TABLE OF CONTENTS

Executive Summary .............................................................................................................................................. 1

Administration .................................................................................................................................................. 5

Bookstore ....................................................................................................................................................... 8

Business & Dining Services ............................................................................................................................. 10

Campus Activities ......................................................................................................................................... 16

Marketing ........................................................................................................................................................ 19

Operations ...................................................................................................................................................... 21

Student Leadership, Involvement & Community Engagement (SLiCE) .......................................................... 23

Colorado State University is an equal access and equal opportunity university.
Executive Summary

Our mission: The Lory Student Center (LSC) is dedicated to promoting a supportive, creative learning environment by developing campus community through a diversity of high-quality, student-centered programs and services.

Philosophy
The LSC is proud to foster an environment that honors and respects all members of the University community, and creates a friendly, inviting destination for students, faculty, staff, alumni and guests.

We value the provision of stable, yet flexible employment that embraces enthusiastic teamwork, development of employees, and superior customer service for both internal and external customers.

We are proud to be the gathering place for the campus community offering vibrant social, educational, recreational, and cultural activities that stimulate discussion and debate.

We believe in the mutual respect that develops through positive, collaborative relationships among individuals. Learning about one another and celebrating the rich diversity of people and ideas within our community is at the core of what we value.

Selected highlights from departments/areas within the LSC include the following:

DSA Strategic Goals
• Assure excellence in academic programs (access and success, learning outcomes)
  o Seven students completed the newly-created interdisciplinary Leadership Minor coordinated through the Student Leadership, Involvement & Community Engagement office (SLiCE). The number of student participants more than doubled over last year. The inaugural Leadership Minor Forum featured students presenting their final projects to 20 future Leadership Minor participants. Project topics ranged from dimensions of mental health in leadership, life and learning, to creating a collaborative, sustainable, rebranding plan for a small, local business.

• Create distinctive undergraduate experiences (active and experiential learning)
  o The LSC Arts Program opened the newly-revitalized Lory Student Center with two flagship exhibitions. In the Curfman Gallery, “Contemporary Colorado” included a collection of some of the most interesting art made in Colorado today; 50 works were chosen from over 800 entries, juried by Associate Curator of the Museum of Contemporary Art Denver, Nora Abrams. A concurrent exhibit in the Duhesa Gallery with “Native Now,” a collection of contemporary native artworks curated by Melanie Yazzie of CU Boulder. This exhibit highlighted both established and emerging native artists.
  o Upon moving back into the LSC, LSC Arts staff hung over 100 pieces of original artwork from the LSC Art Collection, providing title cards for all works. These title cards were made possible by a gift from the Hurtubis Family, and allow the stories of the collection to be told.
  o SLiCE’s 28th annual Cans Around the Oval single-day food drive brought in $46,732 and 47,470 pounds of non-perishable food items which benefit the Food Bank for Larimer County.
  o With a goal of increasing student participation campus-wide, SLiCE staff identified all Division of Student Affairs involvement opportunities by meeting with appropriate offices. SLiCE’s new Involvement Program Coordinator will act as an involvement coach, facilitating student involvement and exploration in any facet of the University experience for which a student expresses interest.
During the Spring semester, the SLiCE office and other University partners created the Rams Against Hunger program to provide assistance for undergraduate students experiencing food insecurity. Each student received 75 meals on their RamCard. Twenty four students participated in the pilot program and $40,000 was raised to support the program.

SLiCE formed a partnership with CSU Athletics through student athletes’ participation in LeaderShape, providing a memorable TGIF event with the Men’s Basketball team, and by participating in the student athlete internship program.

A “Student Appreciation and Grand Opening Celebration” for the revitalized Lory Student Center occurred during the week of January 26, 2015. This delayed celebration provided offices time to settle into their new spaces and devote time to the planning and implementation of this important milestone. The celebration featured a variety of activities throughout the week acknowledging primarily CSU students for their support of the LSC Revitalization project. The culminating event featured remarks from President Tony Frank, Vice President for Student Affairs Blanche Hughes, and Brandon Majmudar, chair of the LSC Governing Board, and included LSC birthday cake and sealing of a new time capsule.

Branding elements were installed throughout the LSC that celebrate CSU’s Land-Grant Mission, multiple aspects of research, student diversity and advocacy at CSU, institutional pride and spirit, and CSU’s connections to northern Colorado.

The Lory Student Center hosted its 13th consecutive graduation celebration for student employees recognizing their contributions to serving the campus community. The celebration included 140 graduating student employees, which is significant in light of the LSC revitalization project over the past several years. This accomplishment demonstrates how important student employees were to the success of the revitalization project.

- Expose students to diverse cultures (campus diversity)
  - RamEvents completed the first year of the ASAP and Diversity and Social Justice Programming merger. The RamEvents’ mission is to provide diverse and affordable events that both entertain and enrich the Colorado State University experience. Numerous programs validated the experiences of marginalized community members by bringing performers and speakers with those identities as well as films featuring people with underrepresented identities, with the intention of everyone being able to see themselves reflected in the programming on campus and see that their identities are valued. Examples of these programs include:
    - Preferred Parking
    - Laverne Cox
    - Mary Lambert
    - Black Actors Guild
    - Sybrina Fulton
    - Hines Ward
    - Desiree Dallagiachomo
    - Active Minds Mental Health Panel
  - The Aspen Grille partnered with the Native American Cultural Center, Asian/Pacific American Cultural Center, and the Black/African American Cultural Center throughout the year to help celebrate these unique cultures and cuisines.
  - An important branding element installed this past year includes a celebration of the distinct cultural heritage of each of the Offices of Student Diversity Programs and Services located in the LSC, emphasizing the important role each office plays in helping to fulfill the mission of the LSC as the community center for CSU.

- Integrate academic and co-curricular experiences (learning communities, student engagement, student well-being, assessment systems)
  - The Aspen Grille made use of organic produce from Harvest Farms in Wellington, operated by the Denver Rescue Mission. The project goal includes providing recovering addicts an opportunity to change their lives
through the therapeutic process of organic farming. Aspen Grille students are provided an opportunity to meet program participants, as well as serve them so they can enjoy the fruits of their labor.

- SLiCE created a new structure of the Rams Engaging in Active Leadership (REAL) experience, incorporating eight learning competencies aligning directly with the LSC student staff learning objectives: community engagement, ethics, intellectual development, interpersonal competence, intrapersonal development, leadership, multicultural competence, and practical competence. Data from program evaluations revealed that participants increased their comprehension and competencies in seven out of the eight learning objectives.

- Provide quality venues and related services that support learning
  - The CSU Bookstore continues to operate at a high and efficient level resulting in achievement of sales and revenue goals. 2015 saw an increase in the Bookstore’s textbook rental program. During this period, the Bookstore has also been active in seeking other opportunities that will benefit CSU students. Most notably, the Bookstore is implementing multiple eBook and online textbook options, designed to provide even more money-saving options for students.
  - The Information Technology department had a successful year supporting the newly-revitalized LSC. Accomplishments of note include assisting LSC Marketing and ASCSU in revamping and expanding their web presence, deploying a state-of-the-art inventory management and control system in Dining Services and implementing flagship digital display technology throughout the LSC. Staff in IT have also worked to improve efficiency and deliver value by decommissioning legacy systems and moving to campus standard services for security, surveillance, file and print services, and computing infrastructure. IT is also critical in supporting the University’s community presence in Denver and Old Town Fort Collins through support of the CSU Bookstore’s RamZone outlets.
  - The move back into the newly-revitalized Lory Student Center was one of the biggest achievements for all staff with the LSC. The effort was challenging and required many additional hours. In the end, the reward is an incredible and phenomenal building that continues to provide the very best services for our students, faculty, and staff.

Other interesting highlights that are not included in the Strategic Plan

- Presentations
  - Numerous presentations are embedded throughout each departmental report.

Honors and recognitions

- The CSU Bookstore Director received CSU’s Distinguished Administrative Professional award for his work with CSU’s School is Cool program.
- The LSC Arts Program collaborated with the CSU community and the Sutherland family to choose a commissioned artwork by Colorado-based international artist, Pard Morrison. This work, An Accumulation of Benevolence, is located on the west lawn of the LSC, and fosters an atmosphere of community and playfulness, while calling attention to the foothills and engaging harmoniously with the architecture of the new building.
- Vani Narayana was nominated for an Administrative Professional Star Award.
- Doug Sink built and installed the mantel in the sunken lounge which was made from the Redbud tree that used to sit in the Sculpture Garden.
- Lucas Suazo as the Colorado Leadership Alliance Student Leader of the Year; this was the second year in a row a CSU student was recognized by CLA.
- Molly McLellan as the Barb Kistler Award for Ethical and Mindful Leadership recipient.
- Emily Ambrose as a Rainbow Inspiration Award Nominee, GLBTQQA Resource Center.
- Emily Ambrose as a “Of the Month” Award Recipient - May: Faculty/Staff, Intermountain Affiliate of College and University Residence Halls (IACURH).
• The Office Manager in the Executive Director’s office was recognized for her support of student employees in participating within the REAL program.
• The AVP Student Affairs/Executive Director received the 2015 “Spirit of Philanthropy” award from University Advancement.
Lory Student Center—Administration:
(Administration, Budget, Development, and Governing Board)

DSA Strategic Goals

- Assure excellence in academic programs
  - Access and success: Improve the access, retention and graduation rates for all students, especially those from groups underserved by higher education.
  - The Learning and Developmental Outcomes project was initiated by the LSC Director of Development and the Graduate Assistant for Training and Development. With reference to Council for the Advancement of Standards in Higher Education (CAS), Learning Reconsidered, and the Association of College Unions International (ACUI), LSC identified a set of learning outcomes for all 500 student employees in the LSC. The SLICE office led a pilot project implementing these outcomes during the 2014-15 academic year.

- Create distinctive undergraduate experiences
  - Active and experiential learning: Incorporate opportunities for active and experiential learning in all programs.
    - A “Student Appreciation and Grand Opening Celebration” for the revitalized Lory Student Center occurred during the week of January 26, 2015. This delayed celebration provided offices time to settle into their new spaces and devote time to the planning and implementation of this important milestone. The celebration featured a variety of activities throughout the week acknowledging primarily CSU students for their support of the LSC Revitalization project. The culminating event featured remarks from President Tony Frank, Vice President for Student Affairs Blanche Hughes, and Brandon Majmudar, chair of the LSC Governing Board, and included LSC birthday cake and sealing of a new time capsule.

- Branding elements were installed throughout the LSC that celebrate CSU’s Land-Grant Mission, multiple aspects of research, student diversity and advocacy at CSU, institutional pride and spirit, and CSU’s connections to northern Colorado.

- Students on the LSC Governing Board continue to be integral in providing leadership and guidance for operation of the LSC. Board accomplishments this year include support for the LSC branding projects, providing input for furniture selections, increasing Board membership to 18, review of numerous policy exceptions, and participation in several campus initiatives, including Alternative Service Breaks, LeaderShape, Campus Step Up, CSUnity, Project Homeless Connect, and Cans Around the Oval. A continued goal is to ensure the Board represents the diversity of the campus community.

- Brandon Majmudar, Chair of the LSC Governing Board, attended I-Lead in Columbia, Missouri, in July 2014. The program is ACUI’s premier student leadership program, designed to emphasize the importance of the role of a college union/student center and effective leadership within a diverse community.

- Expose students to diverse cultures
  - Campus diversity: Foster a campus culture that attracts and supports a diverse student body and promotes a diverse culture in which to grow, study and learn; foster learning across differences and a focus on equity for all students.
    - An important branding element installed this past year includes a celebration of the distinct cultural heritage of each of the Offices of Student Diversity Programs and Services located in the LSC, emphasizing the important role each office plays in helping to fulfill the mission of the LSC as the community center for CSU.
    - The LSC continued to partner with the University and Fort Collins community to serve as a key sponsor and host site for the University Diversity Symposium.
• Integrate academic and co-curricular experiences (learning communities, student engagement, student well-being, assessment systems)
  o The Lory Student Center hosted its 13th consecutive graduation celebration for student employees, recognizing their contributions to serving the campus community. The celebration included 140 graduating student employees, which is significant in light of the LSC revitalization project over the past several years. This accomplishment demonstrates how important student employees were to the success of the revitalization project.
  o The Training and Development Graduate Assistant provided new student employee orientation for over 200 student employees from a wide variety of departments. The orientation program emphasizes the importance student employees serve as experts of their surroundings and taking care of one another. This was communicated through active shooter training and emphasizing their roles as leaders within the LSC. Staff also communicated the impact students have on their community, letting them know about the Conflict Resolution & Student Conduct Services office as well as the Counseling Center and “Tell Someone” phone line. The Listen, Smile, Care philosophy of customer service also works to build a sense of responsibility within student employees and the entire LSC.
  o Collaborative relationships continue to be emphasized for all within the LSC. Solid examples this year include financial support and leadership provided for Ram Welcome, a major coordinating effort for Homecoming/Family weekend, support for major campus diversity programs, operation of the Aspen Grille in partnership with the Hospitality Management program, and continuation of planning for a new microbrew with the College of Health and Human Sciences in support of the academic program in fermentation science.

• Provide quality venues and related services that support student learning
  o From July 1, 2014 through June 30, 2015, the LSC traffic count included 3,180,629 entries, compared to roughly 2.3 million prior to the revitalization project. In addition, the new daily average now exceeds 18,500 entries per day, compared to the pre-renovation figure of 14,000 entries per day. The number is expected to continue to grow this next year.
  o A Master Planning committee consisting of ten subcommittees was formed and played an active part of the LSC revitalization planning process. Each committee was chaired by a staff or faculty member and a student leader. Early in the spring of 2013, an additional $5 million (increasing the project budget from $65m to $70m) was added to the project budget given the anticipation of additional unforeseen building conditions, primarily consisting of structural code deficiencies. Significant effort was needed to keep the project within budget without impacting desired programmatic outcomes given the need to address significant code deficiencies and facility systems needs. An additional $250k needed to be added from LSC reserves in April 2014, which is relatively small given the challenges encountered related to unforeseen conditions and project delays due to a very harsh winter. The level 200 food court was opened for the first day of classes and the new Grand Ballroom was ready in time to host the first scheduled event, the CSU Career Fair. Additional offices were moved back to the LSC by mid-October. We have yet to receive the project closing financial statement, but it’s anticipated that between $400,000 and $500,000 remains to address project alternates (i.e., Sutherland Community Garden pergola and fireplaces, additional dining venue in the food court, installation of microbrew equipment, etc.).
  o Under the guidance of Dr. Grant Sherwood, a comprehensive relocation plan was developed during the Spring 1013 semester, with all offices vacated by May 31, 2013. Building occupants in impacted areas were relocated for approximately 16 months, allowing the project to be completed one year earlier than originally anticipated at a net cost savings of approximately $2 million.
  o $5 million was transferred from the LSC reserve account in FY13, leaving approximately $3.2 million for project contingency funding, future north end renovations, and the purchase of furnishings. Of the remaining $3.2 million, $580,000 was transferred to the project account in FY14, and an additional $1.3 million has been transferred in FY15 for furniture needs, for a total of $1.9 million as budgeted. In addition,
LSC revenues have exceeded budgeted projections for this fiscal year, allowing for estimated additional revenues of $210,000 to be contributed to the LSC reserve account. The end result is a projected $1.6 million reserve account for FY15, approximately $500,000 over the FY15 budget. In sum, the LSC continues to be in solid financial shape despite the challenges of the revitalization effort.

- The LSC Capital R&R plan is updated regularly, with approximately $300,000 to be spent this year and $350,000 budgeted for FY16. This amount is anticipated to continue to grow for the next several years given necessary north end improvements.
- Over the past 4 years, a total of $585,900 has been raised through LSC development efforts, falling short of the initial vision but well within range given the challenges. The inability of the LSC to secure major gifts can be attributed to a number of factors including: (1) a lack of consistent and strategic alumni engagement prior to the campaign, (2) an insignificant donor base, (3) inexperienced fundraising staff and administrative leadership, and (4) a nascent culture of philanthropy in Student Affairs. While the overall fundraising effort did not meet the original goal, the aforementioned challenges have been addressed over the past four years and, in many cases, have improved dramatically. In comparison to the four-year time period immediately prior to hiring of the new LSC Development director, the average gift increased 288 percent, from $182 to $525, and likewise the total number of donors increased by approximately 200 percent, from 308 to 586 donors.
- In accordance with projections, June 2015 year-to-date financial reports project CSU Bookstore revenues to increase over FY14, despite increasing online competition and a planned shift to significantly increasing availability of textbook rentals within the store (and hence a significant financial investment on the front end). Relocation efforts were quite challenging for dining operations this year, with increased labor and equipment costs, though revenues have returned sooner than expected. The addition of three new dining venues next fall should increase both service (i.e., shorter lines) and revenues significantly.

Other interesting highlights that are not included in the Strategic Plan

- Current RMSMC President/CEO Larry Steward announced his resignation effective June 2015 last fall. The AVP for Student Affairs/Executive Director agreed to serve as chair of the search committee, with support for the search process coming from Kathy Krell in the Executive Director’s office. Peter Waack, the General Manager for the Syracuse Daily Orange paper for the past 14 years, was selected as the new RMSMC President and began in June. Mr. Waack has a J.D. degree from CU and comes highly touted by student employees and administrators alike, including the VP for External Relations.
- The SFRB by-laws and Institutional Plan were again revised in the summer, reflecting institutional acceptance of the ASCSU Senate’s role as a review of the fee process.
- The AVP for Student Affairs/Executive Director served on a panel presentation at the NACAS West regional conference in San Diego, “Bridging Student Affairs & Business Services.”
- The AVP for Student Affairs/Executive Director serves on the Rocky Mountain Student Media Corporation’s Board of Directors as well as the National Association for College Auxiliary Services (NACAS) Educational Foundation Board of Directors.
- The AVP Student Affairs/Executive Director co-instructed EDHE670 with 20 students and served on five portfolio committees for graduating SAHE students. He also is serving on two doctoral student committees. In addition, the EDHE670 course was offered online this summer for 42 graduate students.

Honors and recognitions

- The Office Manager in the Executive Director’s office was recognized for her support of student employees in participating within the REAL program.
- The AVP Student Affairs/Executive Director received the 2015 “Spirit of Philanthropy” award from University Advancement.


**Bookstore:**

**DSA Strategic Goals**

- Assure excellence in academic programs
  - **Access and success:** Improve the access, retention and graduation rates for all students, especially those from groups underserved by higher education.
    - For the FY15 year, the CSU Bookstore was able to lower the cost of textbooks for CSU students through innovative technology, a strong used book program, and a textbook rental program. Textbook rentals, combined with lowered selling prices, helped make textbooks more affordable, and allowed more students to acquire needed materials to help them succeed in the classroom.

  - **Learning outcomes:** Evaluate and assess student learning as a critical measure of teaching quality.
    - n/a

- Create distinctive undergraduate experiences
  - **Active and experiential learning:** Incorporate opportunities for active and experiential learning in all programs.
    - The CSU Bookstore relies heavily on student staff to accomplish CSU and store goals and objectives. In so doing, the Bookstore provides real-life learning opportunities, both formally and informally. Included in these opportunities is the Bookstore’s student manager program where lead students are trained and empowered to operate as student managers. This program provides real-life experience in management/supervision, interpersonal relationships, communications, scheduling, leadership, and other desirable characteristics.

- Expose students to diverse cultures
  - **Campus diversity:** Foster a campus culture that attracts and supports a diverse student body and promotes a diverse culture in which to grow, study and learn; foster learning across differences and a focus on equity for all students.
    - The Bookstore supports a wide variety of campus programs and activities that support diverse communities and the CSU community as a whole.
    - Staff at the Bookstore is very diverse, represents many differences, and embraces the CSU community.

- Integrate academic and co-curricular experiences
  - **Learning communities:** Develop residentially based learning communities that capitalize on our strength as a destination campus.
    - n/a
  - **Student engagement:** Increase student participation in a broad array of leadership, civic involvement, intercollegiate and intramural athletics, and cultural opportunities.
    - As mentioned previously, the Bookstore’s student managers are given the opportunity to develop many positive work habits and skills. Additionally, the Bookstore works with student groups and others for class projects and other opportunities that provide for real-world experience.

  - **Student well-being:** Nurture student health, safety and well-being.
    - n/a

  - **Assessment systems:** Provide the Board, campus and public with transparent measures of accountability.
    - n/a
• Provide quality venues and related services that support learning
  o n/a

Other interesting highlights that are not included in the Strategic Plan
• Presentations
  o n/a
• Publications
  o n/a

Honors and recognitions
• The CSU Bookstore Director received CSU’s Distinguished Administrative Professional award for his work with CSU’s School is Cool program.
**Business & Dining Services:**

**DSA Strategic Goals**

- Assure excellence in academic programs
  - *Access and success*: Improve the access, retention and graduation rates for all students, especially those from underserved by higher education.
  - Working with the College of Health and Human Sciences, the Aspen Grille was featured in marketing campaigns to attract students who are looking for more real-world experiences and hands-on education. The Aspen Grille class number is RRM 340 and is open to all majors.
  - Event Planning emphasized graduation of student staff by providing internships to student staff going into the event planning career field and maintaining employment flexibility of shift scheduling.
  - Event Planning supported program and recruitment events using the Lory Student Center for Admissions and Orientation & Transition Programs including Preview, Next Step, and other orientation/retention bookings.

- Learning outcomes: Evaluate and assess student learning as a critical measure of teaching quality.
  - The Aspen Grille is a fully-functional lab that is supported by real customers and dependent on the revenues that those customers create. Without quality teaching, our student laborers would not be prepared for the execution of meeting our customers’ expectations. In short, we rely on student learning to keep our lab/business open.

- Create distinctive undergraduate experiences
  - *Active and experiential learning*: Incorporate opportunities for active and experiential learning in all programs.
    - The Aspen Grille is a fully-functional restaurant that gives students the opportunity to apply what they have learned in their other hospitality classes to real-life situations and circumstances. In fact, we are a lab for undergraduates to experience restaurant functions before they graduate from CSU.
    - LSC Catering provided learning opportunities for employees with an interest in pursuing careers in the hospitality and restaurant industry after college. It is the goal of these operations to increase the number of Hospitality Management student staff.
    - The Ramskeller worked with Fermentation Science and Technology to develop a new craft brewery operation in the Lory Student Center.
    - Lory Dining Services retail student managers continued to collaborate and meet regularly to discuss ideas and issues that venues may be encountering.
    - Lory Dining Services continued to work with Environmental Health Services and hosted a series of classes offered to both career staff and student staff in order to promote good food practices and food safety in its areas.
    - Lory Dining Services student managers gained the experience of opening up new food/beverage retail locations in the Lory Student Center (i.e., Ramskeller, Sweet Sinsations, Cache La Crepes).
    - Sweet Sinsations, Sweet Temptations, Morgan’s Grind, Bean Counter, and INTO Café student managers completed a full-day training with the Allegro Coffee Company on coffee basics, barista training, sustainability, and the full process of going from ground to grind.
    - Several Lory Dining Services retail venues participated with other student and building organizations to promote the LSC Grand Opening, a showcase of the new building and all of the services the LSC has to offer.
    - LSC Catering worked with RamEvents several times providing catering services for small programs all the way up to their annual fall concert.
    - Event Services student staff were trained on many types of technology that can benefit them in post-graduation employment. Students worked with tablets to manage workflow.
• Event Services students were required to work with many types of clients and developed communication skills that allow them to effectively interact with other students, professional staff, and campus guests.

• Event Planning student employees are in key leadership roles including Building Managers, Reservationists, and Event Coordinators. They planned and serviced events in the Lory Student Center and other off-campus venues and are trained in customer service, logistical planning, problem solving, and marketing equipment and services.

• Event Planning continued to provide a Senior Building Manager and Senior Reservationist position to enhance leadership, supervision, and training skills.

• Event Planning continued to train student reservationist positions to coordinate larger events with summer conference booking and small ballroom events. Approximately 50% of all large events had student staff event coordinators who coordinated set-ups and developed event diagrams.

• Event Planning continued to cross-train Building Manager and Reservationist job positions to provide immediate service to clients and give staff a more complete understanding of coordinating event logistics.

• The Information Technology office provided student employees an environment where they can work and gain valuable skills that will carry over to their careers after college. Student employees gained significant experience supporting commerce and business operations on a daily basis.

• Expose students to diverse cultures
  o Campus diversity: Foster a campus culture that attracts and supports a diverse student body and promotes a diverse culture in which to grow, study and learn; foster learning across differences and a focus on equity for all students.
  o The Aspen Grille partnered with the Native American Cultural Center, Asian/Pacific American Cultural Center, and Black/African American Cultural Center throughout the year to help celebrate these different cultures through their different cuisines and foods that they eat.
  o The Aspen Grille featured menu items and specials during the school year that are traditional foods all over the globe. We try to educate the students on the history, traditions, and customs of as many different cuisines as possible.
  o Lory Dining Services administration sought to accommodate diverse student groups in hosting special cultural events involving food, while upholding Federal, State, and Environmental Health Services regulations.
  o Lory Dining Services worked with the Spirit Clubhouse for the first time, working to give adults with mental health disorders impactful transitional employment opportunities.
  o The INTO Café continued to expose our student employees to a new diverse international student body by meeting their dining needs and serving at Alder Hall, home of the INTO program.
  o LSC Catering helped meet the needs of attendees for the annual Diversity Conference, as well as the Black Issues Forum and the National Hispanic Institute Conference.
  o The Payroll/Personnel office provided support for areas to employ international students by maintaining the proper documentation for international applicants.
  o Event Services student staff were hired from a variety of majors, departments, and backgrounds and this allowed them to gain new perspectives.
  o Event Services student employees worked closely with diversity offices to support a variety of cultural events. The student techs and setup staff worked one-on-one with students and professional staff during cultural events to ensure the event was a success.
  o Event Planning recruited diverse students for positions in building management and reservations.
• Integrate academic and co-curricular experiences
  
  o **Learning communities:** Develop residentially based learning communities that capitalize on our strength as a destination campus.
    • With our campus attracting different students from all over, it allowed us at the Aspen Grille to highlight the beauty of our community. Agriculture is a key aspect of our community which gives us the opportunity to teach students about using fresh and local ingredients in all of our menu items. Chef Garrett Overlee locally sources as much as possible to help support our local community.
  
  o **Student engagement:** Increase student participation in a broad array of leadership, civic involvement, intercollegiate and intramural athletics, and cultural opportunities.
    • In the Aspen Grille, we used organic produce from Harvest Farms in Wellington. Harvest Farms is run by the Denver Rescue Mission. Their goal is to give recovering addicts an opportunity to change their lives through the therapeutic process of organic farming. Each one of our students was given the opportunity to meet these gentlemen, as well as serve them when they come in for a lunch each semester to enjoy the fruits of their labor.
    • Lory Dining Services gave student employees management opportunities and experience.
    • All Lory Dining Services areas accommodated student class schedules by allowing great flexibility in work hours.
    • Lory Dining Services encouraged student employees to continue their life-long learning by paying for them to attend workshops, seminars, and classes that enhance their professional and personal lives.
    • Lory Dining Services continued to hire and employ more and more merit-based work-study students. This program directly relates the tools they will receive with this work experience to their future career endeavors.
    • Lory Dining Services student managers gained the experience of opening up new food/beverage retail locations in the Lory Student Center (i.e., Ramskeller, Sweet Sinsations, Cache La Crepes).
    • Lory Dining Services teamed up with ASCSU and the Athletics Department to host Grill the Buffs. The students assumed leadership roles while Lory Dining Services ensured the preparation and proper handling of the food.
    • Lory Dining Services student managers and staff coordinated the move back into the newly-renovated LSC as it pertained to equipment and new facilities.
    • Lory Dining Services student staff participated in Rams Engaging in Active Leadership (REAL) workshops hosted by SLiCE. These workshops help participants prepare for leadership and service in their communities. Several staff members received their Leadership Preparation Certification.
    • The Ramskeller worked with RamEvents and FOCOMA to host the 2015 FOCOMX Kickoff concert in the Ramskeller.
    • Event Services student staff were offered and encouraged to attend paid training that encompasses leadership, diversity, and other subjects.
    • By providing an on-campus workplace, Event Services student employees were more engaged in campus activities and had more flexibility in their work schedule to attend club meetings, social activities, and volunteer events.
• Event Planning worked with DSA departments to provide venues and services for a variety of co-curricular programs and activities.
• Event Planning encouraged student staff to attend trainings and campus conferences to enhance leadership abilities.

  o Student well-being: Nurture student health, safety and well-being.
    • In the Aspen Grille, we are constantly stressing the importance of food safety. Without proper food handling practices, our restaurant/lab would be shut down.
    • Nutrition is a part of the students’ daily lives and in the Aspen Grille, the students were given the opportunity to look at human nutrition through the eyes of a restaurant.
    • Lory Dining Services employees adhered to a Safe Food Handling Agreement approved by Environmental Health Services that will help control foodborne illness and will help ensure guest health.
    • Lory Dining Services employees participated in a series of classes put on by Environmental Health Services to create awareness and help improve food-serving practices.
    • Lory Dining Services students and career staff that serve alcohol continued to be TIPS-certified, a three-year state recognized certification that educates staff on recommended alcohol service practice to ensure guest safety.
    • Lory Dining Services retail venues received the highest rating of Excellent in five different retail locations from the Health Department.
    • Lory Dining Services partnered with Campus Activities and participated in LSC Late Night during finals week in the food court, extending operating hours until midnight, and offering 50% off of food.
    • Event Services student employees were trained on how to be safe at work. Setup staff lift heavy objects and were trained to be safe when moving equipment. Tech was trained on how to properly handle large amounts of power and other technical equipment.
    • Event Services professional staff were very flexible when scheduling and allowing time off (often at the last minute) to staff who need to take time for personal reasons, illness, or life events.
    • Event Services set an example and trained student staff to provide a safe, respectful, and inclusive work environment.
    • The Business Services office implemented an inventory management system to provide transparency relating to inventory and cost of goods sold.

  o Assessment systems: Provide the Board, campus and public with transparent measures of accountability.
    • There are two very obvious measures for the accountability of the Aspen Grille: enrollment rates for the class, and graduation rates for former students of the class. We also measured the employment rates of former Aspen Grille students.
    • The Payroll/Personnel office provided timely data to area supervisors regarding payroll expenses incurred to minimize the risk of incorrect or incomplete payments to employees.
    • The Business Services office provided financial analysis of data for managers and fiscal officers to review monthly, as well as for annual budgets.

• Provide quality venues and related services that support learning
  o Each semester at the Aspen Grille, graduating seniors must plan a big catering function. The theme, occasion, size, menu, etc. are all up to them. They used the Aspen Grille kitchen and dining room as the venue to exhibit this final project.
  o Lory Dining Services continued to professionally operate the following food service venues with mainly student staff and student managers.
Lory Student Center Dining and Retail Locations:
  • Aspen Grille
- Bagel Place 1
- Bagel Place 2
- Cam’s Lobby Shop
- Ramskeller
- Sweet Sinsations
- That’s a Wrap
- University Club

Campus Dining and Retail Locations:
- Bean Counter
- INTO Café
- Lake Street Market
- Morgan’s Grind
- Sweet Temptations

- Lory Dining Services hired a retail manager to oversee quality control of the retail locations.
- The INTO Café provided interaction and learning opportunities for our new INTO student body.
- Lory Dining Services continued to evaluate and adjust hours of operation to better meet student needs.
- LSC Catering continued to provide alternatives to the regular catering menu to meet the needs of customers with special dietary requirements.
- LSC Catering partnered with the Lincoln Center several times to cater events off-campus in one of the larger event centers in Fort Collins.
- Morgan’s Grind extended their operating hours for the first time during the last week of classes, as well as finals week by 28 hours, giving students in the library the opportunity to purchase food or a beverage up to 17 hours/day.
- The Ramskeller worked with RamEvents and FOCOMA to host the 2015 FOCOMX Kickoff concert in the Ramskeller.
- The Payroll/Personnel office created employee guidebooks to be included in the future LSC website project.
- The Payroll/Personnel office maintained efficient processes and systems for obtaining and reporting HR and payroll information to employees and supervisors, allowing areas to focus their efforts on value-added objectives.
- The LSC offered state-of-the-art meeting spaces and staff to ensure quality and successful events.
- Event Services provided the tools for clients to have effective events and reach their goals.
- In addition to venues within the LSC, Event Services offered the best equipment and staff.
- Event Planning hosted 9814 events in the Lory Student Center including 679 Ballroom events and 250 Theatre events. Also hosted 51 University House at Remington events and 133 Tamasag events off-campus.
- Event Planning implemented use guidelines for the newly-opened Grand Ballroom and event venue including ballrooms, reception areas, and meeting spaces in the south end of the Lory Student Center.
- Event Planning utilized academic classroom space Fall 2014 during the LSC renovation to replace some of the student organization meeting rooms under renovation. Configured the eight academic classrooms into our reservation system (EMS) so the rooms were booked for temporary use from 5:00 – 10:00 p.m. on weeknights.
- Event Planning implemented new room/ballroom pricing plans, diagrams, and capacities to incorporate the new spaces which opened in Fall 2014.
- Event Planning updated the Event Management System with new/revised room numbering, use guidelines, and room features.
- Event Planning implemented additional closing security for the larger Lory Student Center to assist building managers in closing the building on time Saturday and Sunday evenings.
- Event Planning began the process of purchasing new foliage for the south end of the Lory Student Center to enhance surroundings in lounge areas.
Event Planning coordinated Open House activities and tours to introduce the new ballroom and meeting room venues to the campus and guest community. Partnered with CPC and APC to host a social activity in November 2014 with building tours and trivia games. Hosted the LSC Open House in January 2015 showcasing the Grand Ballroom with drawings and giveaways. Hosted Business After Hours in February 2015 for the campus and business community to showcase the Grand Ballroom.

The Information Technology office has worked with LSC Event Services and the ACNS Network Operations Center to bolster and improve wireless connectivity in the LSC, including offering the only guest wireless network on campus with sufficient bandwidth to accommodate large gatherings of students and conference attendees.

**Other interesting highlights that are not included in the Strategic Plan**

- **Presentations**
  - The Information Technology office developed an end-user cybersecurity briefing for supported departments, emphasizing password management best practices and secure Internet usage best practices.

- **Publications**
  - Event Services developed an app to report maintenance issues within the LSC to Operations.
  - Event Services is working with a vendor to develop a building management app that integrates with EMS so that student staff always have the best information available at their fingertips.
Campus Activities:

DSA Strategic Goals

• Assure excellence in academic programs
  o Access and success: Improve the access, retention and graduation rates for all students, especially those from groups underserved by higher education.
  • RamEvents students were constantly challenged to think about what it means to serve all students, what the identities of those students are, and how the organization can work to validate the experiences of students of each identity and educate the campus about their experiences in order to create a more supportive campus climate.
  o Learning outcomes: Evaluate and assess student learning as a critical measure of teaching quality.
  • The Annual Student Exhibition was juried by Pard Morrison and Louise Martorano, a Colorado-based international artist and arts administrator respectively. Their inclusion in the program insured that chosen artworks were of high quality and relevant to current art discourse, providing a benchmark for learning artists.

• Create distinctive undergraduate experiences
  o Active and experiential learning: Incorporate opportunities for active and experiential learning in all programs.
  • The LSC Arts Program continued to employ a number of student employees who are gaining direct career experience through their engagement in the Curfman and Duhesa Galleries and the installation and care of the LSC Art Collection.
  • RamEvents collaborated with student organizations, offices, and departments which resulted in significant learning experiences for the staff and volunteers, as well as participants. Over 19,000 students were reached by 77 RamEvents programs this year.

• Expose students to diverse cultures
  o Campus diversity: Foster a campus culture that attracts and supports a diverse student body and promotes a diverse culture in which to grow, study and learn; foster learning across differences and a focus on equity for all students.
  • Successfully recruited and hired a diverse student staff across Campus Activities.
  • Continued administration of the Duhesa Gallery provides a spotlight for raising awareness of contemporary Native American issues. Through cooperation with Dr. Emily Moore in the Department of Art & Art History, the LSC Arts Program has been able to increase its competency in this realm.
  • RamEvents completed the first year of the ASAP and Diversity and Social Justice Programming merger. Diversity and social justice were integrated into all processes of the programming board.
  • To reach all students on campus, RamEvents students were encouraged to collaborate with campus partners on programs as well as participate in educational and professional development regarding social justice issues. For example, RamEvents students were encouraged to attend the Diversity Symposium and participated in a staff workshop on supporting sexual assault survivors. In addition, RamEvents staff and ambassadors attended the Creating Change Conference on LGBT Equality, ACPA Institute on Social Justice, and the Student Social Justice Training Institute.
  • The RamEvents mission is to provide diverse and affordable events that both entertain and enrich the Colorado State University experience. RamEvents programs educated participants about social justice issues and marginalized identities so that the campus community became more aware and sensitive to these issues. The programs validated the experiences of marginalized community members by bringing performers and speakers with those identities as well as film featuring people with underrepresented
identities, with the intention of everyone being able to see themselves reflected in the programming on campus and see that their identities are valued. Examples of these programs include:

- Preferred Parking
- Laverne Cox
- Mary Lambert
- Black Actors Guild
- Sybrina Fulton
- Hines Ward
- Desiree Dallagiacomo
- Active Minds Mental Health Panel

- Integrate academic and co-curricular experiences
  - Learning communities: Develop residentially based learning communities that capitalize on our strength as a destination campus.
    - n/a

- Student engagement: Increase student participation in a broad array of leadership, civic involvement, intercollegiate and intramural athletics, and cultural opportunities.
  - Paid students for attendance at REAL workshops.
  - The LSC Arts Program underwent significant change in organization in order to become more focused on student staff learning opportunities. Students are now much more involved in all aspects of the program, including the selection of exhibits, management of the collection, coordination of exhibits, and the installation of exhibits.
  - Transitioned daily operations of the Flea Market to a student employee. With this move, a new manager position in Campus Information was created.
  - By collaborating with many departments, offices, and organizations, both on- and off-campus, RamEvents provided CSU students with opportunities to learn about and get engaged with the campus, Fort Collins community, and Northern Colorado area.
  - RamEvents provided professional development opportunities for student staff members, as well as student volunteers, by bringing presentations and workshops to staff meetings and sending students to campus and professional conferences, such as Campus Step Up, LeaderShape, Creating Change, ACPA Institute on Social Justice, National Association of Campus Activities, and the Student Social Justice Training Institute.

- Student well-being: Nurture student health, safety and well-being.
  - In conjunction with student employee appreciation week, did daily activities for all Campus Activities student employees to show appreciation and to help lower stress.
  - RamEvents created programs centered on physical, mental, and emotional health and well-being such as Ram Recharge, RAMSPIRE, bringing Shabnam Mogharabi from SoulPancake, and the Active Minds Mental Health Panel.

- Assessment systems: Provide the Board, campus and public with transparent measures of accountability.
  - Amber Ramoz is on the LSC Assessment committee and started implementing learning outcomes across all of Campus Activities.
  - To uphold their mission and vision, RamEvents began focusing on event and organization assessment. A Market Research coordinator utilized various assessment techniques in an effort to cater to underrepresented student populations and include the student voice in organizational and programming decisions. The position focused on (1) what kind of programming CSU students want to see, (2) what students gain from programs they attend, (3) how satisfied students are with RamEvents
programs, (4) what marketing techniques are most effective, and (5) is the organization upholding its mission, vision, and values successfully. Through Market Research and the SDPS liaison program, RamEvents worked to provide a venue for marginalized student voices that are often silenced or overpowered and utilized these voices when making decisions.

• Provide quality venues and related services that support learning
  o Created online registration form for Flea Market customers.
  o The LSC Arts Program opened the new facilities with two flagship exhibitions. In the Curfman Gallery the first exhibit curated was called Contemporary Colorado, which was a collection of some of the most interesting art being made in Colorado right now; 50 works were chosen from over 800 entries, juried by Associate Curator of the Museum of Contemporary Art Denver, Nora Abrams. The Duhesa Gallery opened with Native Now, a collection of contemporary Native Artworks curated by Melanie Yazzie of CU Boulder. This exhibit highlighted both established and emerging native artists.
  o Upon moving back into the LSC, LSC Arts staff hung over 100 pieces of original artwork from the LSC Art Collection, providing title cards for all works. These title cards were made possible by a gift from the Hurtubis Family, and allow the stories of the collection to be told.

Other interesting highlights that are not included in the Strategic Plan
• Presentations
  o Lance Wright held multiple training sessions for various departments in conjunction with the Vice President for Diversity.
  o Laura Brant served as a Cluster Facilitator for the CSU LeaderShape Institute.
  o Lance Wright, Bethel Nathan, and Vani Narayana all served as Co-Lead Facilitators for the LeaderShape Institute at various universities around the nation.
  o Bethel Nathan and Vani Narayana were selected to serve as Dialogue Group Facilitators for the ACPA Institute on Social Justice in Seattle, Washington, in November 2014.

• Publications
  o n/a

Honors and recognitions
• The LSC Arts Program collaborated with the CSU community and the Sutherland family to choose a commissioned artwork by Colorado-based international artist, Pard Morrison. This work, An Accumulation of Benevolence, is located on the west lawn of the LSC, and fosters an atmosphere of community and playfulness, while calling attention to the foothills and engaging harmoniously with the architecture of the new building.
• Vani Narayana was nominated for an Administrative Professional Star Award.
• Doug Sink built and installed the mantel in the sunken lounge which was made from the Redbud tree that used to sit in the Sculpture Garden.
Marketing:

DSA Strategic Goals

• Assure excellence in academic programs
  o **Access and success:** Improve the access, retention and graduation rates for all students, especially those from groups underserved by higher education.
    • Continued to evolve our award-winning onboarding and training program that prepares students for better than entry-level real-world positions.
  o **Learning outcomes:** Evaluate and assess student learning as a critical measure of teaching quality.
    • Regularly tested student knowledge in fun ways and used assessment tools to measure growth in learning, leadership, skills, and acumen.

• Create distinctive undergraduate experiences
  o **Active and experiential learning:** Incorporate opportunities for active and experiential learning in all programs.
    • Continued creating opportunities for students to meet and interact with marketing, design, and communications professionals in the community and garner hands-on experience during those interactions.

• Expose students to diverse cultures
  o **Campus diversity:** Foster a campus culture that attracts and supports a diverse student body and promotes a diverse culture in which to grow, study and learn; foster learning across differences and a focus on equity for all students.
    • Continued extensive support of programs that bring diverse viewpoints to campus, while also fostering those viewpoints, and people, in our office.

• Integrate academic and co-curricular experiences
  o **Learning communities:** Develop residentially based learning communities that capitalize on our strength as a destination campus.
    • n/a
  o **Student engagement:** Increase student participation in a broad array of leadership, civic involvement, intercollegiate and intramural athletics, and cultural opportunities.
    • Offered paid hours for students to interact with clients in multiple programmatic offerings and encouraged students to continue building client relationships even when the events are unpaid.
  o **Student well-being:** Nurture student health, safety and well-being.
    • Reviewed the office and building safety plans and emergency procedures, encouraged students to take care of themselves when they seem overwhelmed, provided support, and offered assistance and assistance recommendations when necessary.

• Assessment systems: Provide the Board, campus and public with transparent measures of accountability.
  • Continued to emphasize student 360 evaluations and encouraged accountability and leadership.

• Provide quality venues and related services that support learning
  o Held first multi-day training at CSU Mountain Campus and encouraged group learning, bonding, and diverse experiences.
Other interesting highlights that are not included in the Strategic Plan

- Presentations
  - ACUI presentation “Diversity at the Front Door” highlighting LSC Re*vitalization and how it was thoughtful about including diverse populations.

- Publications
  - n/a

Honors and recognitions

- n/a
Operations:

DSA Strategic Goals

• Assure excellence in academic programs
  o Access and success: Improve the access, retention and graduation rates for all students, especially those from groups underserved by higher education.
    • n/a
  o Learning outcomes: Evaluate and assess student learning as a critical measure of teaching quality.
    • n/a

• Create distinctive undergraduate experiences
  o Active and experiential learning: Incorporate opportunities for active and experiential learning in all programs.
    • n/a

• Expose students to diverse cultures
  o Campus diversity: Foster a campus culture that attracts and supports a diverse student body and promotes a diverse culture in which to grow, study and learn; foster learning across differences and a focus on equity for all students.
    • Supported and encouraged student employment where students of diverse backgrounds are employed and given the opportunity to work together as well as learn from each other.
    • Encouraged staff to attend diversity training.

• Integrate academic and co-curricular experiences
  o Learning communities: Develop residentially based learning communities that capitalize on our strength as a destination campus.
    • n/a
  o Student engagement: Increase student participation in a broad array of leadership, civic involvement, intercollegiate and intramural athletics, and cultural opportunities.
    • n/a
  o Student well-being: Nurture student health, safety and well-being.
    • n/a
  o Assessment systems: Provide the Board, campus and public with transparent measures of accountability.
    • Utilized the EBI & Quality of Work Life surveys to make continued improvement.

• Provide quality venues and related services that support learning
  o Opened the new building after renovation, moved back user groups, and completed trainings to help maintain the new building.
  o The Operations staff continued to collaborate with the general contractor and sub-contractors to implement and carry out the 10-month building warranty plan. Requested warranty work and followed through to verify the work was completed.
  o Successfully implemented the C-Cure electronic access system.
  o Provided users with an online work request form.
  o Collaborated with contractors to gain understanding of and find storage area for the owner stock material.
- Worked with sub-contractors to get the necessary training on the equipment and systems in the new building.
- Spent a total of $300,000 for Building Improvement.

Other interesting highlights that are not included in the Strategic Plan

- Presentations
  - n/a

- Publications
  - n/a

Honors and recognitions

- n/a
SLiCE:

Total service hours contributed from SLiCE programs (including student organizations): ~88,002
Total leadership/personal development training hours through SLiCE program/services: ~ 34,481

From a sheer economic perspective, the value of service provided by CSU students to our local, regional, national, and international communities equates to approximately $2.2M when calculated using the national figure of $25.10 established by the Corporation for National and Community Service. From the perspective of student leadership development, involvement and community engagement: priceless!

Striving towards realizing goals within the SLiCE Strategic Plan, our staff was successful in acquiring new resource funds to add an Involvement Program Coordinator to our team. We developed a partnership with Campus Activities and CoLab, the Lory Student Center Marketing Shop, to create a full-time Communications Coordinator position which will be filled in the Fall of 2015. Programmatically, SLiCE had an exceptional year. Our programs experienced an increase in total service hours and we added programs such as Public Achievement and Rams Against Hunger. Another special highlight was moving into our new space in the renovated LSC and opening the Student Organizations Center.

- Rams Against Hunger: During the Spring semester, Rams Against Hunger was created in order to provide assistance for undergraduate students experiencing food insecurity. Each student received 75 meals on their RamCard. Twenty four students participated in the pilot program and $40,000 was raised to support the program.
- Leadership Minor: Seven students completed the Interdisciplinary Minor. The number of students more than doubled from last year. The inaugural leadership minor forum occurred where students presented their final leadership minor projects to 20 future minor students. Project topics ranged from dimensions of Mental Health in Leadership, Life and Learning, to creating a collaborative, sustainable, rebranding plan for a small, local business.
- Cans Around the Oval: Our 28th annual single-day food drive benefitting the Food Bank for Larimer County brought in $46,732 and 47,470 pounds of non-perishable food items!
- Rams Engaging in Active Leadership (REAL): A new structure of the REAL experience was successfully implemented, incorporating eight learning competencies aligning directly with the LSC student staff learning objectives: community engagement, ethics, intellectual development, interpersonal competence, intrapersonal development, leadership, multicultural competence, and practical competence. Data from program evaluations revealed that participants increased their comprehension and competencies in seven out of the eight learning objectives.
- Involvement: In order to increase student participation campus-wide, our staff identified all Division of Student Affairs involvement opportunities by meeting with appropriate offices. A report was developed listing all the involvement opportunities. SLiCE’s new Involvement Program Coordinator will act as an involvement coach: facilitating student involvement and exploration in any facet of the University experience that the student holds a passion in.
- Partnership with CSU Athletics: SLiCE has formed a connection with CSU Athletics through student athletes’ participation in LeaderShape, providing a memorable TGIF event with the Men’s Basketball team, and by participating in the student athlete internship program.

We enjoy our continued program successes because of the meaningful and sustaining relationships with campus and community partners we have developed and continue to foster. We extend our gratitude to the many individuals that work alongside us to deliver exceptional involvement opportunities to CSU students. It truly is a team effort!
DSA Strategic Goals

• Assure excellence in academic programs
  
  o **Access and success**: Improve the access, retention and graduation rates for all students, especially those from groups underserved by higher education.

  *President’s Leadership Program:*
  
  • 65% of PLP students surveyed “Agree” or “Strongly Agree” that “admittance into the President’s Leadership Program positively affected their decision to attend CSU.”
  
  • 71% of PLP students surveyed “Agree” or “Strongly Agree” that “participation the President’s Leadership Program positively affected their decision to stay at Colorado State University during the academic year.

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

  *President’s Leadership Program:* PLP utilizes a number of assessment systems to ensure program excellence, specifically:

  • Learning outcomes assessment: Assessment data on learning outcomes was collected at the end of the academic year. PLP students completed a survey based on the CAS standards for leadership education programs. Using a scale of 1 (strongly disagree) – 5 (strongly agree), students responded to statements regarding varying skills and areas of awareness. A pre-test, post-test model was implemented to capture changes in perceptions and potential impact of PLP. Students reported higher average scores in seven out of eight areas of skills and awareness after taking PLP than prior. PLP students on average reported greater ability to communicate effectively with others, understand their personal values, confidence as a leader, to work collaboratively, to value social responsibility, to understand the advantages and challenges of a diverse society, and critical thinking/problem solving skills.

  1 The Council for the Advancement of Standards in Higher Education (CAS) promotes standards in student affairs, student services, and student development programs. These standards respond to student needs, the requirements of sound pedagogy, and the effective management of currently 30 functional areas, consistent with institutional missions. (CAS website)

<table>
<thead>
<tr>
<th>Reported Means:</th>
<th>Prior to PLP</th>
<th>After PLP</th>
</tr>
</thead>
<tbody>
<tr>
<td>...to communicate effectively with others</td>
<td>4.02</td>
<td>4.28</td>
</tr>
<tr>
<td>...understand their personal values</td>
<td>4.22</td>
<td>4.38</td>
</tr>
<tr>
<td>...understand the importance of ethics in leadership</td>
<td>4.38</td>
<td>4.21</td>
</tr>
<tr>
<td>...have confidence as a leader</td>
<td>3.81</td>
<td>4.14</td>
</tr>
<tr>
<td>...work collaboratively with others</td>
<td>3.92</td>
<td>4.27</td>
</tr>
<tr>
<td>...value social responsibility and community involvement</td>
<td>4.42</td>
<td>4.54</td>
</tr>
<tr>
<td>...understand the advantages and challenges of a diverse society</td>
<td>4.16</td>
<td>4.59</td>
</tr>
<tr>
<td>...have critical thinking and problem solving skills</td>
<td>4.00</td>
<td>4.19</td>
</tr>
</tbody>
</table>

• Teaching and course evaluations: All nine PLP instructors received exemplary feedback. On a scale of 1 (strongly disagree) to 5 (strongly agree), PLP students rated their instructors in the following areas: prepared for class (4.6 or 92%), creating an inclusive and supportive learning environment (4.7 or 94%), challenge growth (4.5 or 90%), connect material to everyday experiences (4.6 or 92%), and enhancing students’ understanding of leadership through class activities (4.6 or 92%).

• Service weekend survey: In an effort to incorporate opportunities for active and experiential learning, PLP students in IU 170/171 participate in service learning trips. Three successful service learning trips occurred to Chimayo, NM; Alamosa, CO; and Wellington, CO. Student reflections indicated on average students formed more meaningful relationships with their peers and instructors as a result of the service learning trips. Student reflections after the service learning projects also indicated on average, students...
had a deeper understanding of the community issue and deeper awareness of difference after engaging in the service learning trip.

- **Community internship survey:** As part of the IU 270/271: Leadership as Life, students completed internships. At the end of the internships, students report on their overall experience and evaluation of the internship site. 100% of PLP students reported “the internship was a positive learning environment” and the “site allowed them to observe leadership in action.”

- **Leadership Minor:**
  - Seven students completed the interdisciplinary minor for FY14, this was an increase by nearly 50% from FY13 when four completed the minor. The inaugural leadership minor forum was offered where students presented their final leadership minor projects to 20 future minor students. Project topics ranged from dimensions of Mental Health in Leadership, Life and Learning, to creating a collaborative and sustainable, rebranding plan for a small, local business. The seven leadership minor recipients participated in 448 hours of personal development training hours throughout the year.

- **Scholarship Awards Through PLP:**
  - El Pomar Foundation Scholarships through the El Pomar Student Leadership Experience recognized students interested in non-profit and community development. This year’s El Pomar Scholars initiated service projects in Fort Collins through Book Trust, an organization providing books for kids in low-income families for the purpose of inspiring kids with a passion for reading. Each of the students received $500 per semester for up to four semesters for a $2,000 total scholarship.
  - In an effort to ensure fund disbursement of PLP scholarships, applications were provided during summer 2014 to all PLP students with an invitation to apply for $15,500 in financial awards exclusive to students participating in the President’s Leadership Program. By shifting to an electronic and single application process, 55 unique applications were received. Twelve students were awarded financial scholarships ranging from $500 to $1,000 per semester.
  - Two candidates from Colorado State University, Kayln Taylor and Jason Sydoriak were named finalists in the national Truman Scholarship competition. Four students were awarded Puksta Scholarships including Bailey Cross, Eduardo Hernandez, Steph Herrera, and David Purcella. SLiCE staff members serve on the Puksta Advisory Board.
  - The inaugural Barb Kistler-President’s Leadership Program Scholarship was awarded to David (Dahoon) Lee.
  - Five PLP students received a Yates Scholarship which recognizes students who strive to embody integrity and leadership with a $1,000 award. Yates Scholarships were awarded to Luz Castaneda, William Weirough, Lauren (Lo) Luthro, Nastassja Barker, and Orawan Sautter.

- **Create distinctive undergraduate experiences**
  - **Active and experiential learning:** Incorporate opportunities for active and experiential learning in all programs.
  - **Leadership**
    - **Campus Step Up:** A Social Justice Retreat: Campus Step Up’s ultimate goal is to give students the skills to act on the issues and causes that they are most passionate about. This year’s financial partners were SLiCE, Campus Activities, and Residence Life. In addition to financial sponsorships, the retreat was supported by a number of onsite facilitators and observers who represented various offices across the campus community. Those offices include the INTO Program, Support and Safety Assessment, Ethnic Studies Department, Center for Advising and Student Achievement, Residence Life, Black/African
American Cultural Center, Women and Gender Advocacy Center, and the Native American Cultural Center. 67 students and 22 staff members attended the retreat and spent 2,730 hours in training.

- LeaderShape: SLiCE hosted the 11th annual 6-day LeaderShape institute for 54 CSU students. Student participants spent a total of 3,888 hours in training.

- Public Achievement for Community Transformation (PACT): PLP Scholars led and coordinated this new program for FY14. PLP Scholars visited Lesher Middle School to have empowering conversations about ways in which students could solve problems and build sustainable democratic societies. PLP Scholars served as coaches and facilitated discussions on taking action on public issues and helped the students develop action plans. Students learned how to engage in civic discussions and what it takes to be an active member of the community. PLP Scholars participated in 120 hours of service and 300 hours of leadership training.

- President’s Leadership Program: PLP students participated in extensive service learning and experiential learning activities including alternative weekend trips, leadership retreats, community internships with local non-profits and businesses, and Project Homeless Connect. In total, PLP students participated in 798 hours of service and 8,635 hours of leadership training both inside and outside of their classroom. PLP entered into its fourth year of having PLP Scholars, a select group of students who participate in enriched leadership development experiences throughout their four years at CSU. This year, PLP scholars led and coordinated the Public Achievement for Community Transformation (PACT).

- REAL Experience: The REAL Experience was created in 2007 with the purpose to be an accessible, available option for students to build skills, develop their leadership identities, and even earn a Leadership Preparation Certification (LPC). In the Fall of 2014, the REAL Experience moved into a revitalization phase, aiming to be a straight-forward approach to skill development, identity understanding, and exposure to necessary learning competencies emphasized throughout the LSC. The REAL Experience is offered through the completion of an orientation/survey process, 10 workshops (with the ability to substitute up to three with other leadership experiences), two leadership coach meetings, and the completion of a final quiz (including a post-survey). This experience is tailored to meet the interests, needs, and goals of each participant. REAL provides all interested CSU students with an accessible opportunity to develop and enhance a personal philosophy of leadership. REAL offers various opportunities for students to reflect upon and develop attitudes, knowledge, and skills related to ethical leadership development and practices. Students can either choose to earn an LPC or can participate by choosing to attend a single, drop-in workshop.

1. 10 of the 33 workshops were presented exclusively to the Leadership Development Community residential living-learning community.
2. 20 workshops were available to the general CSU student population. Workshops were held on Mondays and Thursdays.
3. Three make-up workshops were also offered on a Saturday to accommodate students who were unable to attend week-day sessions.

This year there were 33 workshops for 116 attendees who spent a total of 605 hours in leadership training. At the end of the year, 43 participants were awarded LPCs.

Involvement
- Registered Student Organizations: SLiCE registered 366 student organizations which is an 11.25% increase in student organizations from the previous academic year. Approximately 799 student organization leaders attended one of 26 officer orientations.
  - Academic/Pre-Professional: 122
  - Programming/Service: 29
  - Religious/Spiritual: 23
  - Representative: 16
  - Social/Recreational: 43
- Competitive Sports Clubs: 31
- Diversity/International: 41
- Fraternal Organizations: 39
- Honorary: 11
- Political: 11
- Student Organization and Advisor Recognition (SOAR): The 13th annual Student Organizations and Advisors Recognition (SOAR) program was hosted by SLiCE with approximately 175 attendees. There were 12 awards and 65 applications were submitted.
- Travel Grant: 31 grants were awarded for leaderships or academic conferences (eight individual and 23 student organizations). Grants totaled $13,022.43.
- Involvement Expo and Spring Involvement Fair: The Student Involvement Expo on the LSC Plaza featured 142 Registered Student Organizations and 66 community agencies.

**Community Engagement**

- 30 Day Challenges: This program emphasizes the mantra that 30 days can change a person’s life and provides a structure for people to engage in personal change on a small scale. This year, five students participated and their 30 Day challenges ranged anywhere from 30 days without processed sugar to 30 days of exercise.
- Alternative Breaks: This year, alternative breaks successfully completed 16 (14 domestic and 2 international) service trips over winter and spring breaks. There were a total of 149 student participants who provided 4,470 hours of direct community service to 16 non-profit agencies both nationally and internationally. There were 32 student site leaders who spent a total of 1,888 hours completing leadership training in the alternative break site leader school and during trip meetings in order to successfully execute one of the 16 alternative break trips. Remaining participants spent a total of 2,458 hours completing leadership training.
- AmeriCorps: Completed its 12th year in the federal AmeriCorps Education Award Program. This year, 117 CSU students were enrolled in the AmeriCorps program during the 2014-15 school year. Together these 117 students served 40,329 hours in the community and completed 5,582 member development hours. SLiCE worked with Social Work, Occupational Therapy, Liberal Arts, Community Literacy Center, Food Science and Human Nutrition, and Campus Corps.
- Cans Around the Oval: This event collected 47,470 pounds of food and raised $46,732 in monetary donations for the Food Bank for Larimer County during the 28th annual Cans Around the Oval. The completion of the LSC construction allowed us to host a marketing event and CANstruction on the LSC Plaza which helped to connect students and campus. A collaborative partnership was also created between the Food Bank’s Public Relations staff and CSU’s Office of External Relations. This intentional effort paid off with several articles featured in local news. A total of 163 campus and community groups participated in the event. Overall, there were approximately 14,613 individual participants who contributed 28,966 service hours to make this a successful event.
- CSUnity: 2,246 student volunteers completed 8,984 hours of service with 175 neighbors and 66 non-profit and government agencies.
- CSU Serves: is an opportunity for Registered Student Organizations to participate in community service on Saturdays throughout the academic year in exchange for funding for their organization. SLiCE partners with United Way’s 2-1-1 Program to meet the needs of the community. This year, we had 669 volunteers complete 2,676 hours of direct community service.
- Project Homeless Connect: SLiCE partnered with Homeward 2020 (an initiative of the Community Foundation of Northern Colorado that seeks to end homelessness in Fort Collins by 2020) and the Bohemian Foundation to complete the fifth annual Project Homeless Connect (PHC) event. This event not only brought awareness to the area but also provided support to the homeless and nearly homeless population in Fort Collins. This year, 450 student volunteers were paired in a one-on-one setting with a
community member who was homeless or nearly homeless. Approximately 488 community members benefited from the resources provided at PHC. In total, student volunteers spent 450 hours in training and 2,475 hours providing direct community service.

- **PRAXIS:** PRAXIS is a program where students design their own community service project and are given a grant to make the project happen. This year, PRAXIS formed a partnership with the Puksta Scholars Program in order to possibly fund a scholar’s social change project. PRAXIS will also select three students from this year’s LeaderShape retreat and donate $500 to each to move their visions forward. Lastly, PRAXIS gave five programming grants out to student organizations at the SOAR Awards in the following categories: Academic Program, Community Service, Cultural Awareness, New Program, and Marketing.

- **Special Needs Swim:** Special Needs Swim continued to offer two swim sections throughout the fall and spring semesters (Thursdays and Sundays). This year, 72 student volunteers completed 1,728 hours of service. The program partnered with the Gateway Center, Respite Care, and the City of Fort Collins Edora Pool and Ice Center. Student volunteers completed a total of 216 hours of training and personal reflection.

- **TGIF:** TGIF (Thank Golly It’s Friday) is a program that pairs CSU student volunteers with teens in the Fort Collins community who have some type of disability. This program helps normalize social experiences for the teens on Friday nights throughout the academic year. This year, there were 32 student volunteers paired with 28 teens. The students completed 256 hours in training and personal development and 800 hours of direct service.

- **Ram Serve:** Held a successful Ram Serve project for 152 new CSU Key students who completed 304 hours of community service and four hours of leadership training for team leaders. Community partners for these projects included River Rock Cohousing, Food Bank for Larimer County, Respite Care, The Gardens at Spring Creek, The Farm, Harvest Farm, and Elderhaus.

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

  **Leadership**
  - **CSU/UADY Student Leadership Exchange:** This program is an exchange between CSU and UADY which includes a trip to Merida, Mexico, and hosting a UADY student delegation at CSU. The mission of this program is to bring together students from CSU and UADY for a meaningful leadership, service, and language exchange. SLiCE partners with the Office of International Programs to host this event. The goals of the exchange include the following: engage students in experiences of domestic and international diversity; explore and apply the concepts of leadership and service to practical projects; strengthen Spanish language skills; meet authentic community needs in Fort Collins and the Yucatan; and create a sustainable, long-term student exchange between CSU and UADY students. This year, there were nine CSU students participating with three staff members supporting the exchange. Students participated in 2,078 hours of leadership/personal development training, while staff members participated in 1,236 hours of leadership/training.
  - **LeaderShape:** This program focuses on helping student leaders to: act consistently with core, ethical, personal values and convictions; develop and enrich relationships; respect the dignity and contributions of all people; believe in a healthy disregard for the impossible; and produce extraordinary results. 36.2% of LeaderShape participants identified as students of color.
  - **President’s Leadership Program:** 24.8% of PLP students who completed both semesters in the program in 2014-15 identified as first generation students.
• REAL Experience: The REAL (Rams Engaging in Active Leadership) Certificate program gives students the opportunity to advance their own knowledge with regard to effective, intellectual, and cultural leadership. Many of the workshops offered this year focused on issues of social justice and diversity.

• L.E.A.D conference: SLiCE professional staff members collaborated with the Black/African-American Cultural Center and El Centro staff members to serve on the planning committee and attend this annual conference in Denver.

Involvement
• Student Organization Registration and Recognition: The student organization registration and recognition process enables interested students to form and join organizations to promote common interests. Student organizations form for a variety of reasons. This year, 366 student organizations registered and were recognized by the SLiCE office. 41 organizations were identified as fostering a campus culture that supports diverse students. These organizations were identified as actively enhancing campus diversity because their mission focused on one or more of the following aspects of diversity: racial/ethnic identity, country of origin, multiculturalism, religion, ability, or social justice/social change.

Community Engagement
• Alternative Breaks: Staff members worked closely with the International Programs Office to offer two international breaks (Kenya and Panama). Students attending the Panama trip worked with CEASPA: La Asociación Centro de Estudios y Acción Social Panameño. They strive for social justice by creating an economy formed by ecotourism, in order to alleviate poverty and preserve the environment. Students attending the Kenya trip worked with Save the Elephants, Umoja, and Gir Primary and Muslim Primary Schools. Save the Elephants is a conservation-based NGO that studies the habitat and conservation of the African Elephant. Gir and Muslim are two primary schools in the community of Archer’s Post in the Samburu region. Gir is the largest school with more than 400 students, and both schools are traditionally under-resourced in terms of teachers, supplies, and materials. Umoja is a Manyatta community of approximately 25 women located within the larger town of Archer’s Post, a “gateway” community to Samburu National Reserve. Many of the women left their previous homes following violence, abuse, early pregnancy, or a similar circumstance. The women operate a co-op, producing beaded necklaces and bracelets primarily for purchase by tourists who visit the women’s Manyatta to learn about local culture. Umoja also has a small volunteer-based onsite preschool.

Alternative break students reported greater knowledge of social issues and environments outside of CSU/Fort Collins, greater community connections/friendships, and greater commitment to civic involvement; Alternative Break students demonstrated statistically significant reduction Color-Blind Racial attitudes after alternative break compared to before alternative break (and compared to a control group).

• Project Homeless Connect: Our office partnered with Homeward 2020 and the Bohemian Foundation to sponsor Project Homeless Connect. This event raised students’ awareness of homelessness in the Fort Collins community while providing fundamental resources to the homeless and nearly homeless population. Student volunteers paired one-to-one with community members seeking resources. Student volunteers thoughtfully prepared for this service by reading about and researching this social issue prior to the event. Participating volunteers mentioned that they came away from the event with increased knowledge of homelessness/poverty and had the opportunity to foster a personal one-on-one connection with people experiencing homelessness.

• Integrate academic and co-curricular experiences
Learning communities: Develop residentially based learning communities that capitalize on our strength as a destination campus.

- Leadership Development Community: SLiCE staff members in partnership with Residence Life are continuing to build a residential learning community in Durward Hall. There were 30 students who were members of the LDC. This year’s community participated in a retreat at CSU Mountain Campus, REAL Workshops, a minimum of 40 volunteer hours, and developed a plan for their future. Members of the LDC participated in a total of 1,200 service hours and 1,440 leadership and personal development training hours through their weekly peer-led facilitations.

- President’s Leadership Program: PLP is a three-year learning community comprised of two linked courses per year. PLP students meet weekly for two to three hours in an academic setting, participate in co-curricular leadership development experiences focused on service and social change leadership, and have the opportunity to engage in leadership experiences at the local and statewide level.

- REAL Experience: The REAL Experience is offered through the completion of an orientation/survey process, 10 workshops, two leadership coach meetings, and the completion of a final quiz (including a post-survey). This experience is tailored to meet the interests, needs, and goals of each participant. REAL provides all interested CSU students with an accessible opportunity to develop and enhance personal philosophy of leadership. REAL offers various opportunities for students to reflect upon and develop attitudes, knowledge, and skills related to ethical leadership development and practices. Students can either choose to participate and earn a Leadership Preparation Certification (LPC) or can participate by choosing to attend a single, drop-in workshop sponsored by SLiCE. Throughout the Spring 2015 semester, a total of 33 workshops were offered to 116 attendees. Students were able to learn about practical leadership skills on campus, and learn how to use these skills, both on campus and in the community.

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

- LeaderShape: LeaderShape is a program designed to help strengthen student’s ability to lead with integrity. The institute is designed to be a week-long experience that fortifies participant’s abilities to take on leadership roles on our campus and within our community.

- Alternative Breaks: Alternative Breaks is a program where CSU students complete a week of service over winter or spring breaks. This year, there were 16 alternative break trips, including two international trips to Kenya and Panama. These trips gave students the opportunity to learn about cultures and communities that differ from their own. Students learned about community needs and issues and provided hands-on service to the community in which they were volunteering.

- Campus Step Up: A Social Justice Retreat: Campus Step Up is a retreat where CSU students are able to participate in meaningful dialogue about issues of social justice and diversity. This three-day, overnight event brings together students, faculty, and staff from diverse backgrounds.

- Registered Student Organizations: Participation increased in the Fall Involvement Expo and a record breaking number of 26 Officer Orientation sessions were offered.

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

- PRAXIS: PRAXIS is a program where students design their own community service project and are given a grant to make the project happen. This year, PRAXIS formed a partnership with the Puksta Scholars Program in order to possibly fund a scholar’s social change project. PRAXIS will also select three students from this year’s LeaderShape retreat and donate $500 to each to move their visions forward.

- Rams Against Hunger: During Spring Semester, Rams Against Hunger was created in order to provide assistance for undergraduate students experiencing food insecurity. Each student received 75 meals on their RamCard. 24 students participated in the pilot program and $40,000 was raised to support the program.
Other interesting highlights that are not included in the Strategic Plan

• Presentations
  o “StrengthsFinder” facilitated by Emily Ambrose for the Vice President for Student Affairs student staff.
  o “StrengthsFinder” facilitated by Emily Ambrose for Parent & Family Programs.
  o “GLBTQQA Leadership & Community Retreat” facilitated by Emily Ambrose, Kyle Oldham, and Aaric Guerrero for the GLBTQQA Office.
  o “Diversity & Social Justice 101” facilitated by Emily Ambrose and Hermen Diaz for Forest & Rangeland class.
  o “Racial Privilege Conversations: Why They Matter and My Implications” facilitated by Emily Ambrose and Pamela Graglia for the Division of Student Affairs (open forum).
• “The Wall” facilitated by Emily Ambrose and members of President’s Multicultural Students Advisory Council for Diversity Week.
• “Taking the ‘Boo’ out of Taboo: Sex Positivity” facilitated by Emily Ambrose and Priscilla Gardea for the Women and Gender Advocacy Center’s Kathryn T. Bohannon Speakers Series.
• “Porn: Would You Know it if You Saw It?” facilitated by Emily Ambrose and Carl Olsen for the Women and Gender Advocacy Center’s Men in the Movement Series.
• “Diversity and inclusion within forestry and rangeland” presented by Emily Ambrose and Hermen Diaz on November 3 & 5, 2015, for the First Year Seminar Forestry and Rangeland Stewardship majors.
• “Cookies and Conversation” presented by Emily Ambrose and Hermen Diaz through the spring 2015 semester. A dialogue-based facilitation about issues of social justice, identity and inclusion.
• “Do Something!” presented by Hermen Diaz for transfer students.
• “SLICE and the College Transition” panel facilitated by Jen Johnson for the Colorado Educational Services & Development Association (CESDA) Symposium (2 sessions).
• Poverty Simulation facilitated by Jen Johnson for the Diversity Conference, CSU’s Professional Development Institute, and the Office of Extension.
• “Professionalism 101” presented by Pamela Norris for ASCSU.
• “Visioning and Effective Goal Setting” presented by Pamela Norris for ASCSU.
• “Evolution of Leadership” presented by Pamela Norris for ASCSU and CSU/UADY Student Leadership Exchange.
• “PRAXIS Info Session” presented by Jenn Rieskamp for interested students at Lory Student Center.
• “PRAXIS Info Session” presented by Jenn Rieskamp for Puksta Scholars.
• “Leading Through Service” presented by Jenn Rieskamp for the REAL program.
• “Leading Through Service” presented by Jenn Rieskamp for the Leadership Development Community.
• “CSUnity Team Leader Training” presented by Jenn Rieskamp for CSUnity Team Leaders.
• “Identity Workshop” presented by Jenn Rieskamp for the ASCSU Chronic Health Issue Mentoring Group.

• Publications
  o n/a

Honors and recognitions
• Lucas Suazo as the Colorado Leadership Alliance Student Leader of the Year; this was the second year in a row a CSU student was recognized by CLA.
• Molly McLellan as the Barb Kistler Award for Ethical and Mindful Leadership Recipient.
• Emily Ambrose as a Rainbow Inspiration Award Nominee, GLBTQQA Resource Center.
• Emily Ambrose as a “Of the Month” Award Recipient - May: Faculty/Staff, Intermountain Affiliate of College and University Residence Halls (IACURH).