Abstract
This report details the assessment efforts of the Lory Student Center (LSC) during the 2016 calendar year. The Assessment, Planning, and Effectiveness (APE) Committee works to collect, analyze, disseminate, and improve programs and services across the LSC throughout the year. The LSC’s success indicators consist of quality, performance, facilities, and engagement measures.
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## Use of Report

The Lory Student Center (LSC) seeks to provide a supportive and creative learning environment for students at Colorado State University. To this end, this report serves as a reference as units within the LSC seek a snapshot of students’ perceptions of the LSC. Additionally, career staff should use this report as foundational knowledge with which to develop community and implement high-quality student-centered programs and services. Finally, the data provided in the report allows staff members to dig deeper into specific data points, make meaning across individual units, set goals, and assess progress towards goal achievement throughout the year.
Report Summary

The Lory Student Center (LSC) offers a variety of programs and services to the Colorado State University community. The Council for the Advancement of Standards (CAS) for College Unions and Student Centers (2015) requires student unions and centers have a clearly articulated assessment plan that documents the achievement of stated goals and outcomes, demonstrates accountability, provides evidence of improvement, and describes resulting changes in programs and services.¹ Further, increased demand for accountability on the part of accreditation agencies, governing bodies, and students have presented institutions with the opportunity to focus on assessment as a part of the organizational culture. In order to serve students effectively, staff must infuse systems of tracking, documenting, and evaluating into the work they do within the LSC. Formed in January 2015, the Assessment, Planning, and Effectiveness (APE) committee’s goal is to address assessment efforts throughout the LSC and evaluate progress towards stated goals.

The APE Committee is charged with:

• Coordinating all assessment efforts from areas throughout the LSC, seeking efficiencies in data gathering and analysis.
• Coordinating reporting efforts related to CampusLabs “Planning & Effectiveness” reporting website, both short term and longer term.
• In consultation with the LSC Directors’ staff, creating a clear, articulate, and dynamic three-year assessment plan which addresses data collection, analysis, reflection, prioritization of challenges, and the development of continuous improvement strategies for the LSC.
• Evaluating our use of learning outcomes for student employees to ensure the student employee experience is connected to students' persistence and success.
• Providing recommendations for staff training, development, and expanding the use of assessment methods throughout the LSC. How do we make assessment part of our way of life?

The APE Committee is comprised of members from each reporting area within the LSC. Members include:

Amber Ramoz, Campus Activities (Co-Chair) Mike Ellis, Executive Director’s Office
Donnyale Ambrosine, Marketing Sheena Martinez, Executive Director’s Office
Esther Kemp, Bookstore Sonja Gibbins, Dining Services
Michael Marr, SLiCE (Co-Chair) Tamene Abebe, Operations
Hermen Diaz, SLiCE

The following report outlines the work accomplished by the APE Committee in 2016. This report will detail the scope of assessment, explain how assessment data informs program and services, and make recommendations that continue to expand assessment efforts throughout the LSC.

Skyfactor ACUI/Benchworks College Union/Student Center Assessment
[formerly Educational Benchmarking Inc. (EBI)]

1. **Purpose**: Skyfactor ACUI/Benchworks aims to positively impact student retention, success, learning, and satisfaction to improve the overall quality of the college student experience.
2. **Instrument**: Specifically designed for unions/student centers in partnership to create an assessment loop and action plans by measuring factors such as publicity, environment, life and leadership, quality venues, staff, cleanliness, and program effectiveness.
3. **Timeline**: one-year cycle; sent annually; preparation in February, students surveyed in late March, reports available July
4. **Participants/Sample Size**: approximately 3500 random sample
5. **Cost**: approximately $1500
6. **CSU participation**: annually since 2001

National Association of College Bookstores

1. **Purpose**: Assist CSU Bookstore in identifying and measuring factors essential to serving customers.
2. **Instrument**: CSU Bookstore administered an online Customer Satisfaction Survey created by OnCampus Research
3. **Timeline**: three-year cycle/students surveyed in late April
4. **Participants/Sample Size**: random student sample
5. **Cost**: approximately $2600
6. **CSU participation**: Beginning in 2000

Quality of Work Life Survey

1. **Purpose**: The Quality of Work Life Survey assesses job satisfaction of staff members in the Division of Student Affairs at Colorado State University.
2. **Instrument**: 66 short-answer question survey
3. **Timeline**: one year cycle/sent annually in March/April. Results reported in May and June
4. **Participants/Sample Size**: Division of Student Affairs Student Employees and Career Staff
5. **Cost**: $0
6. **CSU participation**: bi-annually for both career staff and student staff

Skyfactor ACUI/Benchworks College Union/Student Organizations

1. **Purpose**: Skyfactor ACUI/Benchworks aims to positively impact student retention, success, learning, and satisfaction to improve the overall quality of the student organization experience.
2. **Instrument**: Specifically designed for measuring student leadership, the ACUI/Benchworks Student Leadership Assessment is a rigorous, research-based assessment that provides targeted, analysis-backed insight to measure institutional performance and guide
improvement efforts. The Student Leadership Assessment focuses on 14 factors that include organization advisor, leadership training, interpersonal competence, intrapersonal competence, collaboration among leaders, collaboration among members, effective leadership, self-knowledge, diverse populations, practical competencies: Contracts and budgets, practical competencies: Management, principled dissent, cognitive complexity and overall program effectiveness.

3. **Timeline**: every other year

4. **Participants/Sample Size**: 1,053

5. **Cost**: about $2,300

6. **CSU participation**: had not been administered since 2007
Skyfactor Benchmarking – Lory Student Center, Executive Summary

Method
A random sample of 3,500 Colorado State University students were invited to participate in the spring of 2016; 625 responses (17.9% response rate), this is comparable with other institutions within the same Carnegie Class. A peer group comparison with six institutions was completed. Given the limitations of institutional participants in the study, CSU chose the following comparison group based on institutional size, union/student center size, reputation, and whether the bookstore is located within the union/student center:

Select 6
Florida State University            North Dakota State University
University of Texas at San Antonio  University of Houston
University of Illinois at Urbana-Champaign  Washington State University

Additional benchmarking occurred among CSU’s Carnegie classification, including 26 institutions classified as very high research activity. Institutional results were also compared to 90 total participating institutions.

Results
The goal value, set by Skyfactor, is a value of 5.50 on a 7-point scale or 75% of the performance scale. Based on this scale, the following summarizes LSC’s performance.

LSC’s performance score for factor 12, Overall Program Effectiveness, is 62.7% with a mean score of 4.76. This score was statistically equal to all external benchmarking groups. Additionally, this year’s score is statistically higher than the scores from the previous five instances of Skyfactor-LSC.

Areas of Strength
- Factor 10 Union Cleanliness (86.8% performance; mean 6.21)
- Factor 2 College Union has a Positive Environment (81.5% performance; mean 5.89)
- Factor 8 Bookstore Staff (81.5% performance; mean 5.89)
- Factor 3 College Union is Student Oriented (79.2% performance; mean 5.75)
- Factor 11 Union Staff (78.0% performance; mean 5.68)
- Factor 7 Aspects of Dining Service (75.5% performance mean; mean 5.53)

Areas of Improvement
- Factor 9 Bookstore Items Variety and Price (51.8% performance; mean 4.11)
- Factor 5 College Union Enhances Life and Leadership (55.5% performance; mean 4.33)

Note: The LSC was near Skyfactor’s performance expectations in the following areas,
- Factor 4 College Union is a Source of Entertainment (74.3% performance; mean 5.46)
- Factor 1 Publicizes the Union and Promotes Campus (68.3% performance; mean 5.10)
- Factor 6 Union Food Variety, Quality, and Price (66.8% performance; mean 5.01)

2 See Appendix A for CSU-specific supplemental questions
Overall, satisfaction with the “college union” (Lory Student Center) performance score was 79.2% (mean 5.75). This score ranks 1st among the 6 comparison institutions, 6/26 within Carnegie Class, and 13/90 among all reporting institutions.

Among the selected six comparison institutions, LSC ranked 1st on the following factors:

• Factor 10 Union Cleanliness (86.8% performance score; mean: 6.21)
• Factor 8 Bookstore staff (81.5% performance score; 5.89 mean)
• Factor 11 Union Staff (78.0% performance score; 5.68 mean)

Note: the LSC ranked 2nd in Factor 2 College Union has a Positive Environment (81.5% performance; mean 5.89) and Factor 6 Union Food Variety, Quality, and Price (66.8% performance; mean 5.01).

Among the selected six comparison institutions, LSC ranked in the bottom 50% on the following factors:

• Factor 1 Publicizes the Union and Promotes Campus (4/7; 68.3% performance; mean 5.10)
• Factor 4 College Union is a Source of Entertainment (5/7; 74.3% performance; mean 5.46)
• Factor 9 Bookstore Items Variety and Price (5/7; 51.8% performance; mean 4.11)

Among the 26 Carnegie institutions, LSC ranked 1st on the following factors:

• Factor 8 Bookstore Staff (81.5% performance; mean 5.89)
• Factor 10 Union Cleanliness (86.8% performance; mean: 6.21)

Note: As an individual measure, food prices were ranked in the top 5 in comparison to the 26 participating Carnegie institutions.

Among the 26 Carnegie institutions, LSC ranked in the bottom 50% on the following factors:

• Factor 1 Publicizes the Union and Promotes Campus (14/26; 68.3% performance; mean 5.10)
• Factor 4 College Union is a Source of Entertainment (14/26; 74.3% performance; mean 5.46)
• Factor 9 Bookstore Items Variety and Price (16/25; 51.8% performance; mean 4.11)
• Factor 12 Overall Program Effectiveness (14/26; 62.7% performance; mean 4.76)

Among all benchmarking institutions, LSC ranked in the top 25% on the following factors:

• Factor 8 Bookstore Staff (9/83; 81.5% performance; mean 5.89)
• Factor 6 Union Food Variety, Quality, and Price (12/89; 66.8% performance; mean 5.01)
• Factor 10 Union Cleanliness (13/90; 86.8% performance; mean: 6.21)
• Factor 2 College Union has a Positive Environment (20/90; 81.5% performance; mean 5.89)
• Factor 7 Aspects of Dining Service (20/89; 75.5% performance; mean 5.53)

Factor 9 Bookstore Items Variety and Price was the only factor in which LSC ranked in the bottom 50% among all benchmarking institutions (49/83; 51.8% performance; mean 4.11).

Recommendations

• In this instance of Skyfactor, students rated the value of the dollar spent as low in relation to the quality of services provided in the LSC. Meanwhile, student ratings indicate overall program effectiveness is on par or slightly above benchmarking institutions. Focus groups with the purpose of understanding students’ perceptions of student fee value of the dollar as it relates to the LSC will begin Spring Semester 2017. Questions to be utilized in focus
groups have been piloted and adjusted with the input of the Lory Student Center Governing Board during Fall Semester 2016.

• Student responses in Factor 1, ‘Publicizes Union and Promotes Campus’, indicate that the LSC can do a better job promoting sponsored events and opportunities for students to be involved in the shared governance processes within the LSC.
2016 Skyfactor – Student Organizations, Executive Summary

Method
A total sample of 1,053 Colorado State University (CSU) student organization officers were invited to participate in the Spring 2016 assessment. The assessment sought to measure the effectiveness of the registered student organizations across 14 factors. A 19% (205 total respondents) response rate was achieved which is comparable to other institutions within the same Carnegie Class. A peer group comparison with six institutions was completed. Given the limitations of institutional participants in the study, CSU chose the following six comparison institutions based on institutional size, student organization numbers, and reputation:

Select 6
California State University – Fresno
Pittsburg State University
University of Central Arkansas
Mississippi State University
University of Texas at Arlington
University of Houston

Results
The goal value, set by Skyfactor, is a value of 5.50 on a 7-point scale or 75% of the performance scale. Based on this scale, the following summarizes student organizations’ performance.

The Overall Program Effectiveness performance score for registered student organizations, factor 14, is 76.2% with a mean score of 5.57. This score was statistically equal to the Select 6 institutions but lower when compared to participating institutions within CSU’s Carnegie class (5) and all participating institutions (34). Additionally, this year’s score is statistically lower than the one score from the previous assessment year (2007) of Skyfactor-Student Leadership Assessment. Current results will serve as a base line to compare future instances of this benchmarking assessment for improvement purposes – administered every two years.

Areas of Strength – Identified by Skyfactor as factors in which students indicated CSU meets or exceeds expectations.
- Factor 8 Self-Knowledge (78.2% performance, 5.69 mean)
- Factor 12 Principled Dissent (75.2% performance, 5.51 mean)

Areas of Improvement – Identified by Skyfactor as factors in which students indicated CSU does not meet expectations.
- Factor 1 Organization Advisor (51.3% performance, 4.08 mean)
- Factor 2 Leadership Training (47.5% performance, 3.85 mean)
- Factor 4 Intrapersonal Competence (69.2% performance, 5.15 mean)
- Factor 7 Effective Leadership (64.2% performance, 4.85 mean)
- Factor 11 Practical Competencies: Management (68.8% performance, 5.13 mean)
- Factor 10 Practical Competencies: Contracts and Budgets (55.5% performance, 4.33 mean)

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3 Factor definitions available in Appendix B
Factor-by-Factor Breakdown

<table>
<thead>
<tr>
<th>Factor</th>
<th>Performance Mean*</th>
<th>Select 6</th>
<th>Carnegie Class</th>
<th>Participating Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organization Advisor</td>
<td>51.3%*</td>
<td>6/7</td>
<td>3/5</td>
<td>29/34</td>
</tr>
<tr>
<td>2. Leadership Training</td>
<td>47.5%*</td>
<td>7/7</td>
<td>5/5</td>
<td>32/34</td>
</tr>
<tr>
<td>3. Interpersonal Communication</td>
<td>71.5%*</td>
<td>7/7</td>
<td>5/5</td>
<td>33/34</td>
</tr>
<tr>
<td>4. Intrapersonal Communication</td>
<td>69.2%*</td>
<td>7/7</td>
<td>5/5</td>
<td>33/34</td>
</tr>
<tr>
<td>5. Collaboration Among Leaders</td>
<td>74.2%*</td>
<td>6/7</td>
<td>5/5</td>
<td>30/34</td>
</tr>
<tr>
<td>6. Collaboration Among Members</td>
<td>72.2%*</td>
<td>7/7</td>
<td>5/5</td>
<td>32/34</td>
</tr>
<tr>
<td>7. Effective Leadership</td>
<td>64.2%*</td>
<td>7/7</td>
<td>5/5</td>
<td>33/34</td>
</tr>
<tr>
<td>8. Self-Knowledge</td>
<td>78.2%</td>
<td>6/7</td>
<td>5/5</td>
<td>30/34</td>
</tr>
<tr>
<td>9. Diverse Populations</td>
<td>72.3%*</td>
<td>7/7</td>
<td>4/5</td>
<td>32/34</td>
</tr>
<tr>
<td>10. Practical Competencies: Contracts and Budgets</td>
<td>55.5%*</td>
<td>5/7</td>
<td>5/5</td>
<td>30/34</td>
</tr>
<tr>
<td>11. Practical Competence: Management</td>
<td>68.8%*</td>
<td>6/7</td>
<td>5/5</td>
<td>32/34</td>
</tr>
<tr>
<td>12. Principled Dissent</td>
<td>75.2%</td>
<td>6/7</td>
<td>4/5</td>
<td>26/34</td>
</tr>
<tr>
<td>13. Cognitive Complexity</td>
<td>72.2%*</td>
<td>6/7</td>
<td>5/5</td>
<td>32/34</td>
</tr>
<tr>
<td>14. Overall Program Effectiveness</td>
<td>76.2%</td>
<td>6/7</td>
<td>5/5</td>
<td>30/34</td>
</tr>
</tbody>
</table>

*indicates below performance

Recommendations

- Focus on advisor resources, training, and outreach due to the consistent low performance of organization advisor effectiveness, utilization, and assistance.
- Increase leadership training, both general and student organization specific, due to the consistent low performance.
- Form a student organizations advisory committee to determine best strategies for improvement, implementation, and evaluation.
- Begin to utilize Skyfactor benchmarking assessment in conjunction with an internal instrument to determine the effectiveness of implemented strategies over time.
2016 NACS Bookstore Student Satisfaction Survey, Executive Summary

Introduction
The Colorado State University Bookstore conducted an online customer satisfaction survey created by OnCampus Research, a division of indiCo. The objective of the customer satisfaction survey was to assist CSU in identifying and measuring factors essential to serving customers.

Instrument
This online survey was available from April 3, 2015, through May 1, 2015. Results were compiled and analyzed by OnCampus Research and reported to CSU in July 2015.

Method
3,343 surveys were sent out to students. 344 surveys were completed. This yielded a 10.3% response rate, the majority of respondents identified as female (67.5%), and students’ response rate by class rank is:

- First-year: 13.8%
- Second-year: 17.1%
- Third-year: 24.4%
- Fourth-year: 15.3%
- Fifth-year: 5.3%
- Graduate Student: 23.8%
- Other: 0.3%

Results

- 43.3% purchased or rented digital/electronic textbooks in the past twelve months.
- 39.8% respondents indicated visiting CSU Bookstore once a month and 31.4% indicated visiting the CSU Bookstore at the beginning and end of the semester.
- 54.1% preferred printed textbooks; however, 36.2% indicated preference depends on course.
- 36.5% respondents indicated they purchase or rent course materials the week before classes.
- CSU Bookstore (86.8%) and Amazon (60.9%) were top 2 places for purchasing textbooks.
- CSU Bookstore (73.3%) and Amazon (27.9%) were top 2 places respondents rent textbooks.
- 23.7% indicated purchasing 100% of course materials at CSU Bookstore (NOTE: n=270).
- 38.8% indicated renting 100% of course materials at CSU Bookstore (NOTE: n=116).
- 58% of respondents sold back to CSU Bookstore and 30.9% indicated they keep their books.
  - 24.9% indicated that they sell back 100% of course materials to CSU.
  - 43.5% indicated that they could get more money someplace else.
  - 38.3% indicated that the CSU Bookstore would not buy back books.
- 35% indicated they never hear about store events/sales, but those who were aware indicated they heard via email (37.4%), word of mouth (25.6%), and by in-store signage (24.7%).
- The top three preferred methods of communication include email from store (56.2%), posters/signs/bulletin boards/chalking (35.3%), and social media (20.3%).

Comparison results with other institutions were not made available.
• The top three preferred store promotions include dollars off with no minimum purchase (61.4%), percentage off with no minimum purchase (59.6%), and buy one, get one free (57.2%).
• Clothing and accessories followed books and supplies as the types of products purchased at the CSU Bookstore in the last three months.

Importance vs. Satisfaction Ratings
• The average importance rating for 44 customer service attributes was 3.95 on a scale of 1-Not at all important to 5-Extremely important. The importance ratings ranged from a high of 4.69 and a low of 2.38.
• The average satisfaction rating was 3.74 on a scale of 1-Very dissatisfied to 5-Very satisfied. The satisfaction ratings ranged from a high of 4.42 and a low of 2.60

The following matrix highlights outlying factors and reports results of that factor including reported average importance, satisfaction, and gap as measured for CSU respondents.

<table>
<thead>
<tr>
<th>Below Average Importance Rating</th>
<th>Above Average Importance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Average Satisfaction Rating</td>
<td>• Selection of Gift and Novelty Items (3.02, 3.86, -0.84)</td>
</tr>
<tr>
<td></td>
<td>• Selection of Apparel and Accessories (3.34, 3.92, -0.58)</td>
</tr>
<tr>
<td></td>
<td>• Visually Appealing Displays (3.64, 4.21, -0.57)</td>
</tr>
<tr>
<td></td>
<td>• Selection of Technology Products and Accessories (3.02, 3.86, -0.84)</td>
</tr>
<tr>
<td>Above Average Satisfaction Rating</td>
<td>• Competitively Priced Course Materials (4.69, 2.73, 1.96)</td>
</tr>
<tr>
<td></td>
<td>• Textbook Buyback Program (4.44, 2.60, 1.84)</td>
</tr>
<tr>
<td></td>
<td>• Availability of Used Textbooks (4.55, 3.30, 1.25)</td>
</tr>
<tr>
<td></td>
<td>• Materials Available at Course Start (4.67, 3.71, 0.96)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Factor</th>
<th>2012</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Store Evaluation</td>
<td>4.04</td>
<td>3.78</td>
</tr>
<tr>
<td>Average Importance Rating</td>
<td>4.29</td>
<td>3.95</td>
</tr>
<tr>
<td>Average Satisfaction Rating</td>
<td>3.94</td>
<td>3.74</td>
</tr>
</tbody>
</table>

Comparison to 2012 (scale of 1- very poor, to 5- excellent)
Discussion

• Areas of **satisfaction** that scored above 4 on average rating included correct texts editions, clean and organized, quality of service, responsiveness, convenience in location, ease of locating items, helpful and knowledgeable staff, special orders, and overall store appearance.

• Less important, but **satisfactory** attributes included the value of CSU insignia products, the availability of textbook rentals, bookstore rentals, digital/electronic course materials, and promotional offers.

The following areas are opportunities for improvement:

• Competitively priced textbooks.

• Students’ **expectations** are not being met in the areas of pricing, availability when classes start, availability of used books, and textbook buyback.

Finally, to a lesser degree, students’ **expectations** are not being met when considering the following attributes: comparing textbook prices on website, ordering texts online, ability to purchase all required materials from the same source, ease of use of website, and usefulness of website. The CSU Bookstore should continue to communicate the availability of web tools to compare prices, order books, and resources to ensure students have all course materials.
Campus Labs Reporting FY15-16

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

**University Strategic Goals**

**Goal 1: Access** – Deliver on the commitment to inclusive access.

- The CSU Bookstore piloted several classes where class materials were delivered directly to students digitally or through CSU’s Learning Management System (LMS). These materials were provided at a cost below traditional print media costs and were made available at the beginning of classes, ensuring that all students had immediate access to course materials at favorable pricing.
- The Student Leadership, Involvement and Community Engagement office is home to Rams Against Hunger which provides emergency food relief to students who have no idea where their next meal is coming from or how to pay for it. During the fall and spring semesters, Rams Against Hunger provided a total of 172 students with meals via their RamCard. Each student received 75 meals on their RamCard (or a pro-rated amount based on when they applied for the program). Throughout FY16, the Rams Against Hunger fund received significant support from CSU faculty, staff, students, alumni, and numerous community members who contributed a total of $50,408 to the program. CSU’s Annual Day of Giving on April 21, 2016, featured Rams Against Hunger with over 600 people contributing $14,294 to the fund.

**Goal 3: Student Learning Success** – Engage students in educational experiences that provide opportunities for deep learning that students can retain and apply before and after graduation. Increase retention, persistence, and graduation rates while eliminating gaps among student populations and reducing time to degree completion.

- The Training and Development Graduate Assistant provided new student employee orientation for over 150 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 Student Resolution Center 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.
- The CSU Bookstore took over the process of supplying materials to Semester at Sea students. Although this will be ongoing and is in its infancy, the work to this point has been significant and many improvements to prior procedures have been identified and implemented.
- The Student Leadership, Involvement and Community Engagement office registered 476 student organizations, which is a 30 percent increase from the previous academic year. SLiCE staff continuously made improvements to the registration process and communication with student organizations by making the process easier and more efficient.
- Since the Spring Semester of 2015, Colab has partnered with Campus Activities and Lory Dining Services to promote LSC Late Nite During Finals, giving students extra space to study during extended building hours, as well as activities to de-stress and a variety of discounted food options. This initiative has continued to adapt and evolve based on student feedback and lessons learned by each area along the way in order to better serve the student body.
- Colab developed the student career wheel to provide students with educational and professional goals that enhance their learning and prepare them for professional careers.
after graduation. The program also includes a “Passport” rewards program that serves as a collection of their skills, achievements, and awards while in these positions. A new online training system was also developed that increases the consistency and quality of staff training, while also including daily interaction with professional staff. The training was widely lauded by new recruits and current student and professional staff. Overall, Colab students have a 90% placement rate in career positions in the students’ specified fields after graduation.

Goal 5: Engagement – Collaborate with stakeholders (campus-wide, local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity that increases CSU’s relevance and value to the State of Colorado.
- RamEvents collaborated with student organizations, offices, and departments which enhanced programs by having multiple perspectives in the planning process and resulted in significant learning experiences for the staff and volunteers, as well as participants. Over 27,000 students were reached by 115 RamEvents programs this year.
- The Student Leadership, Involvement and Community Engagement office hosted the 29th annual Cans Around the Oval. This single-day food drive, benefitting the Food Bank for Larimer County, brought in $57,030 and 60,364 pounds of non-perishable food items; the most ever recorded!
- Event Planning hosted 12,840 events in 2015-2016 (a 30 percent increase from 2014-2015 bookings), including 780 ballroom and 231 Theatre events. Event Planning also hosted 134 Tamasag and 47 University House on Remington events at off-campus locations.
- Colab developed and implemented focus groups and assessment surveys for ALVS as part of their year-long rebranding process. The process provided student and professional staff time to conduct real-world research, while giving a key University office valuable information to enhance their services for students.

Goal 6: Public Interaction / Strategic Partnerships – Enhance community and cultural quality of life through sharing the intellectual life of the university, the arts, and intercollegiate athletics.
- The Ramskeller worked with RAR (Responsible Alcohol Retailers), as well as the Fort Collins Police Department, on a series of trainings for responsible alcohol service practices as well as training on IDs.
- The Student Leadership, Involvement and Community Engagement office hosted the President’s Leadership Program’s second international leadership experience. This year, in partnership with the Global Livingston Institute and Entusi Center, seven PLP Scholars and two PLP staff members traveled to East Africa for two weeks. The trip and curriculum expanded student experiences related to international and global perspectives on leadership.
- The LSC enhanced its social presence this year, using new tools to manage, monitor, and analyze performance against industry peers and to ensure dissemination of key messages. The initiative led to consolidation of three previously-initiated YouTube accounts, revived an Instagram account, and grew social engagement on platforms including Google+, Facebook, and Twitter by 33 percent. Also, the LSC digital screen advertising program offers low-cost ways for campus to reach a highly-engaged audience in the building each day. Student groups, LSC departments, and partners receive a 50 percent discount on advertising, and a screen outside of SDPS displays content for these offices and initiatives free of charge.
**Goal 7: Excellence in Staffing: Hiring, Professional Development, Employee Engagement** – CSU will recruit and retain the highest quality Faculty, Administrative Professionals, State Classified personnel, and students at appropriate levels that meet the needs of programs and represent the diversity of society. Support with competitive compensation and benefits. Focus on positive work-life balance for all employees and consider the impact decisions have on employee health, wellness, safety, and security. Recognize and reward outstanding performance at all levels. Provide access to professional and personal development for all employees. Focus on themes of lifelong learning, core competency, leadership, promotion-advancement-progression, opportunity, problem solving, and taking the initiative.

- The CSU Bookstore continued to provide superior levels of service to the CSU community in a profitable and efficient manner, ranking number one in customer service among six peer institutions selected for the 2015-2016 Skyfactor survey.
- Lory Dining Services continued to hire and employ 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 also continued to certify student servers of alcoholic beverages in the department in TIPS, a program that teaches the effects of alcohol as well as responsible serving practices.
- Lory Dining Services hired a Retail Food Service Production Assistant, an Operations Assistant to oversee the new inventory management system, a Cold Food Production Cook, and an Assistant Director for Catering.

**Goal 8: Inclusive Excellence: Diversity, Equity and Climate** – Promote an inclusive, diverse, and equitable campus climate which welcomes, values, and affirms all members of the CSU community; provide opportunities that further develop awareness, knowledge, and skills in relation to diversity and equity; support inclusion best practices that promote accountability; and promote and advocate for equitable and inclusive University policies.

- Lory Dining Services administration accommodated diverse student groups in hosting special cultural events involving food, while upholding Federal, State, and Environmental Health Services regulations.
- The INTO Café continued to expose our student employees to a diverse international student body by meeting their dining needs and serving at Alder Hall, home of the INTO program.
- In conjunction with the Native American Cultural Center, the Duhesa Gallery hosted two innovative exhibits featuring Native American artists.
- Because of increased intentional recruitment efforts on behalf of Student Leadership, Involvement and Community Engagement staff, 43 percent of the 2016-17 class of the President’s Leadership Program participants are students of color. That is nearly a 19 percent increase from the 2015-16 class.
- Campus Step Up: A Social Justice Retreat included 57 student participants who completed a pre- and post-program assessment with 16 shared Likert scale (1-5) questions about participants’ comfort in engaging with categories of identity and their level of understanding around social justice concepts. Result highlights included: 98 percent of respondents selected Strongly Agree or Agree to their experiences at the retreat having inspired them to create a safe environment for all people within their community, and 92 percent of respondents selected Strongly Agree or Agree to being better prepared to take action to create change. In addition, participants self-identified their demographics in open-ended responses and there was a significant shift to using more inclusive language and terms.
The CSU Bookstore continued to promote and support a wide variety of programs and activities that support the diverse communities and the CSU community as a whole. Of particular note for the year, the Bookstore partnered with the BAACC office to design and deliver a custom CSU hat that supports the BAACC communities and provided over $1,000 from sales of the hat to the BAACC office for programming for their students.

**Goal 9: Financial Resources** – Develop enhanced revenue resources to support high quality programs and operations through enrollment management, capital campaigns, and grants, contracts, and fees for service (includes auxiliaries).

- The LSC fund balance was $4,698,155 at FY16 year-end. The LSC should contribute roughly $1,000,000 to reserves in FY17, with the end result a total of $3.2 million in reserves. Such reserves are critical for future improvements given a goal of not increasing student fees for Phase III renovations.
- While Bookstore gross revenues have decreased, net revenues of $1.4m are roughly equal to last year’s revenues. The Bookstore realized savings in personnel as well as general expenses in FY16. Revenue in LSC Dining Services is up by approximately $1.2 million with an increase of roughly $450k in net revenues. The addition of Intermissions Café created positive results for Dining Services along with continued success among the existing revenue centers.
- Campus Activities secured donor funding to commission four new pieces of art in the Commons area that are done by local Northern Colorado artists and focus on life in Northern Colorado.
- The Student Leadership, Involvement and Community Engagement office accountants opened 69 new Student Organization Financial Accounts (SOFAs) which increased the total number of SOFAs to 415.
- Colab applied for, and received, merit work-study grants for its entire student staff in Spring Semester 2015 to apply to the 2015-2016 school year. This resulted in a $33,000 increase in funding to the department.

**Goal 10: Physical Resources** – Be a model institution for master planning, construction, beautification, and sustainability of our campus buildings and grounds.

- From July 1, 2015 through June 30, 2016, the LSC traffic count included 4,094,710 entries, compared to roughly 3.2 million entries last fiscal year. In addition, the new daily average now exceeds 21,600 entries per day, compared to the previous year figure of 18,500 entries per day. During fall and spring semesters, the LSC experienced several peak days during the first week of classes that total more than 30,000 entries per day. The number is expected to continue to grow this next year.
- The Ramskeller continued work with the Fermentation Science and Technology program to develop a new craft brewery operation in the LSC.
- Campus Activities installed the first commissioned artwork in the Commons that was done by a Northern Colorado artist and focuses on living in Northern Colorado.
- The LSC manages an art collection of over 300 artworks. This year, an additional 19 works were added to the collection: two student works, purchased from student artists; 16 posters from the Colorado Invitational International Poster Exhibit (CIJPE) 19, featuring Mexican artist Alejandro Magallanes; and one piece from a Duhesa Gallery exhibition to increase the quality of our Native American art collection.
- A survey (Skyfactor) of CSU student satisfaction was conducted and the results of the survey showed the LSC Operations Department achieved a cleanliness score of 6.15, which is the
highest among six peer institutions. The Operations Department also achieved the highest score of 5.91 among six peer institutions in the area of atmosphere.

- Colab developed, established, and implemented a day-of directional signage system with the LSC, including structural considerations (kiosk selection and design), web development (reservation page), and internal procedures in conjunction with the LSC Signage Committee. Day-of directional signage is free to use and helps participants find their way in the LSC.

**Goal 11: Information Management** – Implement, operate, and maintain robust information management systems and processes to meet campus needs for security, flexibility, and efficiency of operations; and capture data to facilitate assessment of institutional and program effectiveness to inform continuous improvement.

- Lory Dining Services purchased and implemented an inventory management system to track sales and purchases, resulting in bottom-line increases.
- The Box Office sold 22,000 tickets for more than 32 major events that generated more than $275,000 in ticket sales.
Summary, Recommendations, and Conclusion

By the Numbers

- National Survey Instruments sent to CSU Students: 7,896
- CSU Participants: 1,174
- CSU Response Rate to Surveys in 2016: 14.87%

Assessment Highlights from 2016

- **NACS Bookstore Survey**: Students indicated high satisfaction ratings specific to quality of service, knowledgeable staff, and overall store appearance.
- **Skyfactor Student Organizations Assessment**: Students indicated their expectations are met related to 'self-knowledge' and 'principled dissent' factors.
- **Campus Labs Reporting Tool**: Aligned the reporting of LSC goal achievement with the updated strategic goals of the university.
- **Skyfactor LSC Assessment**: LSC Operations consistently ranks high across factors related to 'cleanliness' and 'atmosphere'.

**Recommendations:**

The committee should consider strategies to disseminate the information from assessment results throughout year to LSC entities and partners. In that, we should look at improvements, consider solutions, develop action plans, consider a marketing response plan, and celebrate our successes.

Student voices are important to the assessment processes within the LSC. Furthermore, student voices need to be included on the assessment committee. Recruitment for student membership should begin in early August. LSC student employees or members of the governing board may be appropriate forums in which to recruit members. Finally, committee scheduling should accommodate student members’ schedule as much as possible to encourage regular participation.

**Final Thought**

The 2016 Assessment, Planning, and Effectiveness committee report offers an overview of various assessment strategies throughout units within the LSC. Committee members perform various roles and responsibilities within the LSC. This year’s report demonstrates the value of assessment and the ways in which assessment tools, both local and national, contribute to the delivery of high-quality programs, services, and functions within the LSC.
Appendix A: Skyfactor – LSC Supplemental Questions

1. What are the best methods to get information about what is happening in the LSC? Check all that apply:

![Bar chart showing methods of information gotten in the LSC]

2. If the LSC expands program and service hours during weekday evenings, what night would be most convenient for you to participate in these activities?

![Bar chart showing response rate by day of week]

Response Rate: 80.8%
3. If you’re on campus for an extended amount of time, where do you eat? Check all that apply:

4. What brings you to the lower level of the LSC most often? Check all that apply:
5. How aware are you of the print station in LSC level 100 by the Commons?

6. How familiar are you with the LSC website (lsc.colostate.edu)?
7. How well are you able to find what you need on the LSC website?

8. How likely are you to use the workstations and supplies in the Student Organizations Center (SOC) on level 100 of the LSC?
9. How satisfied are you with the visual art in the LSC, including The Duhesa Gallery (level 300), The Curfman Gallery (level 200), and The Hallery (level 100)?

10. To what extent do RamEvents programs enhance the mission of the LSC?
Appendix B: Skyfactor – RSO Benchmarking Assessment *Definition of Factors*

**Factor 1: Organization Advisor** – examines the degree to which student organization advisors attend organizational events and meetings, serve as a resource, and make themselves accessible to members and officers.

**Factor 2: Leadership Training** – examines the formal and informal training provided to organization leaders. Items include campus-training modules, transitional training, and the degree such training has been valuable in helping leaders succeed.

**Factor 3: Interpersonal Competence** – examines the degree to which involvement with a student organization enhances students’ ability to develop trust among members, respect others, manage conflict, work effectively as a team, motivate others, build empathy, and establish personal and professional relationships.

**Factor 4: Intrapersonal Competence** – examines the degree to which involvement in student organizations enhances self-motivation, self-confidence, self-esteem, knowledge of talents, and knowledge limitations.

**Factor 5: Collaboration among Leaders** – examines the degree to which leaders in student organizations communicate and work with others, model respect and trust of others, and delegate responsibilities that utilize talents to make a contribution to the organization.

**Factor 6: Collaboration among Members** – examines how student organizations agree upon mutual goals, accomplish goals, and do so in a timely and cost-effective manner.

**Factor 7: Effective Leadership** – examines the degree to which leaders of the student organization clearly communicate member responsibilities, delegate duties to members, understand organization responsibilities, and understand responsibilities to organizational members.

**Factor 8: Self-Knowledge** – examines an individual’s involvement and the degree to which their actions were consistent with personal values/beliefs, including feeling passionate about achieving organizational goals, learning more about oneself and others, as well as sharing gained knowledge with others.

**Factor 9: Diverse Populations** – seeks to better understand the degree to which involvement with the student organization increases personal interactions with people who are different than oneself, value and respect for people who are different, and the ability to work with diverse populations.

**Factor 10: Practical Competencies: Contracts and Budgets** – examines the degree to which involvement in student organizations enhances the skills and abilities in negotiating contracts/agreements, developing a budget, and monitoring a budget.

**Factor 11: Practical Competencies: Management** – examines the degree to which involvement in the student organization enhances time management skills, peer supervision skills, goal setting/planning, running a meeting, influencing others, organizing events, publicizing events, evaluating events, presentation skills, and written communication skills.
Factor 12: Principled Dissent – examines the ways in which members listen to the ideas of others, dissent without fearing reprisal, discuss differing opinions in a respectful manner, and support final decisions that did not exactly correspond to their position.

Factor 13: Cognitive Complexity - seeks to understand the ways in which involvement in the student organization enhances one’s ability to think critically, define problems and solve problems.

Factor 14: Overall Program Effectiveness – examines the ways in which involvement with the student organization fulfilled expectations, sense of belonging to campus, and overall value.