the panel and questions). Around 70 people attended and the majority stayed throughout the event. The gallery space at Gregory Allicar Museum was a good location because it felt both fancy and intimate (also a plus that they are free and allow food).
- Radical Self-Love - An event throughout the entire Student Diversity Programs and Services cluster to support primary and secondary survivors of sexual assault was hosted in the SDPS centers:
 - 150+ attendees reflected that this was definitely needed on campus. The rage room and craft stations were a huge success, while the collaborative reflective programming pieces were both confusing and not enough time to engage.
- This Spring, the year and a half collaboration between Education Abroad, Women's Studies, and the Pride Resource Center came to fruition. Eight students and one staff/instructor traveled to Barcelona Spain to study LGBTQ advocacy and policy through experiences, presentations, tours, etc. This Summer Break experiential education program examines advocacy and policies, which affect the LGBTQ communities in Spain. This program started with a weeklong pre-departure course on CSU's campus after which students departed for two weeks in Spain.
- Student Disability Center Fall 2017 statistics show that 1449 (55.2%) students had contact with the office out of 2627 total students identified as having a disability on campus. Of those students who completed the semester (2549), 1389 (54.5%) students had contact with the office. This is an increase of 7% from Fall 2016 (1291 contact out of 2446 total).
- The Adult Learner and Veteran Services Tutoring program grew significantly. In Fall 17 ALVS filled 41 one v. one tutoring requests In Spring 2018 we filled 35 requests and Fall 18 we have filled 63 requests.
- The Adult Learner and Veteran Services Peer mentor program was enhanced by adding Peer Advising office hours and programing. Additionally, ALVS add 3 new Peer Advisors to the team.
- In the Summer of 2018 Adult Learner and Veteran Services graduated its second cohort of adult learners and student veterans in the Elevate program.
- Through specialized contract attorneys, Student Legal Services provided essential immigration law advice to students and to campus colleagues supporting these students. The contract attorneys provided prompt, high quality advice in often

tense and urgent situations, allowing students to make important, life altering decisions. Provision of these services helps fulfill the University's commitment to support our diverse students (undocumented, DACA, and visa holding international students). This contract program is resource-smart, using SLS reserve funds, community attorney expertise, nimble scheduling, and creative use of limited physical space.

- Student Legal Services provided essential perspective and information for comprehensive review of Title IX and related student conduct processes on campus.
- Through a contracted business attorney specialist, Student Legal Services assisted entrepreneurial students with essential document drafting to help launch businesses for the benefit of customers in local and international markets.
- The Career Center surveyed online students this past spring to help identify what their career needs were. The 43-question mixed-methods survey was sent to 3807 students who had an online campus designation on their student records in late March. Four Amazon gift cards were offered as incentives. One email reminder was sent to those who had not completed the survey six days after the original survey. A total of 414 responses were collected resulting in an 11% response rate with 99% of those responses being complete.

Questions asked included: reasons for enrolling in CSU online, how important and how much help they needed on a variety of career topics, how they want to learn career-related information, what are the best times and days for events, workshops, or webinars, level of interest in varying types of employers, when and how they think they should interact with the career center, and a final open response question.

Highlights:

- Half of respondents indicated they were enrolled to improve their skills and be promoted within their current organization, while 44% indicated they were in school to improve their skills and find a job outside their current organization.
- Respondents indicated the following as high Importance and high assistance career needs:
 - To get some job experience in my career interest areas.
 - To talk with people employed in my career interest areas.
 - To learn more about mentor relationships and how to find a mentor.
 - To know how to prepare for careers that interest me.
 - To become more aware of my career interest areas.
- Respondents indicated the most interest in Education (64%) and State/Local Employers (64%) employers. There was the least interest in Entrepreneurship (46%).
- The days and time respondents indicated they were most available to participate in events, workshops or webinars was Tuesdays, Wednesdays, and Thursdays from 6-8 pm.
- 69% indicated that they have not interacted with the CSU Career Center. Those that did most likely did so less than once a year (56%); although 20% indicated they interacted

with the Career Center semesterly. 48% utilized online resources to interact with the Career Center.

- 56% of respondents indicated that it would be ideal to interact with the Career Center in their first semester at CSU.



Goal 3: Student Learning Success

- The Lory Student Center’s Training and Development Coordinator provided new student employee orientation for 248 student employees from a wide variety of departments, including the SDPS and Campus Life clusters. A total of 118 students from numerous LSC departments individually attended one of the already pre-scheduled orientations, where another 130 students attended an orientation hosted by their employer, including five students with Student Legal Services, five students with Fraternity and Sorority Life, 14 students with RamEvents, 26 students with Campus Information, 40 students with Environmental Services/LSC Operations, and 40 students with Event Planning Services. The orientation program emphasizes the importance of student employees who serve as experts of their surroundings and taking care of one another. This was communicated through a condensed version of active assailant training and by emphasizing their roles as leaders within the LSC. The impact students have on their community was also communicated, by letting them know about being a “Responsible Employee” and how to utilize the “Tell Someone” resource. Finally, the “Listen, Smile, Care” philosophy of customer service was addressed to build a sense of responsibility within student employees and the entire LSC.
- Graduate School Prep Academy - The Graduate School Prep Academy is a three semester volunteer program, initiated by Student Diversity Programs and Services, supporting and students of color as they navigate the graduate school process. From exploring graduate school, exploring options, applying and preparing for interviews to next steps, the academy provides a cohort model for accountability and support. Working with the Graduate School, Black/African Cultural Center, El Centro, Native American Cultural Center, and APACC, worked together in celebrating the second cohort (B) to complete the Graduate School Prep Academy. We also started the third cohort (C) in spring.
 - For Cohort B, 19 participants and with attrition through the three semesters, we had seven that consistently attended. A few from this cohort changed graduation dates from Spring 2018 to Fall 2018 or Spring 2019 so we started seeing limited engagement for the students. 73% of the students were first generation students.
 - Of the 19 in cohort B, five students who completed to the end and celebrated next steps.
 - For Cohort B, two students who identified as Asian/Pacific Islander.
 - One student graduated and will be starting a graduate program in Ethnic Studies at CSU in FA18.
 - The other student changed her graduation date to later

- The trend of on-campus residents earning higher GPAs than off-campus students continued.
- All student staff of Residential Dining Services go through a redesigned onboarding and training program before they begin working at one of our locations. A new position (Student Training and Recruitment Manager) was created, and is responsible for conducting all of the Department Orientations for new hourly employees as well as supporting all other training and recruitment initiatives. The New Employee Department Orientation is designed to give basic skills and knowledge to those employees. The orientation goes over employee incentives and policies, basic food safety, and knife safety. Over 1,000 hourly employees went through this orientation throughout the academic year for all of RDS.
- The Registered Dietician Nutritionist (RDN) was able to enhance collaboration with on campus departments as well as students in the Nutrition and Wellness Center at the Academic Village Commons. For the Academic year 2017-2018, the RDN saw over 200 individual students for various dietary and nutrition needs.
- Involvement Advising: Student Leadership, Involvement and Community Engagement (SLICE) implemented Involvement Advising as a brand new program. A total of 331 students were advised on involvement opportunities that aligned with their personal passions, curiosities, and interests. This individualized program allows for students to meet one-on-one with a peer advisor who identifies involvement opportunities specific to the student participant. Each participant leaves with an individualized involvement action plan.
- AlcoholEdu Module - 5,474 students completed AlcoholEdu Part 1 in fall 2017; 395 students completed the course in the Spring 2018. AlcoholEdu is required for new incoming undergraduates under the age of 23 (few exceptions).
 - Students reported that the course helped them establish a plan ahead of time to make responsible decisions around alcohol (89%), prepared them to identify and/or help someone who has alcohol poisoning (88%), changed their drinking behavior (46%) and changed perceptions of others' drinking-related behaviors (63%).
 - Students also reported 61% increase in alcohol knowledge from pre to post course, and an average increase of 15% in knowledge of risk reduction, physiological effects of drinking, understanding the influence of alcohol and factors influencing drinking behavior.
 - After completing the course, 89% of students reported the course prepared them to make responsible decisions about drinking.
 - Among the 72% (600 students) of high-risk drinkers who saw "no need to change the way they drink" before taking Alcohol Edu, 56% (336 students) indicated their readiness to change after completing the course.
- Haven: Understanding Sexual Assault Module - 8,843 students completed Haven: Understanding Sexual Assault Part 1; required for all incoming students (few exceptions).
 - Students reported high levels of knowledge before taking the course, including the definition of stalking (93%), alcohol-facilitated sexual assault (93%), bystander intervention strategies (93%), campus disciplinary resources (92%) and understanding sexual consent (96%).
 - The largest knowledge gains were around the root causes of sexual assault (66% to 75%), characteristics of sexual assault perpetrators (89% to 95%), alcohol as the most common

date rape drug (74% to 90%). Knowledge of sexual assault prevalence had the lowest percentage of correct responses across all areas at pre and post (56%, 58%), but slightly greater than the national average (48%, 50%).

- Students reported that the course:
 - Helped them identify characteristics of healthy and unhealthy relationships (84%).
 - Taught them where to find resources for sexual assault and abusive relationships at CSU (84%).
 - Made them more confident in their ability to intervene when observing concerning behavior (84%).
 - Provided them with skills to better support someone who has experienced sexual assault (85%).
 - Increased their understanding of school policies related to issues covered in the course (85%).
 - Gave them information about sexual consent that they plan to use if they choose to be sexually active (86%).
- The Career Center collaborated with Institutional Research, Planning & Effectiveness to complete a Student Success and Career Services study, which identified there is a statistically significant correlation between individual career services use and persistence to the second and third fall semesters.
- First Destination Report – Big Four Factors: The Career Center’s deep dive on graduation statistics continued to show the impact of Career Services usage, a GPA at 3.0 and above, having an internship, and on-campus employment as important for first destination success. The impact of completing an internship continued to rise to the top as demonstrated by the information below.
- The Resume Rush was held in both the fall and spring, offering students the opportunity to drop-in and have their resume reviewed prior to the Career Fair in 10-15 minute one-on-one sessions. The Career Center has identified two learning outcomes from the event:
 - *Learning Outcome 1: Students who attend Resume Rush will be able to identify three essential elements for an effective bullet point.*
 - *Learning Outcome 2: Students who attend Resume Rush will be able to list two essential formatting parameters for resumes.*

Each table below identifies the percentage of respondents to the Resume Rush Evaluation Survey who either achieved the specified outcomes or answered the correct/incorrect questions. A link to the survey was sent immediately following the event to the student’s university email.

A multiple choice question asking respondents to choose three essential elements for an effective bullet point measured learning outcome one.

Learning Outcome 1:	% FA17	%FA 18	+/- PP
% achieving all 3	39%	43%	4
% achieving 2 out of 3	41%	40%	-1

% achieving 1 out of 3	18%	10%	-8
% achieving none	5%	8%	3

+/- PP indicates change in percentage point from year to year.

Acceptable answers:	% FA17	%FA 18	+/- PP
Action Verbs	74%	70%	-4
Skills Used/Tasks Completed	74%	80%	6
Results/Significance	59%	68%	9
Unacceptable answers:	% FA17	%FA 18	+/- PP
Nonspecific Adjectives/Adverbs	8%	5%	-3
Periods	3%	3%	0
Multiple Additional Formatting	41%	20%	-21
What You Plan to Do	23%	20%	3

An open response question asking students to list two essential formatting parameters for resumes measured learning outcome two.

Learning Outcome 2:	% FA17	%FA 18	+/- PP
% achieving 2	79%	80%	1
% achieving 1	18%	15%	-3
% achieving none	3%	5%	2

Examples of key elements for resume formatting include:

- Arrange sections and bullet points by how important they will be to an employer
- Maintain formatting consistency from top to bottom
- Use reverse chronological order (most to least recent) within sections, such as Work Experience

Learning outcome results for LO 1 were on par from fall to spring (4 percentage points higher for those achieving all 3, but 1 percentage points lower for those achieving at least 2) and results for LO 2 were also on par for those achieving 2. However, a focus on communicating their unique

value to students resulted in a 9 PP increase of those who identified that results/significance was an essential part of an effective bullet point.

- Fan Experience and Stadium Planning - Staff contributed to the campus health and safety planning for athletic events, in particular the new on-campus stadium. They also assisted Fraternity and Sorority Life staff and their student leadership with tailgating and house parties risk management planning in relation to the new stadium. Using grant funds, tailgating kits were purchased for chapters hosting tailgating events. Kits included delineators, fencing, wristbands, duct tape, duffle bags, safety binders and sober monitor custom stickers.

Mental Health – Prevention Services

- YOU@CSU has had consistent use and growth since launching in February 2016. The most notable change was the switch to single-sign on integration in January 2018. Then prominent YOU links were added to RAMweb along with a RAMweb notification. This catapulted traffic to the portal. The first day there was a RAMweb link and notification, it pushed 1,248 visitors to the site in a single day. There was more than a 700% increase in traffic to the site when comparing the first two weeks of the spring semester to when the RAMweb link and notification went live.
- Interactive Screening Program - There was a significant commitment to implementing the Interactive Screening Program in FY18. The survey tool was sent via email to 9,308 students including: (1) student veterans, (2) Taking Stock new student check in survey participants that scored low on flourishing and grit and (3) male students. 315 students responded to the survey and completed the anonymous questionnaire with a response rate of 3.4%. 104 (33%) dialogued more than 316 messages. 52 (16%) had some form of counseling in-person contact.

Resiliency and Well-Being – Prevention Services

- Spiritual Care – CSU, in partnership with UCHHealth and Columbine Health Systems, launched the first group of student residents participating in the Clinical Pastoral Education Training Program. As part of this effort, the Spiritual Care services and outreach were developed at CSU. Consultation provided 112 individual sessions between September 2017 and July 2018. Clients primary concerns are as follows: (1) grief/loss 24%, (2) desire to deepen spirituality 20%, (3) lack of meaning/purpose 15%, (4) traumatic experience 11%, (5) existential anxiety 11%, (6) impact of faith/belief in close relationships 6.5%, (7) internal values vs. religious precepts 4%, (8) internalized oppression 4%, (9) questioning faith/belief system of origin 2% and (10) search for faith/belief community 2%. The Spiritual Care Resident participated in campus Multi-Faith & Belief partners meetings to establish and maintain ties with local religious/spiritual leaders who support the CSU campus community. The Resiliency and Well-Being Manager and the Spiritual Care Resident advised the Multi-faith and Belief Student Council and the ASCSU student government senator position, which represents over 40+ related groups. They also collaborated with the Women and Gender Collaborative to develop Multi-Faith collaborative conversations. The Spiritual Care Resident served on the Student Death Crisis Response Team.
- Psychosocial Mindset Intervention - A psychosocial mindset intervention for Ram Orientation was developed to cultivate persistence and retention. In partnership with Student Achievement, a consultant conducted a pre-analysis and focus groups in order to develop a video and intervention for Ram Orientation Summer 2018. Onsite and web based training on psychosocial messaging and growth and belonging mindset was provided for key campus partners, including students, staff and

faculty. Initial feedback from campus partners and from orientation staff and students have been positive. Intervention evaluation is in process.

- Rams Fail Forward Campaign – The campaign launched with two primary objectives: 1) to normalize and reduce the shame around failure and 2) to increase the protective factors of self-compassion and social connection. This campaign included two messages for posters/handbills and digital screens, seven inspirational stickers, a two-day event sponsored by ASCSU Student Government's Department of Health called the Wall of Strength, a campus pledge to promote a culture of resilience, and the development of a website that provides online failure recovery resources.
 - The Rams Fail Forward campaign evaluation results showed 91% strongly agreed/agreed that the campaign contributed to a positive campus climate for those that were experiencing failure or setbacks. 70% strongly agreed/agreed that the campaign inspired them to take further action to share the message, get a sticker, try a tip from the website or to seek help.
 - For the Wall of Strength, 93% strongly agreed/agreed that the campaign contributed to a positive campus climate for those that were experiencing failure or setbacks. 94% strongly agreed/agreed that the campaign inspired them to take further action to share the message, get a sticker, try a tip from the website or to seek help.
- Financial Wellness Module - Transit Financial Wellness is an interactive, online financial education program for undergraduate incoming students. Program content created and evaluated by Everfi and sponsored by The Charles Schwab Foundation. 4133 students utilized the program, CSU Fall evaluation results show favorable knowledge gains and long-term planned behavior gains pre post survey.

Sexual Health - Prevention Services

- Get Yourself Tested (GYT) Campaign – The annual campaign provided discounted STI testing, available post Spring Break for four weeks. 1,046 STI tests were provided during the FY18 campaign, a 52% increase in tests from FY17.

CREWS Peer Education – Prevention Services

- Rams Take Care, Rams Take Action – The new student orientation program includes delivery of alcohol norming and bystander education messaging. Ram Orientation Peer Leaders were trained in program content, motivational interviewing, bystander intervention and practical skills to assist with implementation. A new bystander video was created. It includes several CREWS Peer Educators sharing bystander stories and concepts.

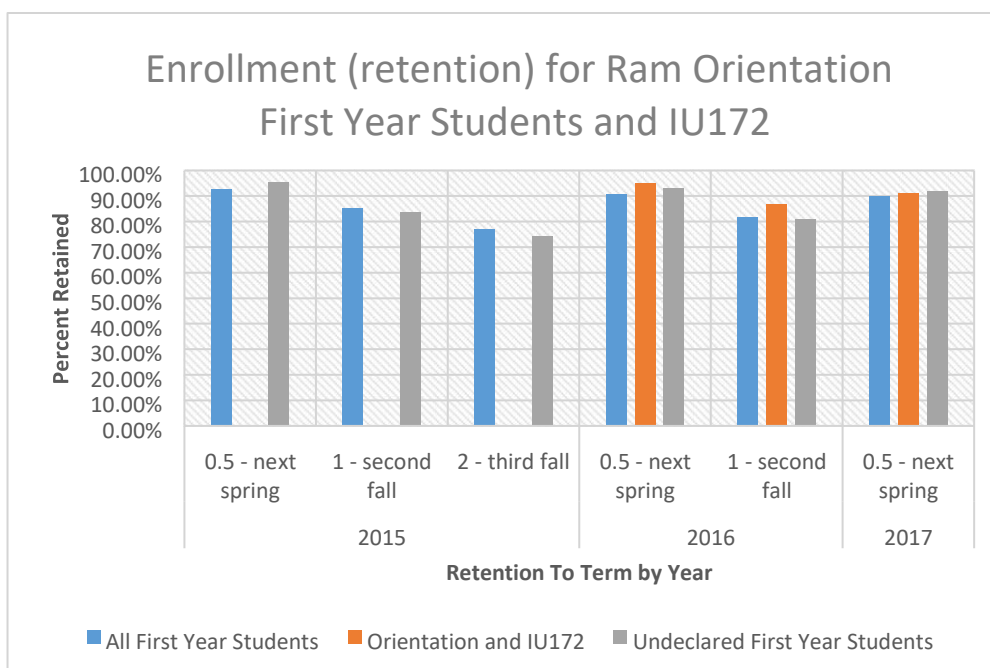
Marketing and Communications

- New Website - CSU Health Network's redesigned public website (health.colostate.edu) was launched in February 2018. It features modern design, enhanced navigation and search functions, and mobile responsiveness. This website continues to be the number one way student hear about the CSU Health Network.
- Student Resolution Center Hearing Officers adjudicated 3,217 cases, which encompassed 386 academic misconduct cases, 357 diversion cases and 53 responsible action exemption cases.

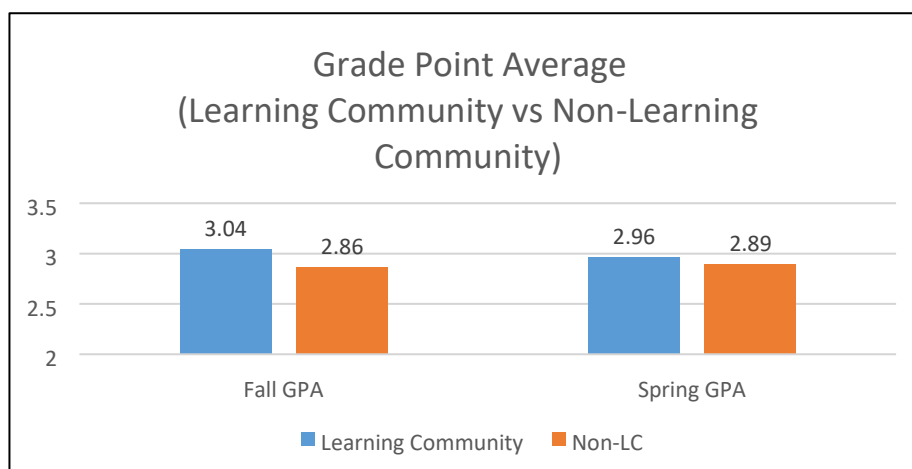
- The Student Conduct Code underwent significant revisions and received approval from the Board of Governors in May 2018. New code provides updates to: Prohibited Conduct, Appeals Process, Interim Measures, Disciplinary Standings, Diversion and Alternative Resolution Processes.
- Student Resolution Center collaborated with Residence Life to develop and implement “Life in the Halls” – an educational workshop designed to divert students from the Conduct Process while enhancing their understanding of the University’s expectations while living in a residence hall. Seventeen classes were provided in FY18 to 338 students. This creation was nominated for the 2018 Division of Student Affairs “Bridges Award.”
- Conflict Resolution staff administered 119 Conflict Dynamic Profile assessments to CSU students and staff at no charge (\$34 value per assessment).
- Three-hundred-sixty-one students were diverted from the student conduct process utilizing a variety of restorative and educational opportunities to address their behavior and an additional 250 students were referred to Student Conduct Services by FCPS in lieu of a criminal citation.
- The number of sanctioned SRC educational workshops facilitated increased by 46% from the previous fiscal year to a total of 897 student participants (a 25% increase from FY17).
- Since its inception in spring 2009, Party Registration has seen 4,623 CSU student and non-student households register parties, with only 2.4% (109) of these registrations resulting in citations. In a recent survey, 100% of participants agreed that they would recommend the program to friends, up from 92% in FY17.
- In spring 2018, the Office of Fraternity & Sorority Life began a four year **longitudinal study** with Dyad Consulting to measure the fraternity and sorority experience in a variety of areas, including the membership experience as it relates to brotherhood/sisterhood and belonging, hazing tolerance, attitudes toward sexual assault, attitudes toward social justice, social perspective taking, and more. A consultant visited CSU in March 2018 to present community findings as well as provide chapter-level data and meet with campus partners. Highlights include:
 - Both fraternity and sorority members measure lower than national averages on Social Status Importance, an important measure of social culture. Community members are less concerned with the campus social hierarchy than fraternity/sorority members nationally.
 - Fraternity members measure higher than the national average on Brotherhood Based on Accountability, meaning they place more value on peer-to-peer accountability as an aspect of brotherhood than their peers nationally.
 - Fraternity members measure lower than the national average on Brotherhood Based on Solidarity, meaning they are less likely to employ an “us vs. them” gang mentality compared to fraternity members nationally.
 - Both fraternity and sorority members report higher beliefs related to Sexual Assault Survivor Support, meaning they are more likely to believe and support a survivor of sexual assault compared to their peers nationally.
 - Sorority members measure lower than national averages on both Victim Blaming and Minimization related to sexual assault, meaning they are less likely to misplace blame on a victim of sexual assault and are less likely to minimize others’ experiences related to sexual assault compared to sorority members nationally.

- Tracking the fraternity and sorority GPA over time indicates that fraternity and sorority average GPAs continue to outpace unaffiliated peers.
 - Fall 2017: the all f/s GPA was a 3.01 compared to an all undergraduate GPA of 2.94 (all sorority GPA is 3.11 compared with a 3.07 all women's, all fraternity GPA is a 2.8 compared with a 2.8 all men's).
 - Spring 2018: all f/s GPA was a 3.09 compared with an all undergraduate GPA of 3.01 (all sorority GPA is 3.21 compared with a 3.13 all women's, all fraternity GPA was a 2.87 compared with a 2.81 all men's).
- In addition to the community study conducted by Dyad, the Office of Fraternity and Sorority Life continues gathering information to better understand the impact of the fraternity/sorority experience. This includes partnership with the Career Center to review fraternity/sorority data from the First Destination Survey conducted every year. The OFSL also collaborates with Institutional Research and Planning Effectiveness for the first time to run retention and persistence data. Both data sets provide useful information to understand the impact of the fraternity/sorority experience are discussed in detail below.
- Over 60 students participated in four academic courses offered by the Office of Fraternity and Sorority Life, including Inclusive Leadership for Fraternity & Sorority Members, Emerging Leadership for Fraternity & Sorority Members, Advanced Leadership for Fraternity & Sorority Members, and Fraternities and Sororities Against Sexual Assault.
- The Division of Student Affairs Retention Specialist:
 - Provided retention support to 251 students through the Community for Excellence.
 - Provided 8 workshops in collaboration with Graduate Assistant for students with the Denver Scholarship Foundation award.
 - Participated in bi-weekly working group meetings for Fostering Success Program and help support the outreach to over 200 identified students on campus.
- Community for Excellence Students (Minus Transfer Students):
 - All C4E students, with an average index of 112 compared to 115 for CSU, attained a 2.92 cumulative grade point average for the 2017-2018 academic year. This is compared to a 3.09 for CSU undergraduates (excluding C4E students). Given the index and demographics differences, this is positive for the Community for Excellence.
 - Only 7.64% of C4E students were below a 2.0 grade point average after Spring 2018.
 - 49.74% of C4E students had a 3.0 grade point average or higher after Spring 2018.
 - First-year C4E students, with an average index of 111 compared to 117 for CSU, attained a 2.81 cumulative grade point average for the 2017-2018 academic year. First-year CSU students (excluding C4E) attained a 3.02 cumulative grade point average. Given the index and demographic differences between these groups, this is positive for the Community for Excellence.
 - 13.89% of C4E first-year students had below a 2.0 grade point average after Spring 2018.

- Community for Excellence Transfer Students:
 - C4E Transfer students attained a slightly higher cumulative grade point average than Transfer Students at CSU who earned 3.09 compared to a 3.08 (excluding C4E students) for the 2017-2018 academic year.
 - First-year Transfer C4E students, with an average index of 107 compared to 108 for CSU, attained a
 - 3.13 cumulative grade point average. First-year Transfer CSU students (excluding C4E) attained a 3.06 cumulative grade point average. 6.67% of C4E first-year transfer students had below a 2.0 grade point average after Spring 2018.
- Highlights for the Collaborative for Student Achievement for this past year that have encouraged student success begin with increased percentages of incoming students demonstrating that they learned at least one resource that supports diversity education and awareness through participation in orientation.
- Ram Orientation attendance increased by 148 students from Summer 2016 to Summer 2017, totaling 4,968 students and 4,095 parents/family members. 58.7% of students bring at least one family member. 27.5% of participants were racially/ethnically diverse and 23.2% were first generation college students.
- IU172: New Student Seminar for Undeclared Students: IU172 is a one-semester course where students learn about and explore various academic/career options within the major tracks at CSU to inform decisions related to choice of major. The course is offered as an opportunity for new first year undeclared students to continue their transition and is a joint effort between Undeclared Advising and Orientation and Transition Programs.
 - First Year Student Retention Rates: The first-to-second year retention rates are higher for students who participate in IU172, than students who do not participate.



- **Transfer Student Retention Rates:** Students who attend Ram Orientation have higher second year persistence rates compared to students who do not attend Orientation. Of new transfer students who attended Ram Orientation in 2016 and enrolled in the Fall 2016 semester, 83% returned to their second year at CSU (which is consistent with last year).
 - Students from Fall 2016 who attended the Transfer Mountain Experience persisted to their second year at a rate of 76.47% compared to the entire Fall 2016 entering population at 84.77%.
- **Learning Community Academic Performance**



- **Fall Grade Point Average:** Overall, students in learning communities have a higher Fall term GPA (3.04) compared to students not in a learning community (2.86).

- **Spring Grade Point Average:** Overall, students in learning communities have a higher Spring term GPA (2.96) compared to students not in a learning community (2.89).
- **Academic Success Strategies for Learning Communities:**
The three strategies that students participating in learning communities share contributed to their overall success was: 1) participating in study groups, 2) time management, and 3) self-care (2018 Student Experience Survey for Learning Communities).
- **Highlights from the 2017-2018 Learning Community Student Experience Survey, including selected highlights from Key Communities.**
 - 51.5% of students report that the learning community has played a role in their decision to stay at CSU.
 - 71.7% of students agree/strongly agree that they are satisfied with their overall experience in the learning community.
 - 68.9% of students agree/strongly agree that they feel like they belong in the learning community.
 - 71.8% of students agree/strongly agree that living together with other students in their residence hall was an important part of their overall experience as a member of the learning community.
- **Taking Stock Student Survey:** In collaboration with Residence Life, the Taking Stock Student Survey is given to incoming new first year and new transfer students in the 4th week of the Fall and Spring semesters. Outreach to students about individual Taking Stock Survey results is primarily done by Residence Life staff (Resident Assistants, Assistant Resident Directors, and Resident Directors).

Fall 2017 Taking Stock Survey Highlights:

First-year Students

- 4,414 first year students living in the residence halls completed the survey. Of those students, 3,748 (85%) met with their RA for a 1:1 conversation.
- Fall 2017 term GPA for first-year on-campus students who completed the survey and met with their RA was 2.95.
- Fall 2017 term GPA for first-year on-campus students who did not complete the survey or meet with their RA was 2.39.

Transfer Students

- 208 on-campus transfer students completed the survey. Of those students, 184 (88%) met with their RA for a 1:1 conversation.
- Fall 2017 term GPA for transfer on-campus students who completed the survey and met with their RA was 2.93.

- Fall 2017 term GPA for transfer on-campus students who did not complete the survey or meet with their RA was 1.87.



Goal 4: Research and Discovery

- Through such exhibits as the annual Student Art Exhibition and the biennial Art & Science Exhibit, LSC Arts continued to create a space to highlight the creative achievements of the CSU community, including students, staff, and faculty. The LSC Art Collection, also continued to highlight the historical efforts of the CSU community and inspire future generations of art makers to continue creating through its efforts in providing vast exhibits.
- Thirteen students completed the interdisciplinary minor offered through SLiCE. The Leadership Minor showcase was continued, while minor recipients also showcased their work at the Celebrate Undergraduate Research and Creativity (CURC) Showcase and the Multicultural Undergraduate Research, Art, and Leadership Symposium (MURALS). Ashle' Tate and Erika Vardaro won top honors and the Social Justice Research awards at CURC. As usual, project topics ranged from looking at the experiences of black women educators of racial battle fatigue, experiences of women in leadership positions in business, leadership styles of science educators, and many more.
- Campus Recreation facilitated approvals for a Music Therapy graduate student to conduct research in the Student Recreation Center as well as for an undergraduate student in the ERHS 332 Epidemiology course to examine the impact of sport/exercise injuries on the Colorado State University community.
- Housing and Dining Diversity, Inclusion & Assessment created templates and documents to provide direction and implementation of strategic planning, planning & effectiveness, annual learning outcomes, program review and annual reports for work units in HDS and across DSA.
- Apartment Life Assistant Residence Manager (ARM) conducted mixed methods research on non-student residents in Aggie Village Family and University Village to gauge fulfillment and sense of belonging, and to learn more about the demographics of our non-student residents. Results showed international women are more engaged in the community and more likely to have relationships in community than women from the U.S. Findings support the need for cross cultural relationship building skills for Spouse and Partner Coordinator.
- Housing and Dining Sustainability and Residential Dining Services (RDS) collaborated with the CSU Horticulture Center to formally establish a living lab to grow greens to serve in the dining centers. The living lab empowered a horticulture student intern to plan, plant, and harvest 2,517 pounds of greens and then arrange delivery and invoicing as well as make recommendations for

new crops and enhancements to the program. These leafy greens were once again used at the president's picnic in September 2017. The center has utilized a state of the art nutrient film technique (NFT) to grow various types of leafy greens for Residential Dining Services. The program continues to expand with offering spinach and kale as well as several herbs.

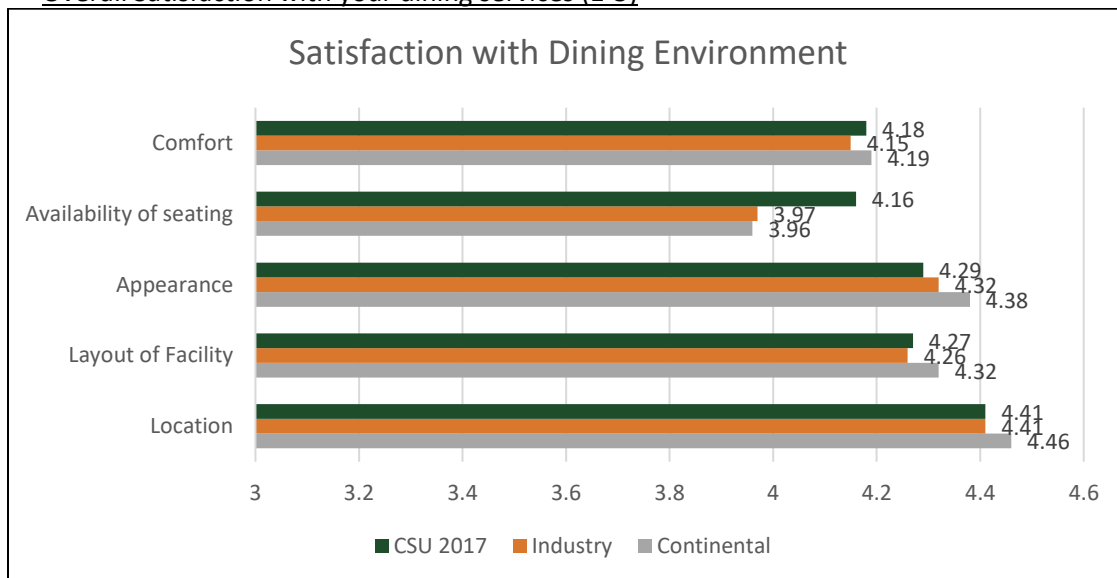


Goal 5: Engagement

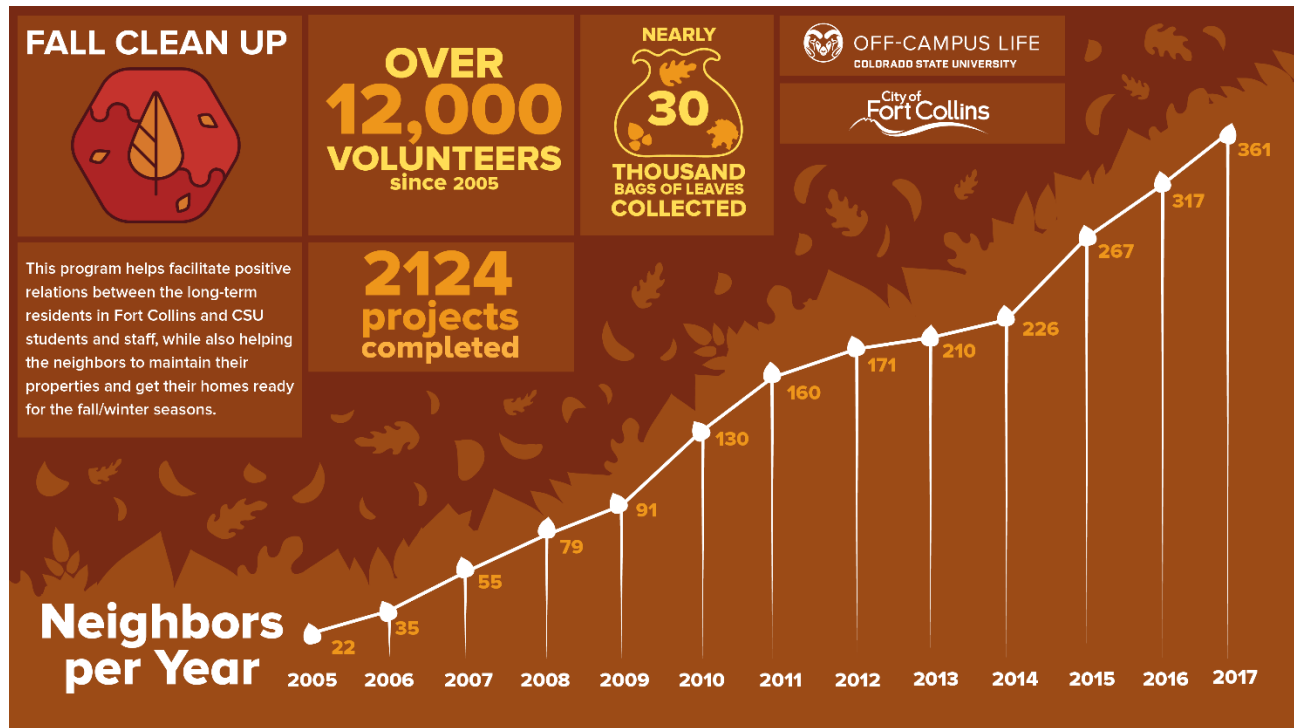
- Lory Dining Services continued to work with many departments and student organizations on campus on the CSU Nutrition Programming and Services Meeting, which continues to build awareness about the nutrition-related services and support available for our students.
- RamEvents continued to excel in this area. This year, they collaborated with student organizations, offices, and departments that enhanced programming by having multiple perspectives in the planning process and resulted in significant learning experiences for staff and volunteers, as well as participants. RamEvents collaborated with 29 different on- and off-campus partners that reached approximately 13,600 students through 67 programs.
- SLiCE collaborated with the Food Bank for Larimer County to bring a mobile food pantry to CSU one time per month during September – July. There were 2,264 unique visitors to the food pantry this year. The food pantry served approximately 7.3 percent of CSU students and 1.3 percent of CSU employees. On average, 615 people visited the food pantry each month. An average of 40 volunteers ran each pantry.
- SLiCE hosted the 31st annual Cans Around the Oval. This single-day food drive, benefitting the Food Bank for Larimer County, brought in \$56,349 and 42,293 pounds of non-perishable food items.
- This year, 479 student organizations registered with and were recognized by the SLiCE office. SLiCE accountants opened 42 new Student Organization Financial Accounts (SOFAs) and a total of 63 RSOs identified themselves as fostering a campus culture supporting diverse students.
- CSU Health Network Pharmacy developed a protocol for distribution of naloxone to the CSU police officers. We worked with the drug company to acquire the medication on a grant at no cost to the CSUPD. The protocol was extended to include CSU students to allow for distribution in cases where there might be a need.
- This fiscal year marked a record number of referrals for conflict resolution staff who managed 587 Conflict Resolution Cases (a 21% increase from FY17), involving 802 clients (a 34% increase from FY17) and 3790 collateral contacts (35% increase from FY17).

- In collaboration with the City of Fort Collins and Off-Campus Life, the Fall Clean Up event matched almost 1,900 CSU students and staff with 339 neighborhood projects (up 18% from FY17). Additionally, almost 4,000 bags of leaves were collected. Survey results showed the following:
 - 98% of respondents agreed or strongly agreed that assisting in Fall Clean Up helped them feel more a part of the Fort Collins community.
 - 93% agreed or strongly agreed that by assisting in Fall Clean Up, they were more aware of what it takes a person to maintain a yard.
 - Since the program's inception, almost 30,000 bags of leaves have been collected, over 12,000 volunteers have participated, and 2,124 projects have been completed.
- The 3-2-1 Go! Student Development endowment campaign was rolled out during the Campus Recreation Homecoming Alumni Reception in Fall 2017. The campaign had 12 new donors in FY18 and currently at \$18,000 of the \$25,000 needed to be endowed.
- Residential Dining Services (RDS) continued the *Sea to Table* program which purchases and showcases sustainable seafood.
- Residential Dining Services hosted numerous "Chef Series" events during which the chef each dining center prepare a specialty dish of their choosing for lunch. The chefs prepare and then serve their creations, allowing students to engage with the chefs, and learn about the art of cooking.
-
- The Annual Survey of the National Association of College and University Food Services (NACUFS), which is administered to residence hall students each Fall Semester in November, indicated that RDS continues to rank strongly in the overall dining environments we provide, as well as Environmental Stewardship.

Overall Satisfaction with your dining services (1-5)



- Apartment Life hosted a *No Place 4 H8* program at the Islamic Center of Fort Collins to have a panel that included members from: International Student and Scholar's Services, Case Management, Conflict Resolution, Legal Services, Housing & Dining Services, international disaster psychology, CSUPD and VP for Diversity to respond to residents' concerns after series of racist and Islamophobic incidents happening in the community.



- Off-Campus Life continued the Get the Scoop program taking place on August 5th and 6th, 2017. Staff collaborated with Divine Ice Cream, FCPS, and City of Fort Collins Code Compliance to drive through specific neighborhoods, hand out free ice cream, and distribute Art of Neighboring brochures and information about meeting their neighbors. Contact was made with a total of 49 long-term residents, 66 CSU student renters, and 13 non-student renters. Total participant numbers dropped this year due to poor weather on the second day of the event. Participants surveyed stated the following:
 - 99% believed the event would have a positive impact on their neighborhood.
 - 99% believed the University and City should continue to encourage residents to meet one another through this event.
- In collaboration with the City of Fort Collins and Off-Campus Life, the fall 2017 Community Welcome event connected almost 200 volunteers with over 1,500 neighbors, all of which received educational material and "The Art of Neighboring" brochure. An assessment of this program indicated the following:
 - 92% of respondents agreed that staff/students/police should educate students about local codes and ordinances.
 - 90% of volunteers (up from 80% in 2016) and 80% of neighbors agreed that the Community Welcome efforts will have a positive impact in the neighborhoods.

- Off-Campus Life's involvement in the spring 2018 CSUnity project connected student volunteers with 220 elderly or disabled City residents (up 10% from spring 2014) as part of this spring outreach program. Survey results from the CSUnity Neighbor Evaluations were as follows:
 - 99% strongly agreed/agreed that they were satisfied with the service they received during CSUnity.
 - 94% strongly agreed/agreed that as a result of CSUnity they feel more connected to CSU students.
 - 100% strongly agreed/agreed that due to CSUnity they have a greater appreciation of students as neighbors in their community.
 - 93% strongly agreed/agreed that without the program they would be unable to prepare their homes for the spring/summer season.
- The Colorado State University Campus Recreation Service Committee collaborated with the City of Fort Collins to Adopt-A-Street. The section the department cleans is Shields Street from Mulberry Street to Prospect Road. Campus Recreation has two adopt-a-street dedication signs, one on the corner of Shields and Mulberry and the second one on the corner of Shields and Prospect recognizing the department for helping keep the city clean.
- The Colorado State University Campus Recreation Service Committee collaborated with Colorado State University's Fostering Success Program to put on an annual giving event called Warm a Winter Wish during November and December 2017. The event requests donation of gift cards in the \$20 range for businesses where students in need can purchase groceries, clothing, and/or household items, e.g. Target, King Soopers, Walmart. The Service Committee creates snowflakes for each donator recognizing their contribution. The campus community is called on to help these students in need and fulfill their holiday wishes and emergency needs. The event resulted in \$735 in gift cards donated.
- Campus Recreation Sport Club participants performed 1,983 hours of community service during FY18.



Goal 6: Public Interaction / Strategic Partnerships

- Lory Dining Services worked with Environmental Health Services to certify several more career staff members with ServSafe Food Safety Protection Manager Certifications. This certification stays current for five years and provides food service professionals in the department the tools and awareness to help prevent the spread of foodborne illness while promoting best practices in food safety.
- CSU Health Network leadership established a partnership with Associates in Family Medicine and UCHHealth to provide a convenient, on-campus option for students to receive after-hours care on the evenings and weekends when CSU Health Network is closed. The partnership also includes providing on-campus, covered care for CSU students with Medicare health insurance coverage.
- CSU Health Network Pharmacy has expanded its service to the public making it an option for staff at CSU also.
- Using the CSU National College Health Assessment data, Dr. Shillington and the CSU Marijuana Research Group continue to assess college marijuana use and post use legalization.
- The Housing and Dining Communications and Sustainability team won ten national awards that spanned video, web, print, sustainability, and interior design platforms representing extensive collaboration both within HDS and with external partners. At the same time, the communication team faced its toughest year in terms of crisis communications with 44 media stories related to bias-motivated and crisis incidents in addition to extensive internal and external communications.
- The RamCard Office (Housing and Dining) enhanced key partnerships with Athletics, the Registrar's Office, and International Programs by developing new services to support convenient access to campus events, supporting students planning to travel abroad, making the Preferred Name request process more inclusive and less intrusive, and strengthening the campus effort to support Undocumented, DACA, ASSET students. In addition, vending sales in all categories saw an increase for Coca-Cola beverage, Aramark snack, and CSC laundry services, attributed largely to our active management of the vending agreements. Finally, vending partnerships were leveraged to connect corporate partner organizational values to the CSU Principles of

Community by placing community values statements on vending machines across campus and Coca-Cola delivery trucks serving the state of Colorado.

- The City of Fort Collins in partnership with CSU (specifically Off-Campus Life and the Student Resolution Center) received the Outstanding Achievement in Local Government Innovation Award from the Alliance for Innovation for the Campus West Connections initiative. The Selection Committee looks for efforts by local government to improve community operations and practices, implement creative business processes, and improve the civic health of the community. Michael Katz from the Student Resolution Center and Fort Collins Police Officer, Andy Leslie went to Washington to receive this award on behalf of CSU and the City.
- The unique number of employers engaged with the campus and the Career Center is holding steady at approximately 800.
- Colorado State University (CSU) Off-Campus Life has partnered with Neighbor to Neighbor (N2N), a non-profit housing resource organization aiding Larimer County residents in the pursuit of stable housing. This new partnership provides housing counseling services to CSU faculty and staff in the areas of: Rental Housing Search Assistance, HomeShare (a matching service between renters and homeowners), Emergency Rent Assistance, and First Month's Rent Assistance. The N2N Housing Solutions Coordinator also serves as an access point for homeownership programs such Homebuyer Education, Home Purchase Advising, Foreclosure Prevention Counseling and Reverse Mortgage Counseling. Since beginning in February 2018, these initiatives have served 83 CSU Faculty/Staff since opening in February 2018.
- In the 2016-2017 academic year fraternity and sorority members contributed a total of 53,254 hours of community service and raised \$157,165.91 for philanthropic causes.
- Over the course of the year, 210 special groups dined with us from outside CSU, 106 of those being visiting schools.
- Conference & Event Services (CES) facilitated room and board packages for youth camps throughout the summer months that serve as a recruitment tool for the University to provide an opportunity to experience "life at CSU" for future potential students.
- Apartment Life provided housing for 51 Chinese and 21 Vietnamese Strategic Partners as well as 13 Research Experience for Undergraduates (REU) Students and 16 INTO CSU Students.
- Residential Dining Services contributed approximately 70,000 pounds of food to the Larimer Food Bank.
- CSU Mountain Campus partnered with 23 Poudre School District and other area schools to host 1,552 5th and 6th grade students for the Outdoor and Environmental Education program Eco Week.



Goal 7: Excellence in Hiring, Professional Development, Employee Engagement

- The transition of Apartment Life into University Housing provided many challenges for Housing and Dining staff at all levels, and also provided opportunities for professional development and to build on the strengths of the organization. Housing and Dining continues to have strong interest and wait lists for all apartment communities while the off-campus market is bringing more beds on line every year, and many international students still choose to live on campus.
- The LSC marketing department (Colab) had an outstanding year, winning 22 awards and continuing its tradition of outstanding partnership with community, collegiate, business, and students. Colab exceeded goals for diversity among student staff, and achieved 100 percent student staff placement rates in positions after graduation. While Colab's awards and recognition are a source of pride, the day-to-day developments to enhance and promote LSC activity, programs, revenue-generation, and student and community experiences at the University bring great satisfaction in the unit's role at the LSC and CSU.
- The CSU Employee Appreciation Board honored the Student Resolution Center and thanked its staff for a job well done.
- Campus Recreation professional staff performed 921 evaluations of student employees during FY18 which covered topics such as communication, conflict management, leadership, interpersonal skills, job knowledge, and more.
- Campus Recreation supervisors provided 14,719 contact hours of training to their student employees. These hours include new employee onboarding, weekly trainings, monthly in-services, and seasonal trainings.
- The Campus Recreation department awarded over \$11,104 across 58 allocations from the David Karspeck Memorial Fund and the Student Staff Development Fund to support professional development for student employees including expenses related to conference attendance, certification courses, and risk management trainings.
- Numerous Campus Recreation staff members are trained and serve on search committees to support the Division of Student Affairs. There are five employees who are EOC trained and they served on five search committees, external to the department, in FY18.

- This year's Quality of Work Life survey results for the Collaborative for Student Achievement were overwhelmingly positive. Specifically, categories of communication, collaboration, empowerment, respect and fairness had the highest scores the organization has ever had. Based on a 1-5 Likert scale some items are highlighted below.
 - I care about my work unit: 4.9 mean score
 - My supervisor seeks ideas of all employees: 4.68
 - I trust my coworkers: 4.6
 - I trust my supervisor: 4.7
 - I'm proud of my department's quality of work: 4.68
 - I'm proud of my quality of work: 4.5
 - My department is committed to high quality work: 4.65

- A three-day external review was conducted of Student Disability Services by a representative from the Association of Higher Education and Disability (AHEAD) and an internal representative from TILT. Results included the recognition the office is understaffed based on the number of students seen by accommodation specialists (over 400 each). Two positions were recommended: another assistant director/specialist and an office manager/receptionist.
 - The Student Fee Review Board increased the fee allocated to the Committee for Disabled Student Accessibility to cover the salaries of two new positions for the office – another assistant director/specialist and an office manager/receptionist. The increase in the student fee also maintains the original fee of .50 cents used to improve accessibility on campus.

- New hires at the Black/African American Cultural Center are Emerald Green as the new Assistant Director, and Adrian Jones as our new Student Development and Retention Coordinator.

- Residential Dining Services employed over 800 student hourly and work study employees for the 2017-2018 academic year, over 200 of which were international students.

- Applications for Residence Life Student Staff Positions increased over the past year:
 - 373 students applied for RA:
 - 61% female/38% male
 - 60% white; 17% students of color; 22% multi-racial; 1% international
 - 29% first-generation students
 - 33 students applied for ICA
 - 77% female, 18% male, 5% gender-non-conforming
 - 42% white; 21% students of color; 33% multi-racial; 3% international
 - 39% first-generation
 - 21 applied for CDM
 - 71% female; 29% male
 - 71% white; 5% students of color; 24% multi-racial
 - 19% first-generation
 - 373 applied for CDSM (desk staff)
 - 366 students completed the student staff leadership class (ExCELS)



Goal 8: Diversity, Equity and Campus Climate

- SLICE is home to Rams Against Hunger which provides emergency food relief to students who have no idea where their next meal is coming from or how to pay for it. This year RAH provided a total of 422 students with meals via their RamCard. Each student received 75 meals on their RamCard (or a prorated amount based on when they applied for the program). The RAH fund received significant support from CSU faculty, staff, students, alumni, and numerous community members who contributed a total of \$52,177.60 to the program. CSU's Annual Day of Giving in April featured RAH with hundreds of donors contributing \$16,616 to the fund in just one day!
- SLICE registered 479 student organizations, an increase from the previous academic year.
- Housing and Dining Workplace Education & Diversity, Inclusion & Assessment continued the Supervisory Leadership Series (49 participants this year), finalized work in response to bias related incidents to determine placement of additional surveillance cameras in HDS facilities, reviewed bias related incident protocol for HDS staff, continued to offer training on inclusive excellence through the VPD office, and completed HDS Staff Interviews to collect data on the staff experience in HDS.
- Historically, career services as a field has not prioritized equity and inclusion in their practice; however, this year, the Career Center included equity and inclusion in their strategic plan and put clear structure around our efforts to examine our identities, privileges, and actions. This structure included personal training/reflection, in-house staff training, diversity dialogues, and a diversity and inclusion audit to identify areas of greatest work.
- During the 2018 session of Campus Step Up, 70 student participants engaged in meaningful dialogue and learned about identity and social justice issues. Important highlights include: 98 percent of individuals selected Strongly Agree or Agree on feeling better equipped to understand the perspectives of those who are different from them and 94 percent of respondents selected Strongly Agree or Agree to feeling better prepared to take action to create social change from having attended Campus Step Up.
- Data-Informed Decisions - The National College Health Assessment (NCHA) was implemented Fall 2017, the benchmarking report updated and results shared with key stakeholders. Additional reports were created for Sexual Orientation and Race and Ethnicity. CSU Athletics National College Health Assessment report was shared with the Athletics Wellness Committee September 2017 to inform well-being efforts with student athletes. Staff assisted in the planning

and execution of Fraternity and Sorority Life National College Health Assessment data sharing, collected Fall 2017. Students had the opportunity to learn about their community health data and meet with staff to discuss next steps.

- As part of the overarching goals of the CSU Health Network Quality Improvement Committee, a new Diversity Sub-Committee was created with the following objectives: (1) to improve the climate of inclusion; (2) to decrease the barriers of accessing the Health Network services by students with marginalized identities; (3) to improve the cultural competencies of the staff; and (4) to support the recruitment, retention, and support of the CSU Health Network staff from historically marginalized and excluded populations.
- The Awareness and Access Survey was conducted late Spring 2018. More than 800 students responded (response rate of 14%). Survey objectives included: (1) gauge awareness and perception of CSU Health Network services from students who have not used our services since move to the new building, with emphasis on students with underrepresented ethnic/racial identities, (2) understand reason(s) for not using services since move to new building and (3) determine need/interest in additional services. The survey results showed:
 - Utilization by students who identify as historically marginalized populations reflect their overall representation in CSU student population.
 - High level of awareness of CSU Health Network brand and general medical and counseling services. Opportunity to grow awareness of specialty services.
 - Overall low concern among students surveyed about lack of cultural/identity knowledge and sensitivity.
 - Overall low concern about accessing services in new location.
 - Insurance/billing/access biggest areas of confusion to address with communications efforts.
 - CSU Health Network has strong reputation, even among students who have not used our services in last year.
 - Will conduct survey again in Spring 2020. (Hypothesis: Confusion about insurance and access will decrease as we enter years 5 & 6 of insurance billing model.)
- A new mental health counselor position is shared between CSU Health Network and CSU Student Diversity Programs and Services (SDPS). This position provides clinical mental health services for CSU students, outreach programming and support for campus Cultural and Resources Centers, and supervision and training.
- The Women of Color (WOC) Support Group was created in response to student requests to have a group where they could share and receive support in community with one another. Graduate and undergraduate students explored various held identities while also impacting the Racial Battle Fatigue (RBF) that WOC often describe at a Predominantly White Institution.
- Parent & Family Programs continues to support SDPS offices/programs by providing financial and staffing support. Examples of programs include “Adelante con Familia,” Ohana Welcome, The Native American Family Welcome Lunch, We’ve got your BAACC program, CSU Celebrates Denver and Resources for the Student Disability Center (through Ram Welcome programming).
- Parent & Family Programs was very successful during AY 17-18 connecting w/ parents and family members of underrepresented students through partnerships with Admissions, Community 4 Excellence, Key Communities, El Centro, APACC, and Athletics.

- Student Resolution Center staff member, Brooke Wichmann, received the 2018 Division of Student Affairs Innovation Award for her efforts to improve and expand upon the SRC's Conflict Resolution and Restorative Justice programming. This award recognizes innovation in developing programming that meets the changing needs of a campus population, contributes to a positive work environment, provides quality service for students, and demonstrates a commitment to diversity.
- The Student Resolution Center hosted all-staff trainings in workplace gender equity and motivational interviewing.
- Student Conflict Management worked with 24 respondents in Title IX investigations and made 47 Title IX Responsible Employee Reports for individual impacted parties.
- The Campus Recreation Inclusivity Committee assigned team members to numerous goals throughout FY18. Work team efforts included: creation of inclusive hiring language, creation of an inclusivity 101 training presentation for all new student employees to attend, implementation of implicit bias training for hiring authorities prior to the start of FTE searches, collaborating with Student Diversity Programs and Services offices to host chair massages at the Lory Student Center and special events in the climbing wall and MAC gym, creation of a handbook on intergroup dialogue, and hosting of a half-day committee retreat.
- A six-person work team from the Campus Recreation Inclusivity Committee conducting a comprehensive mixed methods assessment on the experiences of people of color with campus recreation services. The work team conducted a literature review, a website review, a national peer review, an online survey, and four focus groups. The work team included four professional staff members, a SAHE graduate student, and the Inclusivity Projects Assistant. Recommendations from the assessment project will be finalized in July 2018 and will then be shared with the department, division, and community.
- Inclusivity Committee members Brittany Heiring, researched, developed, and created a new handbook for the Campus Recreation department titled *Facilitating Dialogues*, with input from Erin Patchett, Associate Director of Administration, Tiffani Kelly, Assistant Director for the Native American Cultural Center, and Ria Vigil, Director of Diversity for the Office of the Vice President for Diversity. The handbook was introduced to Inclusivity Committee staff at a retreat in December 2017 and is based on the Intergroup Dialogue Model developed by the University of Michigan and is meant to help professional and student staff guide conversations around difficult topics while honoring identity.
- Communications & Marketing Manager developed the new Adaptive Rec icon for the department of Campus Recreation, to be included on all future program schedules and marketing. The icon indicates that a program or event is adaptable and encourages participants needing accommodations to contact the staff person listed. The icon will be launched in the spring 2018 semester.

- A new Campus Recreation program, Vamos Outdoors, was created by a student employee of the Outdoor Program. The purpose of the new program was to provide outdoor adventure opportunities to the Latinx community. Three different trips were offered during FY18 including camping, snowshoeing and rock climbing.
- The Collaborative for Student Achievement Meaningful Connections Committee planned all staff meetings and a retreat focusing on inclusive excellence, the Inclusive Holiday Committee continued efforts all year around, and the Social Committee implemented informal staff interactions across the units, all of which were well received. Additionally, staff communications and resources were enhanced with online information and a monthly event calendar.
- First Year and Transfer Student Responses about Inclusivity:
 - First-year students report a slightly higher sense of belonging at CSU than transfer students do.
 - In 2017, 95.46% of first-year student respondents and 92.47% of transfer student respondents could identify and locate at least one resource that supports diversity education and awareness, which was an increase for both populations from the previous year.

Question	First-Year Students			Transfer Students		
	2015	2016	2017	2015	2016	2017
<i>Response rate percentage</i>	26%	26%	25%	10%	13%	11%
Ram Orientation						
After attending Ram Orientation, students felt a sense of belonging at CSU.	96.57%	95.20%	96.94%	94.44%	91.30%	90.34%
After attending Ram Orientation, students could identify and locate at least one resource that support diversity education and awareness.	95.92%	94.50%	95.46%	89.16%	88.60%	92.47%

- Ram Orientation for International Students: 173 directly admitted international students participated in Ram Orientation for international students (78 first-year students and 94 transfer students) and an additional 115 international students who were conditionally admitted (3), exchange students (39), Visiting International Program students (10), or INTO Pathway Progressing students (32). Directly admitted students were given access to a Pre-Orientation system to provide pre-arrival information and to prepare them to register for their Fall courses. 167 students completed Pre-Orientation, 11 other international students partially completed, and 33 did not log in to the system. After attending Ram Orientation, 100% of respondents (14.6% response rate) either agreed or strongly agreed that they could describe at least two ways they felt connected to the CSU campus and community and 96.15% could summarize at least 3 strategies to be successful within the CSU classroom, but only 73.07% agreed or strongly agreed that they could identify at least two connections they made with a faculty or professional staff member.
- First and Second Year Transition Programs Demographics:

2017-2018	First Year Enrollment	First Year Seminars	Year 2 Programs	Getting to Year 2	Transfer Enrollment	Transfer Student Floors
Ethnically/ Racially Diverse	29.31% 1475/5031	14.79% 33/223	31.38% 344/1096	38.86% 75/193	27.01% 432/1599	24.08% 33/137
International	1.78% 90/5031	0% 0/223	3.01% 33/1096	0.02% 4/193	9.56% 153/1599	2.19% 3/137
First Generation	22.28% 1121/5031	23.31% 52/223	24.50% 262/1096	34.70% 67/193	36.71% 587/1599	28.46% 39/137
Non-Resident	33.41% 1681/5031	26.91% 60/223	25.63% 274/1096	23.83% 46/193	32.89% 526/1599	43.07% 59/137

- Getting to Year 2 and Year 2 Programs both have a higher percentage of participants who are ethnically/racially diverse than the percentages of all incoming first year and transfer students.
- Year 2 programs have a higher percentage of international participants than the incoming first year students.
- All programs have a higher percentage of first generation students than the percentage of all incoming first year or transfer students.
- Transfer Student Floors has a higher percentage of non-resident students than the percentages of all incoming first year and transfer students.

- First Year and Transfer Student Responses about Inclusivity:
 - First-year students report a slightly higher sense of belonging at CSU than transfer students do.
 - In 2017, 95.46% of first-year student respondents and 92.47% of transfer student respondents could identify and locate at least one resource that supports diversity education and awareness, which was an increase for both populations from the previous year.

Question	First-Year Students			Transfer Students		
	2015	2016	2017	2015	2016	2017
<i>Response rate percentage</i>	26%	26%	25%	10%	13%	11%
Ram Orientation						
After attending Ram Orientation, students felt a sense of belonging at CSU.	96.57%	95.20%	96.94%	94.44%	91.30%	90.34%
After attending Ram Orientation, students could identify and locate at least one resource that support diversity education and awareness.	95.92%	94.50%	95.46%	89.16%	88.60%	92.47%

- Extended Orientation Programs:
 - First-Year Mountain Experience (FYME) had four sessions with a total of 212 students, 126 (59%) from out-of-state and 86 (41%) from Colorado. Approximately 20.3% of the individuals who attended identify as students of color and 8.5% of attendees identified as first-generation college students.
 - Transfer Mountain Experience (TME) had two sessions with a total of 45 students, 25 (55.6%) from out-of-state and 20 (44.4%) from Colorado. Approximately 6.7% of the individuals who attended identify as students of color and 15.6% of attendees identified as first-generation college students. Of those surveyed (22.3% response rate), 100% either agreed or strongly agreed that after attending TME, they felt a sense of belonging at CSU and 100% said they had developed a plan for success to assist them through their transition and into their first semester at CSU.
 - Camp 1870 had one session with 19 students, 6 (31.6%) were from out-of-state and 13 (68.5%) were from Colorado. Approximately 31.6% of the individuals who attended identify as students of color and 21.1% of attendees identified as first-generation college students. Of those surveyed (52.6% response rate), 100% either agreed or strongly agreed that after attending Camp 1870, they felt a sense of belonging at CSU and 100% felt confident in their ability to succeed as a student at CSU.
- Highlights from the 2017-2018 Learning Community Student Experience Survey, including selected highlights from Key Communities.

- 68.9% of students agree/strongly agree that they feel like they belong in the learning community.
 - 80.8% of students agree/strongly agree that the learning community provided them with a welcoming environment in which to live and learn together with others.
 - 76.8% of students agree/strongly agree that there is a sense of community in their learning community.
- Student Disability Services in conjunction with the Office of Policy Compliance, Office of Equal Opportunity, Legal Counsel, and Housing, created an amendment to the animal policy to address issues related to Service Dogs and Emotional Support Animals. Several presentations were conducted across campus and a more inclusive information campaign is in development with External Relations.
- The Pride Resource Center trained 278 new participants through their Safe Zone Training, and revamped the curriculum to better meet the needs of participants and reflect current student needs. The new curriculum will launch in fall 2018.
- The Asian/Pacific American Culture Center developed new statements and values.
 - **Mission Statement:** (we are focusing on the underserved communities within our Center)
The Asian Pacific American Cultural Center works to make CSU a safe and supportive space for Native Hawaiian, Pacific Islander, Middle Eastern, Asian American (including Southeast Asian, Desi, adopted, mixed race) students and other historically marginalized communities. The Center is focused on building community, working to remove barriers and providing access to resources to support students in finding fulfillment and success while at CSU and beyond.
 - **Vision Statement:** (our hope for the future)
APACC's vision is to create an equitable world where students are affirmed and empowered in their identities and actions.
 - **Values:** (CSU Principles of Community)
APACC operates on values of inclusion, integrity, respect, service, and social justice.
- The Asian/Pacific American Culture Center developed new statements and values.
- New “gluten free” areas were completed in each dining center to cater to those students with food intolerances and diseases.
- Apartment Life staff posted Legal services education flyers in four different languages (English, Spanish, Mandarin and Arabic) about what to do if Immigration and Customs Enforcement (ICE) ever enters the residential area.
- Apartment Life & RDS incorporated the Principles of Community into practices and procedures with meetings and orientation sessions for new staff.



Goal 9: Financial Resources

- FY18 total year-end revenues for the Lory Student Center were \$36,768,617, while expenditures totaled \$36,954,522, including a \$1m transfer to facility reserves. The LSC remains fiscally healthy, with a fund balance of \$4,555,650 and a facility reserve balance of \$4,315,043. The contribution to the reserve account is budgeted at \$835,000 in FY19.
- Lory Dining Services created a Gameday tailgating atmosphere prior to kickoff for football games by opening up retail food locations, introducing a Biergarten, and serving appropriate food items to guests inside and in areas outside to the west of the Lory Student Center.
- CSU Health Network has continued to implement a successful financial model which involved directly billing student health insurance carriers for billable services. This has allowed us to hold the student health fee at 0% increase for the third year.
- Housing & Dining Services ended the year at 104.1% of our projected revenues, which was 4.9% above the previous year. Total expenses were 100.1% of budgeted, 10.5% above the previous year. Our bond payments this year totaled just over \$17.8M, and we were able to end the year with approximately \$14M in reserves (14.95% of revenue budget).
- Housing and Dining Conference & Events Services celebrated another successful year with increased revenue, participants and overall group reach with focus on student recruitment, good stewardship of university resources and providing supplemental income for the university to assist with the means to provide year round employment for many employee classifications across campus.
- Enrollment in the Student Health Insurance Plan increased by approximately 2.5%, with a total of 5,229 students enrolled in the plan in the Fall 2017 semester.
- The relationship between Campus Recreation and the National Outdoor Leadership School Wilderness Medicine (formerly Wilderness Medicine Institute) continued to provide development opportunities for Colorado State University staff and students, with an emphasis on helping Outdoor Program students receive Wilderness First Responder certification. An added bonus is the revenue achieved through this program assists with funding the Campus

Recreation Student Development Fund for all Campus Rec student employees. Approximately \$3,000 was profited in FY18 to give to the Student Development Fund.



Goal 10: Physical Resources

- Residential Dining Services updated the department's mission statement, and focused heavily on the renovation of the Corbett / Parmelee dining center into The Foundry. Retention was up this year for both full and part-time staff, a testament to programs and efforts at all the locations and department wide for training and supporting staff. Finally, a commitment to long term planning is taking place, with a master plan being developed by an outside firm to address our current and future facility needs.
- Lory Dining Services started to compost back-of-house in as many retail locations as possible with collaboration efforts from the Department of Soil and Crop Sciences, LSC Operations, and CSU Facilities.
- Lory Dining Services utilized local vendors and supported local farms and adjusted our menu each semester in order to purchase Colorado products as well as maintain our certification with the Green Restaurant Association.
- The Lory Student Center Satisfaction survey was conducted during FY17/18. On a scale of 1 to 5 with 5 being very satisfied, the Lory Student Center was ranked highest with customers being very satisfied in cleanliness of entrances, restrooms, and hallways.
- Colorado State University Health and Medical Center - The new facility opened in July 2017 and is home to all services of the CSU Health Network. Associates in Family Medicine, UC Health Occupation Health Services, Poudre Infusion Therapy and Kendall Reagan Nutrition Center also provide services to community members, including CSU faculty and staff. Together these groups provide a large array of medical services to students and the Fort Collins community. In addition, Columbine Health Systems Center for Healthy Aging provides a dedicated space for cutting-edge research and educational outreach in partnership with CSU academic programs to help older adults stay healthy longer.
- Parent and Family Program staff moved from VPSA/Admin Building to Hartshorn and successfully transitioned staff.
- Numerous Campus Recreation facility and equipment projects were conducted in FY18 in order to improve the department's ability to operate facilities, services, and programs. Those projects include adding wireless access points to provide coverage on the outdoor fields, implementing a tablet at the Service Center to capture electronic signatures and reduce paper waste, replacing nearly 100 cardio machines in the fitness center, upgrading the sound system in a fitness studio,

lighting outdoor fields 10 / 11, and remodeling an exterior building to improve sport club/intramural operations as well as athletic training services.

- The new Campus Recreation weight room opened in January 2018. The total project cost was \$1.5 million with another \$161,000 for equipment. This area added over 4,000 square feet of additional space for weight training. The new weight room was designed and configured to match the existing weight room and cardio areas currently in the facility to allow consistency throughout the building, as well as multiple large windows to maximize natural light in the space. The space is the first area of the facility where Olympic lifting is allowed. In order to introduce the space to the CSU Community, the Communications staff hosted a Grand Opening event on January 19, 2018 which included giveaways, information about new policies in the space, a time lapse video display of the construction, and more. Personal Trainers were on site to give free demos and fitness advice. A total of 375 community members and students attended the event.
- The Collaborative for Student Achievement moved from two divided locations in Tilt and Aylesworth, to a centralized location in the east side of the stadium. This is a prime location for students since many of Student Achievement's services are focused on incoming students who live in the nearby residence halls; and the office is next to classrooms where students attend class, use study spaces, and benefit from advising and student support services in one centralized area. From an organizational perspective, the new location has increased office efficiency, created more functional space to enhance student programming, and provides more conference room space that is open to the campus community.
- Positive improvements of the Collaborative for Student Achievement that resulted from the move to the stadium include having a welcoming space for students with continued work of a Customer Service Committee who developed new processes of how students and professionals would interact and engage with our staff in the new space, enhanced messaging about student success, our services, and inclusive excellence throughout our space, and transitioned to a new name that is more inclusive of all of our services.



Goal 11: Information Management

- During the spring 2018, the Lory Student Center's Assessment, Planning, and Effectiveness (APE) Committee was instrumental in the development and administration of the LSC Satisfaction Survey. The survey assessed students' satisfaction with aspects of LSC programs and services, facility cleanliness, and social environment. The survey was sent to a random sample 3500 students, yielding a 16.7% response rate. Overall, results suggested over 86% of students responded as being satisfied or very satisfied with the LSC in 2018. At a rate of over 60%, students indicated a willingness to recommend programs and services in the LSC, with 44.7% agreeing and 18.8% strongly agreeing with this sentiment. An executive summary with detailed results as well as areas for growth are included in the annual assessment report. Furthermore, the new tool is a part of the LSC Assessment Strategy. The APE committee is testing and implementing new strategies and systems to collect and maintain consistent data from various programs and services throughout the LSC. These measures include processes for assessment tool review, development of building-wide assessment timeline, and implementation of universal reporting structures to align with the division and institution. The APE committee will publish its annual summary on the LSC website in fall 2018. Lastly, the committee has added a member from Off-Campus Life as well as a member from Fraternity and Sorority Life.
- Housing and Dining Technology Services completed the multi-year project of enhancing network capacity, mobility, and security, called the "10gig project." They increased network security, performance, ease use, and reliability by simplifying and creating redundant routes. They also completed the Aggie Family Infrastructure upgrade, in collaboration with RCS and HDS Facilities, and completed failover implementation and testing of the new, state-of-the-art, Palo Alto firewall which provides for greater detection and blocking of hacking attempts and active detection of malware.
- The RamCard Office actively led an internal Housing and Dining Services initiative to explore options to replace the iAMECS system. This mission-critical system supports meal plan management, RamCash account administration, and RamCard ID production. AN RFI was competed, and a new meal card access system was chosen to replace our current outdated system.
- The Aspen Grille continued to gather data from students in the form of instructor/class reviews. In addition, a reservation system (Open Table) allowed them to receive feedback and reviews from the public. Lastly, we used mystery shopper reports to give instructors and students valuable feedback and criticism of service and food quality.

- In response to feedback from students, the Career Center launched online appointment scheduling! In this first year, over 300 appointments were scheduled online.
- The Career Center uses several technological platforms to provide flexibility and efficiency in our services and ensure we capture accurate data to demonstrate our effectiveness. These tools include:
 - Handshake – Our career services management system that includes job and internship postings, events and fairs management, appointment tracking and scheduling (including online detailed below). This platform connects students with employers and is FERPA-compliant. Additionally, Handshake allows us to:
 - Track detailed data such as number of job and internship postings, unique employers engaged on campus, and attendance at events.
 - Schedule appointments online. Based on feedback from CSU students, both residential and online, the Career Center adopted technology from Handshake to allow for online scheduling of appointments, in addition to in person and phone scheduling, allowing ease of access no matter the student’s location or the time of day. In this first year, over 300 appointments were scheduled online.
 - Ram Career Ready (Tua Path) – An online training platform that allows students and alumni to access training on being career ready 24-7. Over 15,000 milestones have been completed since launch.
 - Ram Career Tools/Resources – A personalized search for career resources to help inform a student’s career exploration and search process. For the past three years, resources have been viewed approximately 30,000 times each year.
 - Website – The Career Center website committee started the process to redesign and relaunch the Career Center website this year. They reviewed web content vendors, selected one, and began the process of transferring/writing information to the new site.
- Immunization records online submission - New students can now enter their required immunization records through a secure online portal, instead of the previous methods of mail, fax, or email. This is much more efficient for students and staff, provides greater customer satisfaction, saves time and money, and is environmentally friendly.
- Ben Burnham, Assistant Director for Facilities and Aquatics, along with Scott Lehmann from Towson University, presented on “Using Technology to Transform Risk Management” at the 2017 NIRSA Triventure Conference in Marietta, Georgia in Fall 2017.
- Throughout the year, audits are conducted on various Campus Recreation student staff to ensure they are prepared to respond to emergencies, address policy violations, and provide customer service. Audit categories include CPR, AED, first aid, aquatic water rescues, policies, procedures, customer service. In FY18, there were 1,031 audits conducted.
- In addition to early warning initiatives, a Student Success Panel on the front page of RAMweb was created in collaboration with the Office of the Registrar, which provide the central oversight and development support for the student portal. This framework

provides a holistic approach including academic, financial, wellness and career components to support student learning and success at CSU. This panel placed existing systems more prominently such as You@CSU that provides individual goal setting and tracking and connection to campus resources, new information including cocurricular engagement and major and career exploration resources.



Presentations

International

- In collaboration with Neighbor to Neighbor, Off-Campus Life presented at the International Town-Gown Association Conference in Columbus, OH on:
 - *Live, Work and Play: An Innovative Partnership in Addressing University Staff Housing Needs in the Fort Collins Community.*
 - *Power in Partnerships: Building a New On-Campus Stadium.*

National

- Ryan MacTaggart, Interim Fitness Coordinator, presented “An integrative literature review of responsible leadership” at the Academy of Human Resource Development conference in Richmond, VA in February, 2018.
- Erin Patchett, Associate Director-Administration, presented a research poster on “Exploring the Experiences of Campus Recreation Student Employees Participating in Diversity and Inclusion Training” at the NIRSA: Leaders in Collegiate Recreation Annual Conference in Denver, CO on March 5, 2018.
- Taé Nosaka, Erik Arthun, Heather Novak presented “Key Communities: Supporting Equity through Intentional Design” at the HIPS in the States Conference, California State University, Dominguez Hills.
- Gaye DiGregorio presented “First-generation, Low-income College Student Perceptions about First Year Calculus” at the American Education Research Association (AERA) National Conference.
- Angela Hayes, Presented a 4 hour pre-conference workshop on “Ethics and Professional Behavior for Coaches” at the NACE conference; taught a 3-part webinar “Coaching in Businesses and Organizations” for NACE; taught a full-day presentation “Coaching Diverse Populations” for NACE.
- Jered Lish, presented on Career Readiness at NACE; presented at the Leadership Collective Summit on Lessons Learned for Mid-Managers in Career Services.
- Summer Shaffer and Deborah Young, co-presented on Recruiting Gen Z at NACE.
- Sydney Spiller presented “Hybrid Format Training and Its Benefits” at the ACUHO-I Conference.
- Laura Giles, Tonie Miyamoto and Kyle Oldham will be presented “No Place 4 H8” at the ACUHO-I Conference.
- Helena Gardner presented a session about the legalization of marijuana at the ACUHO-I Conference.

- Stephanie Zee and Mitchell Holston presented “Model Minority Myth Contributes to Anti-Blackness” at NCORE.
- Neal Luján presented “Exploring Approaches to Financial Wellness Education on Campus” at the National Association of Campus Card User (NACCU Association) conference on April 22, 2018.
- Tonie Miyamoto co-presented “Translating sustainability education and community action into solidarity by engaging underrepresented students in living labs” with Dickinson College at the 2017 AASHE Conference in San Antonio.
- John Malsam joined Bob Schur from the University Policy Compliance Office to present on the CSU policy and processes related to service and support animals at the Annual WACUBO/ACUPA Conference.

Regional

- Fabiola Mora and Jill Putnam presented “Intersectional Growth Mindset for Serving 1st Generation Students”. Presentation at COWY ACADA, NACADA, ASC Retreat, Diversity Symposium, and C4E Scholar Contacts.
- Katie Flint and Sarah Roeder, Co-Presented at MPACE Annual Conference on “Expanding the Employer Reach: Using the student voice to connect talent to careers”.

State

- Andy Nelson, Outdoor Program Coordinator, presented “Guide Mode: Proficient Plaquette Techniques” at the Colorado Outdoor Educators Symposium in Greeley, CO in April 2018.

Community

- Chris Willenbrock presented “Implicit Bias” at the City of Fort Collins Supervisor’s Meeting.
- Chris Willenbrock presented “Better Ally in the Workplace” for the City of Fort Collins Equity Series.

Campus

- The Director of Campus Activities facilitated the Man Educate Yourself (MEY) program in the Fall 2017 and Spring 2018 semesters.
- Ben Burnham, Assistant Director for Facilities and Aquatics, along with Barb Kistler from the Colorado State University Housing and Dining Training Department, presented on “The Balancing Act: Supervising Student Employees” for Colorado State University Office of Training and Organizational Development in Fall 2017.
- Brittany Heiring, Communications & Marketing Manager for Campus Recreation co-presented with Tonie Miyamoto, Director of Communication for Housing & Dining Services at the DSA Communications Bootcamp workshop on *Inclusive Communications*.
- Barbara Richardson, Presented on First Destination Information with Laura Jensen at the 2018 CSU Professional Development Institute.
- Barbara Valusek, Completed Gallup Certified Strengths Coaching Certification; co-presented on Career Pathways at 2018 CSU Professional Development Institute.
- Greg Head, Completed Gallup Certified Strengths Coaching Certification; co-presented on Career Pathways at 2018 CSU Professional Development Institute.
- Jered Lish, Planned, coordinated, and hosted Gallup Strengths Coaches Certification for CSU.

- Katie Lloyd, co-presented on Career Pathways at 2018 CSU Professional Development Institute.
- Leanna Biddle, co-presented on Career Pathways at 2017 CSU Professional Development Institute.
- Chris Willenbrock presented “Implicit Bias” at the City of Fort Collins Supervisor’s Meeting.
- Chris Willenbrock presented “Better Ally in the Workplace” for the City of Fort Collins Equity Series.
- Stephanie Zee, Mitchell Holston and Jeffrey Mariano presented at the Diversity Symposium “From Post-Grad to Seasoned Staff: Why Transitions Don’t Get Easier.”
- Stephanie Zee, Mitchell Holston and Jeffrey Mariano presented at the Diversity Symposium “Model Minority Myth Contributes to Anti-Blackness.”
- Amy Gooch and Ginny Durakovich presented at the Diversity Symposium “Sugar and Spice and Tired as Hell.”
- Kyle Oldham co-presented with Pamela Graglia at the Diversity Symposium, INTO, on “Trap of Diversity in Leadership.”
- Andre Roberts and Jeffrey Mariano presented at the Diversity Symposium “What do you Meme That’s No Funny?”
- Andre Roberts and Jeffrey Mariano presented at the Diversity Symposium “So What if You Can’t Get Into the Bars for Free? Male Privilege Still Exists.”
- Carolina Mozee presented at the Feminist Thought & Activism Conference “BoPo: Intersectionality and Media Discourses in the Body Positivity Movement.”
- Ginny Durakovich presented at the Feminist Thought & Activism Conference “All You Need is Love and Intersectional Feminism.”
- Phillis Duncan presented at the Feminist Thought & Activism Conference “A Dip into Diversity Activities.”

Publications

- Colab awards and entries displayed in ACUI’s “The Bulletin,” Summer 2018, Volume 86 | Issue IV.
- Van Norman, Jennifer D. (2017). Case management’s impact on graduation, retention and suicide at Colorado State University. *The Journal of Campus Behavioral Intervention*, 5, 75-82.
- Brittany Heiring, Communications Manager, researched and wrote an article for NIRSA’s *Resources to Promote Social Justice on Campus* series on *Supporting and Working with Multicultural Students*, which was published on their national blog on August 3, 2017.
- Erin Patchett, Associate Director-Administration for Campus Recreation, researched and wrote an article for NIRSA’s *Resources to Promote Social Justice on Campus* series on *Unpacking Privilege*, which was published on their national blog on December 18, 2017.
- Erin Patchett, Associate Director-Administration for Campus Recreation, researched and wrote an article for NIRSA’s *Resources to Promote Social Justice on Campus* series on *Race and Intersectionality*, which was published on their national blog on September 5, 2017.

Student Affairs Honors, Recognitions and Service

Staff and Students

International

- The AVP for Student Affairs / Executive Director of the LSC served as the Dean of Student Life on Semester at Sea's Spring 2018 Voyage. He is incredibly grateful for the support of both the VPSA and his colleagues within the Lory Student Center in supporting this professional and personal development opportunity. The Voyage was deemed a success, with all 535 students returning home safely.

National

- A RamRide student staff member, Thomas Walker, was named the CSU Student Employee of the Year, Western Association of Student Employment Administrators (WASEA) Student Employee of the Year AND the National Student Employee of the Year through the National Student Employment Association.
- The Lory Student Center Director of Operations accepted a co-chair volunteer position with ACUI Communities of Practice for Facilities and Operations.
- Parent and Family Programs graduate assistant, Jaelyn Coates, recognized by the National Association of Student Personnel Administrators (NASPA) for the NASPA NOW Inclusion Award for emerging professionals who seek ways to ensure access, voice, acknowledgement, opportunity, and participation at all levels.
- Loretta Capra, Development Specialist, won the 2018 NIRSA Foundation Leadership Award.
- Erin Patchett received the NIRSA 2018 Outstanding Service Award for her role as Chair of the Host Committee.
- Helena Gardner was appointed as faculty to the Residential Curriculum Institute.

Regional

- YOU@CSU portal team received was honored with the WICHE Cooperative for Educational Technologies Wow Award for Outstanding Work.
- Brit Heiring, Communications Manager, won the 2018 NIRSA Horace Moody Award Winner for Region V which honors professional excellence in student development.
- Lauren Shulman received the AIMHO Outstanding Mid-Level Professional Award.
- Benjamin Petrie received the AIMHO Outstanding Graduate Student Award.
- Tyler Fultz received the AIMHO Graduate Social Justice Action Award.
- Andre Roberts received the AIMHO Professional Staff Social Justice Award.
- Mari Strombom was selected as the AIMHO Sage.
- Lucinda Van Inwagen, Elected Treasurer for Mountain Pacific Association of Colleges and Employers (MPACE); winner of the MPACE 2017 Outstanding Service Award.

State

- In February 2018, CSU Health Network's physicians and physician assistants were named "Team of the Year" by the Colorado Academy of PAs (CAPA). The team was cited as an outstanding example of cultivating and sustaining an environment that encourages evidence-based and whole-patient care, and maximizes each provider's level of expertise to positively affect patient outcomes.

Campus

- Division of Student Affairs Bridges Award – Rams Against Hunger – Event Services provided equipment, space, and support for the on-campus mobile food pantry.
- Rainbow Inspiration Award – Stephanie Moreira.
- Everyday Hero Award – Stephanie Moreira.
- ASCSU Denke Award: Andrea Purdy, Asst. Professor Languages, Literatures and Cultures.
- Rams Against Hunger received Division of Student Affairs Bridges Award.
- Jennie Baran received the Distinguished Administrative Professional Award.
- Judy Brobst, received the Division of Student Affairs RAM Award.
- Linda Hernandez-Price was recognized with the Multicultural Faculty and Staff Distinguished Service Award.
- Louie Sanchez was recognized with the Classified Personnel Council Outstanding Achievement Award.
- Kelly Hixson received the Multi-Cultural Service Award.
- Christie Mathews was given the Office of International Programs Distinguished Service Award.
- Tonie Miyamoto received the Oliver P. Pennock Distinguished Service Award and Distinguished Administrative Professional Award.
- Marianne Wieghaus, Nancy Greenberg, Helena Gardner, Anica Dang, Amaris Tang, and Stephanie Zee were honored with the *HDS Top 10 Influential Women Award* through the National Residence Hall Honorary.
- Tina Kelley received the Division of Student Affairs Impact Award for going above and beyond in being a mentor and role model for her staff as well as a leader for diversity and inclusion.
- SLiCE Leadership Award Winners included:
 - Outstanding Organization of the Year – Indian Students Association
 - Outstanding New Organization of the Year – Zero Waste Team @ CSU
 - Outstanding Cultural/Diversity Program of the Year – “World Unity Fair” (Council of International Student Affairs)
 - Outstanding Educational Program of the Year – “Introduce a Girl to Engineering Day” (by Society of Women Engineers)
 - Outstanding New Program of the Year – “Zero Waste Games” (by Zero Waste Team @ CSU)
 - Outstanding Social Program of the Year – “India Culture Night” (by Indian Students Association)
 - Outstanding Officer of the Year – Katie Key (Financial Officer of Colorado School of Public Health)
 - Outstanding Emerging Leader of the Year – Natalie Rios (Outreach Coordinator of Society of Women Engineers)
 - Outstanding Member of the Year – Matthew Mason (of Beta Gamma Nu Fraternity Incorporated)
 - Outstanding Advisor of the Year – Rabbi Yerachmiel Gorelik (of Alpha Epsilon Pi International Fraternity, Chabad Jewish Student Organization, Sigma Alpha Epsilon Pi, and Students for Holocaust Awareness)
 - Sport Club Awards (Recognized by Campus Recreation)
 - Bill Hill Sport Club of the Year – Women’s Ice Hockey
 - Most Improved Sport Club of the Year – Rodeo Club AND Logging Sports Club

- Carole Becker Sport Clubs Officer of the Year – Cierra Carrigan (of Women's Volleyball)
- Sport Clubs New Officer of the Year – Carter Fortuin (of Triathlon Team)
- Sport Clubs Volunteer of the Year – Kelsey Post (of Climbing Team)
- Sport Clubs Coach/Advisor of the Year – Yaron "Saf" Weinberg (of Women's Rugby)

Programs and Departments

National

- The LSC marketing department (Colab) had an outstanding year, winning 22 awards through the Association of College Unions International (ACUI).
- Off-Campus Life received 13 national inquiries from various communities and universities on CSU/City community liaison programming, demonstrating its continued view as a best practice across the country.
- Campus West Connections, a collaborative space and partnership between the City of Fort Collins and CSU received an Outstanding Achievement in Local Government Innovation Award at the Transforming Local Government Conference, held April 4-6 in Tacoma, Washington.
- The Climbing team won their USA Climbing Regional to advance to Nationals and placed 2nd in Bouldering at the National competition.
- Campus Recreation marketing won NIRSA Creative Excellence Awards at the 2018 Annual Conference:
 - Gold – Student Publication: Campus Recreation Guidebook; Bronze – Student Publication: Campus Recreation Poster Series; Gold – Comprehensive Publication: Campus Recreation Guidebook and Video.
- International Interior Design Association of Rocky Mountain Chapter, BEST awards Educational: Aggie Village Apartments, Award of Merit
- SCUP Excellence in Architecture Award – The Pavilion, 2017 Merit Award
- UCDA 2017 - Best Redesign - Award of Excellence (Sustainability Brochure)
- ACUHO-I Marketing Awards:
 - 1st place in Print Brochure for Sustainability Brochure
 - 1st place in Video for the HDS Sustainability Video
 - 2nd place in Print Brochure for Housing Guide
 - 2nd place in Video for the Mountain Campus Fly-Through Video
 - 3rd place in Specialty Item for 2017 Move-In Shirt
 - 3rd place in Print (Other) for Eat Well Tabletop Display
 - 3rd place in Poster for Movie Saga Night (Harry Potter/Star Wars dining event)

City

- The City of Fort Collins in partnership with CSU (specifically Off-Campus Life and the Student Resolution Center) received the Outstanding Achievement in Local Government Innovation Award from the Alliance for Innovation for the Campus West Connections initiative. The Selection Committee looks for efforts by local

government to improve community operations and practices, implement creative business processes, and improve the civic health of the community. Michael Katz from the Student Resolution Center and Fort Collins Police Officer, Andy Leslie went to Washington to receive this award on behalf of CSU and the City.