



**Departmental Program Review
Division of Student Affairs
2011 – 2016**

Committee Members:

Donnyale Ambrosine, Director, Marketing
Nancy Cowley, Environmental Services Supervisor, Operations
Timothy Curry, Lory Student Center Governing Board
Mike Ellis, Assistant Vice President, Student Affairs/Executive Director
Jennifer Fisher, Manager of Business Services
Jason Huitt, Information Technology Coordinator
Kathy Krell, Office Manager, Executive Director's Office
Michael Marr, Assessment Coordinator
Josephine Martinez, Scheduling Coordinator, Event Planning Services
Sheena Martinez, Committee Chair, Assistant Director, Executive Director's Office
Karen McCormick, Special Projects Coordinator
Ali Raza, Program Coordinator, Campus Activities

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Lory Student Center Program Review Executive Summary

A. PROGRAM VISION, MISSION, AND VALUES

The Lory Student Center (LSC) Mission states, “We are dedicated to promoting a supportive, creative learning environment by developing campus community through a diversity of high quality, student-centered programs and services.” Our values include:

- 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 customer.
- 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.

B. ACTION PLAN GOALS ESTABLISHED FOR THE PREVIOUS PROGRAM REVIEW

Programs, services, and the overall physical structure of the LSC underwent significant changes from 2011 to 2016. Outcomes for the action plan goals established during the previous program review reflect the successes and challenges associated with measuring the accomplishments of the various areas within the LSC during this time of significant change. A full outline of action plan goal outcomes can be found in Part II. C., Changes to Departmental Operations.

C. SUMMARY OF DEPARTMENTAL SELF-EVALUATION

Utilizing the Council for the Advancement of Standards in Higher Education (CAS) Student Union Self-Assessment Guide, a subset of the program review committee was selected to undergo the review process. Through a series of meetings, the committee reviewed the following 12 components: mission; program; organization and leadership; human resources; ethics; law, policy and governance; diversity, equity, and access; internal and external relations; financial resources; technology; facilities and equipment; and assessment. An overview of the CAS review highlights is detailed in Part I. A.4., Application of National Norms.

D. UNIVERSITY REVIEW COMMITTEE QUESTIONS, CONCERNS

This section to be completed after review by the University Review Committee.

E. SUMMARY OF THE ACTION PLAN GOALS

Upon completion of the CAS Self-Assessment guide, five areas of focus were identified in which recommendations are grouped. These areas include: assessment, dissemination of information, training and development with a focus on common/shared experiences, diversity and inclusion, and organizational structure and are outlined in Part III. Recommendations and Planned Improvements. At the conclusion of the CAS review, a series of ten meetings or “open sessions” were set to gather feedback from LSC, Student Diversity Programs and Services, and Campus Life career staff. Conducted by the Executive Director, the sessions covered recommendations that resulted from the CAS review in addition to eliciting general feedback on what the LSC does well and what can be improved upon. Plans for north end renovations were also briefly discussed. Feedback from the sessions have been included in Part II. C., Emerging Needs and Responses to Environmental Change and will be incorporated into the final draft of the recommendations or used for immediate department-specific follow up.

**Division of Student Affairs
2011 – 2016 Program Review Plan**

PART I. Description of Department

A.1 BACKGROUND AND HISTORY

History: In 1932, two Colorado A&M student leaders conceived the idea of a student union facility. They mounted a campaign to gain acceptance of such an idea by both University administrators and students. The student body voted to assess themselves an annual fee of \$9 for the purpose of building a fund for “the Union,” knowing that many students would graduate before construction of the facility was completed.

The first Colorado A&M Union was completed in 1936 and was named Johnson Hall, after a well-liked Dean of Faculty (S. Arthur Johnson, 1902-1930s). In 1939, Johnson Hall was expanded south to create a large ballroom and several adjacent lounges and meeting rooms.

When Colorado A&M became Colorado State University in the early 1960s, enrollment growth necessitated a larger and more centrally-located facility. A new building, consisting of 160,000 square feet, was completed in 1962. Ten years after the new facility was completed, the building was named after Charles A. Lory, Colorado State University’s President from 1908 to 1933. Within four years, another surge in enrollment led to a 140,000 square foot addition. Completed in 1968, this addition, along with the original facility, covered approximately seven acres and was intended to support an enrollment of 20,000 students.

On July 28, 1997, the Lory Student Center (LSC) and much of the campus was hit by a flood. Completed 20 months later, an \$18 million dollar renovation of the Center produced a new and reconfigured lower level.

In 2006 renovations to the transit center created a new entrance at the north end of the Lory Student Center, adding more than 14,000 square-feet and renovating more than 7,000 square-feet of existing space. The Transit Center was the first LSC venue to receive the LEED Gold-Certification by the U.S. Green Building Council in May of 2007.

In October 2011, the Colorado State University System Board of Governors approved the revitalization of the Lory Student Center. The project included the renovation of 160,000 gross square feet of the old Student Center and added approximately 40,000 gross square feet of new space.

Updates to the Student Center exterior and the 50-year-old mechanical systems provided substantial change in energy performance and efficiency, while many life safety and accessibility deficiencies were corrected. These changes led to a Silver LEED-certification in December of 2016 for the newly revitalized section of the LSC. New space growth focused on the Student Diversity Programs and Services offices as well as the ballroom, dining and food venues, meeting rooms, student lounge spaces, and building infrastructure.

Total approved funding for the Student Center renovation was \$65M, \$60M of which is bonded and \$5M came from Lory Student Center reserves. Students approved a \$70 Student Center fee increase in April 2011 to pay for the revitalization. The fee increase went into effect after project completion Fall Semester 2014.

As the physical facility has expanded, the LSC has become “home” to numerous organizations and business partners, currently including Adult Learner & Veteran Services, Asian Pacific American Cultural Center, Black/African American Cultural Center, Career

Center, Carl's Jr., El Centro, FastPrint, First National Bank, Fraternity and Sorority Life, Garbanzo Mediterranean Fresh, James' Campus Salon, Native American Cultural Center, Off-Campus Life, Panda Express, Pride Resource Center (formerly Gay, Lesbian, Bisexual & Transgender Resource Center), RamCard, RAMtech, Recycled Cycles, Rocky Mountain Student Media Corporation (RMSMC), Spoons, Student Legal Services, Subway, Taco Bell, and Transfort. Additionally, Resources for Disabled Students and the Women and Gender Advocacy Center established satellite offices within the LSC as part of Student Diversity Programs and Services.

While there has been a 2% enrollment increase over the past two years, use of the LSC has exceeded overall enrollment. Maintaining a healthy balance between student support services and revenue-generating businesses continues to be a priority for the Lory Student Center Governing Board (LSCGB) and staff.

A.2.a – A.2.b Department Vision, Mission, and Values: “We are dedicated to promoting a supportive, creative learning environment by developing campus community through a diversity of high quality, student-centered programs and services.” After an extensive process, this mission statement was developed and adopted by the LSC in July 2000.

The LSC serves as a central place for students and others to spend time learning, socializing, and relaxing while feeling more closely connected to the campus. As an integral part of the Division of Student Affairs (DSA), the LSC contributes directly to the land-grant heritage of Colorado State University by maintaining facilities, providing services, and promoting programs that are responsive to student developmental needs and to the physical, social, cultural, and continuing education needs of the campus and surrounding community. Our values include:

- 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 customer.
- 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.

Fundamental to the mission of the LSC is its role as “the community center of the college, serving students, faculty, staff, alumni and guests” (Association of College Unions International, 1996). This mission statement is aligned with the national standards and guidelines for college unions established by the Council for the Advancement of Standards (CAS) in Higher Education (2015), and encompasses both traditional and contemporary concepts with the addition of the values statement.

A.3.a STRATEGIC PLAN

Summary of Department Strategic Plan: The Master Plan, though more of a facility plan rather than a strategic plan, has served as the guiding document for funding and overall changes to the LSC since 2004. A need to make the building congruent with its delivery of quality

programs and the exceptional location of the LSC has guided the development of three major aspects of the LSC:

- Improving building infrastructure and systems
- Organizing and highlighting Student Diversity Programs and Services
- Targeting growth that aligns with Colorado State University's land grant mission

The mission of phase 2 of the Master Plan, which included the renovations completed in 2014, was to celebrate the programs and services of the LSC in a more transparent and welcoming environment that connects to the campus as a whole. Architects provided strategies to achieve the following suggested principles:

- Celebrate the purpose and mission of the Lory Student Center
- Clarify circulation and wayfinding through hierarchy, consistency, and order
- Expand space capacity in venues that are at peak demand
- Improve programming opportunities by creating unique and flexible environments
- Upgrade building infrastructure to be sustainable and supportive of next generation technology
- Create a cohesive architectural framework for growth
- Develop a phased implementation strategy

These strategies were implemented in the 2014 revitalization project and continue to be expanded upon through regular assessment practices.

A.3.b RELATIONSHIP OF DEPARTMENT STRATEGIC PLAN TO THE DIVISION OF STUDENT AFFAIRS

In addition to information outlined in the annual reports, the Lory Student Center detailed specific goals and action plans related to programs and services that fall within specific DSA goals. These departmental strategies are based on the University Strategic Goals in the Colorado State University Strategic Plan (see Appendix A). The current format utilized by the DSA “assists student affairs departmental staff with articulating specific strategies associated with their programs and services. The strategic plan requires departments to articulate specific strategies, assessment metrics, designated leadership, and timelines for each of the Division’s strategic goals.” For more information please see Part II. C., Changes to Departmental Operations and LSC Strategic Plans Associated with Division of Student Affairs Goals.

A.4. APPLICATION OF NATIONAL NORMS TO DEPARTMENTAL OPERATIONS

CAS Student Union Self-Assessment

The program review committee elected to utilize CAS as the guiding document for understanding LSC strengths and weakness, and to determine action plan recommendations. The following section includes the twelve parts, otherwise referred to as “General Standards,” used in the CAS Self-Assessment Guide with an additional part being added to address the unique organizational/business structure of the LSC. While much of the “evidence” CAS suggests for use in the review process was collected in the initial program review write-up, more concerted efforts to document and collect evidence throughout the five-year program review cycle will help to further streamline future reviews or analysis.

CAS utilizes the following four-point rating scale when rating the twelve parts included in the review:

0 – Does Not Meet

1 – Partly Meets

2 – Meets

3 – Exceeds

DNA – Does Not Apply

IE – Insufficient Evidence/Unable to Rate

Rather than using aggregate numbers, individuals on the committee individually scored each item before each of the seven CAS committee meetings in which each item was discussed individually. After supporting evidence was presented and discussed, a rating was agreed upon by the committee. In some instances, committee members utilized half points to score items they felt fell between two ratings.

The following includes the twelve parts of the CAS review and an additional LSC specific part, with standards from each section listed under one of the two categories of Strengths or Opportunities for Growth. In order for an item to be included in the strengths section, it must have received a score of two or greater. Items identified as weaknesses are those with a score less than two. Although several parts did not receive any scores of less than two, areas for improvement within the category may still have been identified. Once all areas for improvement were identified, they were categorized into the following five themes: assessment, dissemination of information, training and development/common experiences, diversity and inclusion, and organizational structure. These themes are detailed in the following section. It should also be noted that this feedback will be incorporated in Part III., Final Recommendations and Planned Improvements, that resulted from these review items.

Part 1: Mission

Strengths:

Program Mission and Goals

- The primary goals of the LSC are to create an inclusive environment that bring campus constituents together, builds campus community, supports and initiates programs, provides services, and maintains facilities that promote student learning and development with students as the focal point of the student center.

Mission Statement

- The mission statement is consistent with that of the institution and with professional standards, is appropriate for student populations and community settings, and references learning and development.

Opportunities for Growth:

Mission Implementation and Review

- The current mission was adopted in July of 2000, and should be regularly reviewed, with the term “regular” being defined. Additionally, the LSCGB should be part of final approval of any updates or changes. See Recommendation 2.d.

Additional Notes

- Discussion on diversity and where it fits within the current context of the mission took place when reviewing this section. Diversity should be considered in the subsequent review of the mission statement.

Part 2: Program

Strengths:

Program Contribution to Student Learning and Development

- The LSC contributes to students’ curricular and co-curricular learning and development, educational progression and timely completion, and preparation for career with the identification of relevant and desirable student learning and development outcomes that align with the industry standards for learning and development outcomes.

Collaboration

- The LSC collaborates with others across the institution in ways that benefit students, providing opportunities for student, staff, and faculty involvement in program planning, policy development, and facility operation.

Opportunities for Growth:

Assessment of Learning and Development

- The APE committee provides space and structure for the assessment of learning and development; however, processes to gather and utilize feedback are needed to continue to move towards evidence-based improvements for programming. See Recommendation 1.a.

Program Design

- Continued efforts are needed to engage students in learning and development outcomes with attention to underserved communities to create a stronger sense of community that supports the engagement of a broad range of participants. See Recommendations 3.a. and 4.b.

Part 3: Organization and Leadership

Strengths:

Organization Documents

- The LSC has clearly stated and current goals and outcomes, policies and procedures, descriptions of personnel responsibilities, and clear organizational charts.

Actions of Leaders

- Leaders model ethical behavior and provide strategic planning, management, supervision, and program advancement. They promote efforts to build community, effectively manage

facilities, conduct outreach and marketing, demonstrate intercultural competencies, utilize developmental and learning theories to design and implement learning initiatives and experiences for students, and engage in professional development activities to stay current with research and best practices.

Supervision

- LSC leaders manage human resource processes including professional development, supervision, evaluation, and recognition. They encourage and support collaboration across the institution and scholarly contributions to the profession and identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement.

Program Advancement

- LSC leaders advocate for and actively promote the mission and goals of the LSC. They inform stakeholders about issues affecting practice, facilitate processes to reach consensus where wide support is needed, and advocate for representation in strategic planning initiatives at divisional and institutional levels.

Program Partnerships

- The LSC involves members of the campus community in its governance and programming structure, in the formulation of policies, and assures that outsourced programs and services comply with the goals, policies, and procedures of the LSC and CSU.

Program Organization

- The LSC is organized to provide effective social, cultural, intellectual, and recreational programming; offers appropriate business enterprises and services; and maintains its physical plant.

Emergency Preparedness and Other Precautions

- The LSC has an emergency preparedness plan that is compatible with the institution's emergency preparedness plan and a business continuity plan in place to respond after an emergency that compromises essential services and access to the facility.

Opportunities for Growth:

Strategic Planning

- Learning and program outcomes serve as the foundation for strategic planning. Directors/management cannot strategically plan around learning outcomes that are not fully articulated. A need for further development and implementation of learning outcomes is needed. See Recommendation 3.a.

Management

- Creating focus around common experiences, recognitions, and the orientation of new career staff to create a welcoming environment can help to support the distinct needs of staff at CSU and in the Fort Collins community. This will also help bring understanding to hiring and succession plans to support diverse staff in the LSC. See recommendations 3.c and 3.d.

Part 4: Human Resources

Strengths:

Employment Practices

- LSC administrators utilize yearly evaluations to set goals and put work plans into action to support professional development of personnel.

Professional Personnel

- LSC career staff have relevant degrees and education to adequately and safely provide leadership consistent with industry standards and institutional expectations.

Interns and Graduate Assistants

- Degree- or credential-seeking interns or graduate assistants are qualified by enrollment in an appropriate field of study and by relevant experience and are trained and supervised by professional personnel with supervisory experience who are cognizant of the dual roles of interns and graduate assistants as students and employees.

Student Employees and Volunteers

- Student employees and volunteers are carefully selected, trained, supervised, and evaluated; have access to a supervisor; and are provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

Opportunities for Growth:

Adequate Staffing and Support

- While most areas have adequate staffing and support, others are stretched thin during certain times of the year making it difficult for staff to recover after rush seasons. Understanding staffing needs through assessment can help strengthen support for additional staffing. This item is addressed in recommendation 5.a. and was also discussed in Part 10: Technology.

Recruitment, Supervision, and Professional Development

- Recruitment, selection, and training needs to be developed to recognize the diversity of individuals and their needs specific to the Fort Collins community. Developing stronger lines of communication of information to support staff in their roles is addressed in Recommendations 3.b., 3.d., 3.e., 4.a., and 4.b.

Personnel Training

- Personnel, including student employees and volunteers, receive area-specific training. Student employees attend a mandatory orientation to cover emergency procedures and other LSC-specific information. Career staff should have an equivalent. See Recommendations 2.a. and 3.b.

Part 5: Ethics

Strengths:

Statement of Ethical Standards

- Policies and guidelines are in place that support ethical practices. Career and student staff see themselves as stewards of the building and workplace functions.

Ethical Obligations

- Work plans and goals are reviewed regularly between staff and supervisor to ensure obligations are being met and are within the scope of the employee's role.

Opportunities for Growth:

Ethical Standards

- Applicable professional ethical standards are not widely published or distributed in orientations or ongoing communications with LSC student and career staff. See Recommendation 2.b.
- Ethical standards should also be integrated where applicable in Section 3: Training and Development/Common Experiences, to ensure intentional conversations on ethical practices are being held throughout the lifecycle of the employee.

Part 6: Law, Policy, and Governance

Strengths:

Legal Obligations and Responsibilities

- While not all staff are privy to all policies and procedures, those who need to know because of the functions of their role keep others apprised on information necessary for the greater population of staff.

Policies and Procedures

- Policies and procedures, available on the LSC website, guide the management of the LSC and are designed to help members of the community understand the LSC's operations and to assist them in making full use of its programs, services, and facilities.

Harassment and Hostile Environment

- LSC personnel neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

Copyright Compliance

- The LSC purchases or obtains permission to use copyrighted materials and instruments and includes appropriate citations on materials and instruments.

Governance

- The LSC informs personnel about internal and external governance organizations that affect programs and services.

Opportunities for Growth:

Although no items in this section received a score below two, the following comments were made throughout the discussion on Law, Policy, and Governance.

- While policies have been articulated and are easily available online, regular updates are needed, with the term “regular” being defined. See Recommendation 5.b.
- Processes for disseminating policies could be improved. See Recommendation 2.b.
- Copyright policies need to be specifically addressed. See Recommendation 2.c.

Part 7: Diversity, Equity, and Access

Strengths:

Inclusive Work Environments

- The LSC creates and maintains educational work environments that are welcoming, accessible, inclusive, equitable, and free from harassment and does not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history; gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

Structural Aspects of Equity, Access, and Inclusion

- Structural aspects of equity, access, and inclusion were discussed throughout the renovations on the South end of the building. Challenges still exist on the north end and are being addressed through various methods such as the LSC Signage Committee.

Ensuring Diversity, Equity, and Access

- The LSC does well promoting the Principles of Community with a focus on creating shared space where people can have a positive experience. As populations and demographics of students continue to change, the LSC should continue to consider how to support the shifting identities of students at CSU.

Opportunities for Growth:

Although no items in this section received a score below two, the following comments were made throughout the discussion on Diversity, Equity, and Access.

- The LSC should create opportunities to allow the LSC community to develop a common understanding/definition of inclusive excellence. See Recommendation 4.b.
- A better understanding of how we define professionalism is needed, including how it shows up differently in the various areas of the LSC as well as unwritten rules, expectations, and unspoken politics. See Recommendation 3.e.
- The LSC Signage Committee should continue to discuss how to address signage needs of various communities utilizing the LSC. See Recommendation 4.c.

Part 8: Internal and External Relations

Strengths:

Internal and External Populations

- The nature of work across areas in the LSC creates a collaborative environment. External vendors, conferences, speakers, and performers utilize the space in a manner that allows both the CSU and Fort Collins community to participate.

Marketing

- Marketing is respectful and socially responsible. Wayfinding efforts and marketing support a positive environment within the LSC.

Procedures and Guidelines

- The LSC has procedures and guidelines consistent with institutional policy to communicate with the media; distribute information through print, broadcast, and online sources; contract with external organizations for delivery of programs and services; cultivate, solicit, and manage gifts; and apply to and manage funds from grants.

Opportunities for Growth:

Although no items in this section received a score below two, the following comments were made throughout the discussion on Internal and External Relations.

- More outreach could be done to strengthen relationships with off-campus partners, ensuring people know how to use the various services offered to internal and external stakeholders.
- Employee orientation would make it easier to communicate procedures and guidelines. A factsheet or marketing materials with 10 facts that all employees need to know and a once a semester shared experience for staff who have started in the last 6 months could also be great opportunities for sharing and updating staff on procedures and guidelines. See Recommendation 4.a.
- The LSC should continue to address issues around the able-bodied nature of signage in the building. See Recommendation 4.c.

Part 9: Financial Resources

Strengths:

Adequate Funding

- The LSC has funding to accomplish its mission and goals.

Financial Planning and Implementation

- Analysis of budgets takes place regularly, including monthly financial statements, annual budget reports, R & R budgets, and Master Planning for continued building renovations.

Policies, Procedures, and Protocols

- The LSC has strong relationships with Business and Financial Services, along with established procurement policies and workflow processes to ensure stewardship of fiscal resources.

Opportunities for Growth:

Although no items in this section received a score below two, the following comments were made throughout the discussion on Financial Resources:

- Understanding as to whether gaps in staffing are a funding or a process issue can provide support for staffing needs in a manner that connects to the mission of the LSC. See Recommendation 5.a.
- Passing of Amendment 70 – student hourly pay rate increasing each year will put a strain on offices that employ a large number of students: the LSC must consider the impact the Amendment will have on budgets in order to compete with off-campus employers. See Recommendation 5.d.

Part 10: Technology

Strengths:

Current and Adequate Technology

- The LSC has adequate technology to support achievement of its mission and goals and use of technology complies with institutional policies and procedures and relevant codes and laws.

Use of Technology

- The LSC uses current technology to provide updated information including messaging boards, advertising on LCD screens, Ram Link, daily schedule screens, online schedules, wayfinding and more. Additionally current technology supports the protection of payroll information and password protections and other sensitive information.

Data Protection and Upgrades

- The LSC uses a variety of systems to protect data including firewalls, yearly password changes, fraudulent activity scans, cameras, and forced shutdowns to ensure regular technology upgrades.

Student Technology Access

- Students have access to a variety of technology including computers/laptops and necessary adapters. RamTech provides tech support for items purchased in the store while the Library serves as a central point for computer support services.

Opportunities for Growth:

Although no items in this section received a score below two, the following comments were made throughout the discussion on Technology:

- LSCIT operates with only three FTE, a number far smaller than other on-campus departments of similar size, as well as being far smaller than peer institutions with a similar support footprint. As the LSC continues to grow and respond to the needs of campus, the addition of IT staff should be considered. This item is broadly addressed in Recommendation 5.a. and was discussed in Part 4: Human Resources, Adequate Staffing, and Support.

Part 11: Facilities and Equipment

Strengths:

Design of Facilities

- The LSC worked with students and other relevant stakeholders to create accessible and universally designed spaces. Ongoing additions of design elements, along with north end renovations, will continue to support the universal design of the LSC.

Recycling, Energy Conservation, and Sustainability

- Solar panels, solar umbrellas, composting, reduction in utilities since renovations, and single-stream recycling serve as a number of examples of sustainability practices in the LSC.

Work Space

- Personnel have workspaces that are suitably located and accessible, well-equipped, adequate in size, and designed to support their work and responsibilities.

Equipment Acquisition and Facilities Use

- Strong vetting process through Procurement and Environmental Health ensure equipment acquisition stays within University policies.

Opportunities for Growth:

No items, further comments, or recommendations were made for this section.

Part 12: Assessment

Strengths:

Assessment Plan and Practice

- The APE committee regularly discusses opportunities for improving, consolidating, and developing assessment practices utilizing benchmarking services, program reviews, and annual reports.

Opportunities for Growth:

Reporting and Implementing Results

- Although annual reports of assessment practices have been established, dissemination needs to be improved, in addition to ensuring results of assessments are easily understood. See Recommendation 1.b.

Part 13: LSC Specific

Strengths and Opportunities for Growth:

Organizational Structure

- The wide range of programs and services under the roof of the LSC creates significant opportunities for students, yet challenges can arise from a lack of understanding of the distinct needs of each of these areas. See Recommendation 5.d.

B.1.a OVERVIEW OF ADMINISTRATIVE AREAS

The Administrative offices of the LSC include the Executive Director's Office, Business Services, Marketing Department, and Information Technology (IT). Overall, the Administrative areas provide resources and services to support an average of 21,600 visits per day to the LSC during the academic workweek. As the needs of building users change each year, staff members are challenged to identify and adapt resources and services as appropriate.

The Executive Director's Office consists of student receptionists, Executive Director of the LSC/Assistant Vice President of Student Affairs, the Business and Dining Services Director, and a Graduate Assistant responsible for advising the LSCGB and oversight for the New Student Employee Orientation for the LSC, SDPS Offices, and various offices of Campus Life. Other office staff consists of an Office Manager, a Business Manager, and a Special Projects Coordinator. This staff provides leadership for 115 career staff and approximately 600 student and hourly staff. The LSC projected year-end revenue for 2017 is \$35,600,898.

Business Services performs functions that supports the smooth operation of the LSC. Responsibilities include accounts receivable, accounts payable, and management of contractual relationships with business and service partners. In addition, the accounts receivable and payable office oversees 21 LSC accounts, 10 Dining Services accounts, and two University Club accounts. The LSC payroll office is responsible for personnel services for eight departments in the LSC: LSC General; Dining Services; CSU Bookstore; Student Leadership, Involvement & Community Engagement; Adult Learner & Veteran Services; Off-Campus Life; Asian Pacific American Cultural Center; and a portion of student organizations.

The Marketing Department currently is comprised of professional and student staff. Student staff receive a title of "creative." The marketing staff includes a Marketing Director, communications coordinator, traffic coordinator, web and digital coordinator, non-student hourly video producer, two part-time accounting technicians, six student-hourly graphic design creatives, social media and copywriting creative, an advertising creative, two business administrative creative, two web creatives, and one marketing creative.

Occasionally, the office hosts interns around campus, including the VPSA student-athlete summer internship program.

The overall role of the department is to support the varied marketing needs of LSC departments, service partners, and business partners to their many constituents. This makes the department itself complex as it has varied roles. Handling approximately 2,400 projects annually, each with varying levels of scope and often with multiple deliverables. Projects range from a simple sticker, to a semester-long campaign with up to 40 marketing and communications avenues and even more deliverables.

Strengths for the department include development of effective collateral and programs to achieve client goals, and creating systems to manage the high number of client projects coming through the department. Challenges include continually working to ensure student staff feel supported through mentoring and creating consistency within the built-in, regular turnover of new staff. The role of the department is to promote visits to the LSC and generate participation/sales for all LSC entities, business partners, and service partners. The generation of

participation/sales is accomplished through project management, employee resources, brand support, wayfinding, advertisement, and strategic planning. In 2011, the EBI factor, “Publicizes the Union and Promotes Campus Community” indicated the LSC had a higher average score than its peers for the factor. Two key strengths of the Marketing Department continue to be collaboration and communication. In addition, because the designers are themselves, undergraduate students, marketing images and messages presented are relevant to the key target audience.

Lory Student Center Information Technology Office: The IT Office is responsible for user support and all computer and network-related needs of the LSC. This includes supporting the MBS point of sales (POS) system for the CSU Bookstore, Micros system for Dining Services, Event Management System (EMS) for Event Planning, Talent Management System (TMS) for Human Resources, and the electronic time card system. Due to budget restrictions, this stretches the life cycle of computers to four or five years, instead of the industry standard of a three-year life cycle to ensure reliability of the equipment.

IT is responsible for more than 395 computers, 68 printers, 15 servers, and 13 communications closets. This includes hardware for the Student Diversity Programs and Services offices, which are also supported by IT. LSC IT is also responsible for network connectivity in the entire building, which includes 10 service partners and all conference rooms. Limited computer support is provided to some of the service partners as well. The office receives 12-15 daily requests. Some can be handled by telephone, but most require on-site diagnosis. Service partners are responsible for 10 to 15 percent of these requests.

Infrastructure Support: LSC IT provides desktop support for all units that report to the Executive Director of the Lory Student Center, in addition to nearly all departments within the DSA Student Diversity Programs & Services cluster, the Associated Students of Colorado State University, and RamRide. This includes the following:

- Over 550 workstation endpoints (workstations, laptops, tablets)
- More than 20 enterprise copiers, and more than 50 workgroup printers
- More than 100 mobile devices

LSC IT manages all wired and wireless network infrastructure within the LSC, providing network and telecom support services (wiring, patching, and troubleshooting) to building occupants, tenants, and clients.

LSC IT administers a number of building information systems, including traffic counters, surveillance systems, electronic access control systems, security and alarm systems, and more than 40 public-facing digital displays.

LSC IT supports application and server infrastructure deployed throughout supported units, including file and print services, virtual computing resources, and all manner of on-premises and hosted applications, including an Enterprise Resource Planning (ERP) system, Customer Relationship Management (CRM) system, and scheduling, workflow and collaboration applications.

Commerce Support: LSC IT supports revenue-generating activities throughout supported departments. The LSC IT Coordinator is a member of the CSU PCI Compliance Team, facilitating secure payment transaction processing for all supported entities. Highlights include:

- LSC IT administers and supports a hosted ERP solution and its associated, on-premises POS front end. This includes vendor support coordination, level-one technical support,

local and remote commerce support, and integration with central CSU information systems.

- LSC IT manages and supports e-commerce systems for the Bookstore, including e-commerce solutions dedicated to merchandise and textbook sales; an industry-leading “Textbook Reservation” web application; and web applications for special orders, office supplies, and compliance.
- LSC IT is a key partner with the CSU Bookstore as it securely executes commerce in seven locations outside of the LSC facility, including CSU Athletics facilities, Old Town Fort Collins, and Denver.

External Commerce:

- LSC IT manages third-party telecom equipment for each of seven tenant business partners, supporting the operations and ensuring secure functioning of modems, routers, and firewalls in a dedicated minimum point-of-presence facility within the LSC.

Current Staffing: Management of LSC IT is directed by a full-time Administrative Professional. In 2013, the existing State Classified manager of the department retired, and this vacancy was filled through a partnership with Academic Computing & Networking Services, CSU’s central IT group. Thus, the LSC IT Coordinator is a dual-report with the LSC (90%) and ACNS (10%). This arrangement allows the LSC to have direct access to key central IT personnel in support of the LSC’s mission, as appropriate, including the CSU Network Operations Center, the CSU Security Operations Center, and multiple working groups within ACNS and CSU Telecom.

Desktop Support operations are managed by one full-time State Classified IT Technician II. This staff member supervises the LSC IT Help Desk, coordinating assignment and resolution of trouble tickets, and serves as the lead support technician for endpoint technology deployed throughout supported units. This position is responsible for oversight of LSC IT student employees, coordinating student schedules and training. The IT Technician II additionally serves as a backup to the LSC IT Coordinator for network management, infrastructure management, and purchasing activities. This staff member is primarily responsible for coordinating support for the CSU Bookstore’s commerce infrastructure. This position also coordinates remote commerce events for the Bookstore, including all athletics events both on- and off-campus where the CSU Bookstore maintains a presence.

Highlights, Trends, Other Relevant Information

- In 2016, LSC IT was one of the first departments on campus to standardize the use of Windows 10 throughout supported units. With its vastly improved security architecture and reduced vulnerability footprint, LSC IT is pursuing security best practices while modernizing the LSC’s endpoint fleet on the latest operating system and productivity software available.
- LSC IT has driven the adoption of new, modern POS systems in both Lory Dining Services and the CSU Bookstore. This has been accomplished through the procurement of modern POS hardware and also a complete re-engineering of the firewall and VPN architecture used within the LSC and at ACNS. This has drastically reduced the complexity of PCI compliance activities within the LSC – a benefit which has been

extended to CSU entities housed within the LSC who leverage LSC commerce infrastructure.

- LSC IT has fostered the adoption of campus-standard infrastructure systems, including keyless access, surveillance systems, and building infrastructure management applications, which has reduced complexity and eliminated duplicity.
- LSC IT operates with only three FTE staff, a number which is far smaller than other on-campus departments of similar size, as well as being far smaller than peer institutions with a similar support footprint. As the Student Center continues to grow and respond to the needs of campus, LSC IT staff will need to be increased.

OVERVIEW OF PROGRAMMATIC, SERVICE, AND OPERATIONAL AREAS

Campus Activities

Department Structure: Campus Activities is organized into four specific units: LSC Arts, Campus Information & Box Office, Flea Market, and RamEvents.

LSC Arts – The LSC Arts Program enhances student life at Colorado State University through the learning environments created by its exhibition and promotion of the visual arts. Encompassing the exhibits and programs of the Curfman Gallery, Duhesa Gallery, the Hallery, and LSC Collection, the arts program provides the CSU and Fort Collins communities opportunities to experience the work of local, national, international, and student artists. In addition, the program provides student employees the opportunity to develop critical skills of art administration and installation in a professional setting. For example, the Curfman Gallery hosts up to 12 exhibits of varying media throughout each academic year and manages more than 300 artworks. Diverse in content, exhibits explore social and cultural issues, historical perspectives, and artistic achievement in an environment that creates a unique learning experience for each visitor. In conjunction with each exhibit, the Gallery also hosts artist presentations, receptions, panel discussions, and/or classroom visits. These events engage the audience in a learning experience beyond the aesthetic appeal and solitary visual learning provided by the exhibit itself. In the future, LSC Arts looks to expand its reach by continuing to increase engagement with local communities in northern Colorado. Additionally, LSC Arts hopes to continue to develop the permanent collection and focus on student artwork and contemporary artwork related to the stories of CSU.

Campus Information & Box Office – The Campus Information & Box Office is the CSU community’s connection to information resources, ticketing services, and campus and local events. Formed in 2008 by merging the Information Services and Box Office operations and staffed by friendly and knowledgeable students, the Campus Information & Box Office is the “information hub” of the University – on the phone, in person, or online. Located in the heart of campus, more than 21,600 individuals pass through the Lory Student Center on a day-to-day basis. The student staff operate on multiple levels of the Lory Student Center including, the main Campus Information & Box Office desk on the second floor, Information II on the first floor adjacent to the Transit Center, and in Campus Activities on the first floor. Several additional services have been implemented in order to provide a more communal aspect to the LSC. In addition, Campus Information coordinates a poster run service that allows any department or organization to hang posters around campus to advertise events. In conjunction with the poster run, departments may also rent newspaper racks that allow them to efficiently

distribute materials such as college newspapers or information brochures. Campus Information & Box Office staff serve on the front lines – representing Campus Activities, the Lory Student Center, and Colorado State University to all students, faculty, staff, alumni, community members, and guests. There has been a push to conduct more assessment to capture day-to-day and weekly interactions with guests.

Flea Market – The Flea Market provides a variety of services including marketing and sales space, the plaza bazaar, and other special events for CSU and non-CSU entities. All funds raised from the Flea Market are used to fund student programs and student organizations. Due to the nature of the space being reserved, the Flea Market regularly partners and interacts with a multitude of campus and community organizations serving more than 30,000 students, faculty, and staff on campus.

RamEvents – Since the last Lory Student Center program review, RamEvents was created after merging the Association for Student Activity Programming (ASAP) and Diversity and Social Justice. RamEvents is a student-driven organization within Campus Activities that plans a variety of events for the Colorado State University community. From large concerts and local live music, to lectures, movies, and CSU Game Day experience, RamEvents collaborates with on- and off-campus partners to consider and be inclusive of the identities and experiences of every student at CSU. RamEvents collects and utilizes CSU student feedback to reach and meet the needs of all students and ensure events are intentionally planned and organized. The mission of RamEvents is to provide diverse and affordable events that both entertain and enrich the CSU experience. RamEvents hosts 75-100 events annually that reach more than 25,000 participants.

Current Staffing: Campus Activities is comprised of seven full-time employees, one state-classified part-time employee, three graduate assistants, and approximately 50 part-time student employees each semester. The summer term requires less student support and employs approximately 20 part-time student employees and one summer graduate intern.

Since the previous LSC Program Review, Campus Activities has restructured part of its organization from two Assistant Directors and two Program Coordinators to a one Assistant Director and three Program Coordinators. As of spring 2017, Campus Activities is organized in the following manner:

- The Director of Campus Activities supervises the Assistant Director, Accounting Technician, Program Manager, one Program Coordinator, and provides overall leadership for all four units of Campus Activities.
- The Assistant Director supervises two Program Coordinators overseeing RamEvents programming and the Game Day Experience, and conducts and manages assessment processes for the office.
- The Accounting Technician serves as the office manager for Campus Activities.
- The Program Manager oversees the LSC Arts program and student employees.
- Two Program Coordinators supervise one graduate assistant each and oversee the RamEvents programming board and its student employees.
- One Program Coordinator supervises a half-time state-classified employee, one graduate assistant, and oversees the Campus Information & Box Office and Flea Market operations and student staff.
- One Mail Courier delivers mail and small packages to LSC offices and departments.
- One additional Program Coordinator serves as the official liaison to Campus Activities from the LSC Colab office – assisting in all marketing and branding efforts.

Campus Activities prides itself on having a staff that is representative of various identities – both visible and invisible – in order to create a warm and welcoming environment for students, staff, guests, and community members. In addition, Campus Activities actively seeks to employ and serve both undergraduate and graduate students.

Populations Served: Campus Activities is a comprehensive student programming unit central to creating community within the LSC, CSU, and the greater Fort Collins communities. Historically, Campus Activities' strength has been its various student-centered programs and services. Campus Activities continues to maintain comprehensive and collaborative characteristics, particularly in relation to other student affairs and academic departments and Fort Collins community agencies. The mission of Campus Activities is to create incredible experiences that reach all students through programming and services, with the vision to have a transformational impact on the lives of every student. Campus Activities does this in accordance with its five values: community, diversity, education, collaboration, and innovation.

Student/Client Use: Guests served through the LSC and the demographics employed by the Campus Activities department are extremely varied.

Highlights, Trends, and Other Relevant Information: For the 2016-2017 academic year, the following is noteworthy:

The following have been identified as highlights and recommendations for Campus Activities in the next cycle of the Program Review:

- Continue to expand and solidify the Campus Activities brand.
- Continue to be a lead in student programming, activities, events, and providing excellent customer service and resources for the greater CSU community.
- Continue to utilize assessment and evaluation in all areas of Campus Activities in order to capture data, highlight trends, and adjust programming if needed.
- Create a more streamlined on-boarding and off-boarding process for students, graduate students, and professional staff.
- Expand social media efforts within Campus Activities and its entities.
- Consider emerging practices, different ways to gain data, and identify gaps in programming, meeting student needs, and learning outcomes.
- Seek to create an effective RamEvents volunteer program.
- Evaluate the organizational structure of Campus Activities by considering how other departments are structured.

Event Planning Services

Departmental Structure: Event Planning Services (EPS) is committed to providing the highest quality meeting and programming facilities. EPS is a comprehensive department that makes reservations, plans room set-up, provides technical services, and collaborates with other departments to provide additional services (catering, maintenance, information technology, and security) as needed.

Event Services: Consists of Event Operations including audio-visual (A/V), technical, and room set-ups. There are five career staff (General Labor II, two General Labor I, Technical

Services Coordinator, and Technical Production manager) along with technical and set-up staff. There are approximately 37 student staff working in Event Services.

- Technical Services provides audio-visual, lighting, video, and sound staff for large and highly technical events. Most ballroom events and all theatre events are staffed with technical staff. The number of staff assigned depends upon the complexity of the event.
- Set-Up Services are staffed with an early morning/early afternoon supervisor and an early afternoon/evening supervisor. During both shifts there are student staff who set rooms throughout the day and work on turning over ballrooms and meeting rooms at night for the next day.

Event Planning: Consists of planning services before the event begins and customer service on the day of the event. There are three career staff (Event Coordinator, Facilities Coordinator, and Technical Services Planning Coordinator) along with Reservationists and Building Managers (approximately 13 student staff).

- Reservationists: Provide customer service throughout the day by answering multi-phone lines, emails, and walk-ins. They assist in making reservations for meeting rooms and take inquiries for ballrooms and the theatre. They communicate with other departments to ensure customer requests are fulfilled and communicate with customers about procedures and policies.
- Building Management: Building Managers are assigned throughout the day and night when the LSC is open. Their duties consist of: opening/closing the building, customer service to clients hosting events, setting up audio-visual equipment, enforcing LSC policies, security of the building by patrolling hallways, and responding to maintenance and emergency situations. Shifts include weekdays 7:00 a.m. – 3:00 p.m., 3:00 p.m. – close, and weekend shifts.

The number of events per year through Event Planning is steady, but the events are more complex, involving additional technical services, requiring more time and support. To provide better technology for events, Event Services has increased A/V equipment. North end meeting rooms have recently added flat screen TVs and a fresh coat of paint.

In addition to LSC services, space reservations are made for events in the LSC and Tamasag Conference Center in Bellvue. Technical service orders can be made for events both on and off-campus.

Event details are collected as early as possible and entered into the Event Management System (EMS). Additional notes, equipment, set-up requests, and timelines are added up until the event. Clients are contacted two weeks before the event date to finalize their services. The standard has been two weeks in contacting the client, but with events being more complex EPS is considering extending the period to at least four weeks.

Previously, diagrams were created using Room View Diagram Program; however, EPS has transitioned into using Microsoft Program Visio. Diagrams are created by reservation staff to provide a visual picture to the client and service staff of how the room will look for large and complicated event set-ups.

Paper event schedules have been replaced with digital signage event schedules. In addition, the use of Virtual Event Management System has permitted clients to view the event schedules on the LSC website. A paperless set-up process has also been established for Building Managers. Set-up and Building Managers use tablets and 7points Solutions software for set-up

worksheets, diagrams, tasks, incident reports, checklists, and maintenance requests. To streamline the reservation request, an online reservation form has been created on the website for clients to fill out at their convenience and submit to the front desk reservationist's email for processing.

Current Staffing: In 2013, the Technical Services Coordinator position in Event Services that had been open for some time was filled. A full-time Technical Service Coordinator was hired to oversee supervision of student technical staff and coordinate the logistics and assignments for events. After the renovation in 2014, Event Planning and Event Services relocated into one central office. In 2015, the existing full-time Set-up Supervisor (General Labor I) position in set-up was also filled. In 2016, Event Planning/Services had several changes to the organization. First, a full-time position was created in Event Services to assist in the audio/visual production area. The Technical Production Manager (Media Specialist II) position was created to assist in all aspects related to technical services.

The following outlines the roles and responsibilities of Event Planning Services Staff:

- Assistant Director of Event Services/Planning: newly created position to oversee the following Event Services and Event Planning functions. Responsible for supervision of General Labor II, Technical Services Coordinator, Technical Production, Event Coordinator, and administrative responsibilities for Event Planning/Services.
- General Labor II is responsible for supervision of two General Labor I positions and student set-up staff (approximately 22 student staff). Coordinates the logistics and assignments for all aspects related to setup.
- General Labor I is responsible for supervision of student set-up staff during their shifts and assignments for all aspects related to setup.
- Technical Services Coordinator is responsible for supervision of the student technical staff (approximately 15 student staff). Coordinates the logistics and assignments for all aspects related to A/V services.
- Event Coordinator is responsible for supervision of Facility Scheduler and Technical Services Planning Coordinator. Position is responsible for all aspects of reservations and event logistics.
- Technical Services Planning Coordinator is responsible for event logistics.
- Facilities Scheduler is responsible for master calendar reservations and event logistics. They are also responsible for managing the office and supervision for grounds/nursery position, front desk reservationists' staff and building managers (approximately 13 student staff).

Populations Served: EPS serves the following clients:

- Student Organizations book space for programming, meeting, and informational use during the evenings and weekends.
- Departments primarily use the LSC during weekdays and some weekends. Events hosted include conferences, meetings, receptions, awards programs, and banquets.
- ASCSU, Campus Activities, and SLiCE provide extensive programming throughout the academic year and book meeting space for various committees. Most bookings are for late afternoons and evenings.
- Summer conferences are the primary users of the LSC from mid-May through July, along

with the Preview Orientation programs (approximately 30). Conference and Event Services contracts the summer groups. The LSC hosts both professional and youth conferences. CRU (formerly known as Campus Crusaders) is the largest conference, meeting at CSU every other July (odd numbered years) and uses the LSC for workshops, ministries, and receptions/banquets for 10 days.

- University guests book the LSC facilities usually during semester breaks and the summer, depending on availability. Parking during the semester when classes are in session is difficult for off-campus groups. Every summer, when there are no conferences booked on weekends, the LSC tries to accommodate requests for wedding receptions in the ballrooms.

Student/Client Use: LSC users are requesting larger spaces for their meetings and programs. Groups that hold annual events are increasing their numbers and looking to book larger spaces. Events that once fit in the North Ballroom are asking for two sections of the Grand Ballroom. Space reservations from clients are requesting the largest meeting rooms available (382, 386, and Grey Rock). Groups also are routinely requesting flat screens, internet connections, and sound for their meeting room presentations.

On-campus clients account for 86% of the reservations and receive priority-booking privileges and discounted fees. EPS discounts 60% of its costs to campus departments and 80-100% of its fees for registered student organizations.

User Statistics for 2015-2016:

- Student Organizations: 3484 bookings using the facility 27%
- CSU Departments: 6876 bookings using the facility 53%
- Office of Conference Services: 534 bookings using the facility 4%
- LSC Departments: 1448 bookings using the facility 11%
- Off-Campus University Guests: 456 bookings using the facility 3%
- Total 12,840 bookings

Room Utilization: (includes weekends, breaks, and summer)

- Ballroom Spaces: (Grand, North, Cherokee Park) 1061 bookings with 60% utilization
- Theatre Space: 285 bookings with 43% utilization
- Meeting Rooms: 9159 bookings with 59% utilization

Most Popular Event Types:

- Meetings: 51% of all events
- Conferences: 10% of all events
- Seminars/Workshops: 7% of all events
- Receptions/Meals: 5% of all events

Highlights, Trends, and Other Relevant Information: The following have been identified as highlights and recommendations for EPS in the next cycle of the Program Review.

- Continue to enhance technology by researching clients' needs.
- Replace A/V equipment every few years to stay current with technology.

- Utilize EMS latest upgrades including Virtual EMS and encourage campus departments to upgrade to EMS, so that the entire campus is on the same scheduling software.
- Solicit feedback after events for improvements and constructive feedback through newly created survey, implemented in 2015-2016.
- Created Online Reservation Form in 2015-2016.
- Moved towards paperless set-up information. Set-up and Building Managers use tablets and software 7points Solutions for set-up worksheets generated by EMS to communicate to staff on logistics of events.

Operations

Departmental Structure: The LSC Operations Department is organized into two functional areas: Environmental Services and Maintenance.

Environmental Services: Provides cleaning services for the LSC with a goal of maintaining a clean, safe, and sanitary environment for students, staff, and guests of the LSC. The staff support the strategic goals of the LSC and the DSA by providing quality venues and related services that support learning. The staff and supervisors in the department value a healthy and comfortable environment so that all visitors to the LSC have a positive experience.

LSC Environmental Services Technicians clean over 310,000 square feet of space daily and are responsible for cleaning restrooms, lobbies, offices, meeting rooms, dining areas, hallways, sidewalks, and picnic tables. A combination of LSC Environmental Services Technicians and outside vendors are responsible for cleaning over 3,100 pieces of glass, which is approximately 28,000 square feet of glass. This is achieved by hiring an outside vendor twice a year to clean the upper glass, approximately 1/3 of the total) and Environmental Services staff clean all remaining glass.

Maintenance: This area is responsible for the upkeep of a 380,000 gross square foot building. The four full-time employees (Electrician, Refrigeration Specialist, Carpenter, and Structural Trades I Trainee) provide long-range and day-to-day repair services to maintain a well-functioning 55-year-old facility. This includes repair and preventive maintenance of electrical equipment, general carpentry, refrigeration, plumbing systems, construction, and environmental quality assurance and compliance.

Current Staffing: The Environmental Services area employs 10 full-time employees and approximately 30 part-time student employees each semester. Summer term requires less student support in which approximately 15 students are hired. The fact that the department can supplement the full-time staff with student staff affords the flexibility to deliver the necessary service based on seasonal workload and customer needs while providing numerous student employment opportunities.

The Environmental Services staff work a night shift (5:00 p.m. – 1:30 a.m.), with additional staff covering the day shift (8:00 a.m. – 4:30 p.m.) and weekend shifts (8:00 a.m. – close). The work schedule provides over 17 hours of service per day in support of the 21,600 daily average building users Monday through Friday during school session, compared to the previous year figure of 18,500 entries per day.

The Maintenance area created a new student painter position in February 2008. This position continues to reduce the outsourcing of labor and has reduced spending in this area by 30%. It has also allowed staff to respond more quickly to the painting needs of building occupants.

Furthermore, the creation of this position allows a student to gain valuable experience, while working on campus in a flexible environment.

The LSC Operations Department is proud to have staff that represents the nationality, ethnicity, and gender of a diverse population working together to foster a campus culture that attracts and supports diversity. Operations 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.

As of May 2017, the Environmental Services Department current employment statistics figures were approximately: 46% International, 44% U.S. citizen, 10% naturalized U.S. citizens.

Populations Served: Collaboration with customers and constituents is a priority for the Environmental Services staff. Due to the nature of services provided, Environmental Services Technicians work with student organizations, campus departments, and guests. Supervisors and employees collaborate with other departments in the building to determine cleaning projects and work schedules based on special requests. The Environmental Services supervisor works closely with CSU Facilities Grounds Department for seasonal landscaping around the LSC exterior, and vendors who supply products and services.

Student/Client Use: Both customers served through LSC and the demographics employed by the Environmental Services Department are extremely varied.

Highlights, Trends and Other Relevant Information: The 2017 Skyfactor College Union survey shows the LSC has retained the #1 position in cleanliness and has increased by .10% from the 2015 survey to the spring 2016 survey.

During fall and spring semesters, the LSC experienced several peak days during the first week of classes that total more than 30,000 visits per day.

The Environmental Services area is very proud of its waste management program that encourages LSC users to recycle. The LSC participates in the annual RecycleMania event, and the Environmental Services staff is integral in ensuring the contents of the numerous recycling containers are ready for pick up. The chart below includes the amount of single stream and cardboard recycling in pounds over the past five years.

Year	2012	2013	2014	2015	2016
Single Stream	40,544	34,656	36,544	61,344	79,800
Cardboard	34,000	34,500	35,600	42,900	55,930

Additionally, the Operations Department is responsible for planning, budgeting, and tracking expenditures of the Building Repair and Renovation (R&R). The R&R project identifies needs covering a period of one to five years.

An update to the building condition report was completed in March 2011. The report gave the facility a 73.13 Facility Condition Index (FCI) with current replacement cost of nearly \$46,000,000 and outstanding maintenance totaling \$12.3 million. The FCI placed the LSC's condition as average among buildings on campus, though the 2014 renovation has increased the FCI rating.

B.1.a – B.1.e LSC PROGRAMS AND SERVICES

B.1.a Demographics: According to the CSU 2016-2017 institutional profile, the student population at CSU is approximately 33,000. The most recent door count data indicates an average of 21,600 visitors pass through the LSC daily, which is a 20% increase from a 2010 traffic study. A significant number of visitors enter the building between the hours of 10:00 a.m. and 2:00 p.m. Skyfactor surveys administered within the scope of this review indicate food variety, quality, and price as consistently ranking among the top reasons for visiting the LSC, which is indicative of the increased traffic during these hours.

B.1.b Programs and Services Learning Outcomes: In 2013 – 2014, LSC learning outcomes were developed for the nearly 600 student employees working in the student center. The learning outcomes have gone through several iterations since their creation. Recent efforts have been made to update outcomes consistent with language used in skill development geared towards post-graduation employability. For more information on learning outcomes, please see Part II. B.1.b, Student Achievements and Persistence.

B.1.c Diversity Outcomes: Throughout its history, the LSC has demonstrated a commitment to maintain an environment that is safe, inclusive for everyone, and supports the University's Diversity Plan. This commitment is reflected in the LSC's programs and services; in the hiring, selection and retention of staff (both student and career); and in the participation of staff and students in various activities across the University and in the Fort Collins community. The LSC's Diversity Plan is reflected in each area's annual work plan.

The DSA is represented throughout the building including the following Student Diversity Programs and Services: Asian Pacific American Cultural Center; Black/African American Cultural Center; El Centro; Pride Resource Center; Native American Cultural Center; and satellite centers for Resources for Disabled Students and the Women and Gender Advocacy Center. The location of the SDPS offices off the East Plaza serves as a physical demonstration of the value CSU and the LSC places on diversity as integral to the mission of the institution. Additionally, Adult Learner & Veteran Services (ALVS) provides support for adult learners, veterans, and student parents to further support students of underrepresented populations.

B.1.d Collaboration: Partnerships are a hallmark of the LSC. Core to its mission is a commitment to connect with multiple constituencies throughout campus and in the larger Fort Collins community.

DSA collaborations include the following: several departments in the Division are housed in the LSC, including: Fraternity and Sorority Life, the Career Center, Off-Campus Life, Student Legal Services, Adult Learner & Veteran Services, and the RamCard Office. Because of their physical proximity, LSC departments partner regularly with these service partners to provide services for a diverse student body. In addition, Campus Activities and the SLiCE office collaborate with numerous Division departments and student organizations in presenting multiple programs and services. The LSC Marketing Department partners with Housing and Dining Services to promote RamCash accounts. All residential dining meal plans for students living on campus include RamCash, which allows students to eat meals and snacks in the LSC as well as in the residence halls. Collaboration with customers and constituents is also a priority for the Operations Department to determine cleaning and maintenance project scheduling.

Other University department collaborations include: The IT area maintains a close working relationship with Academic Computing and Networking Services (ACNS), CSU Network Administrators, and Windows Service Managers. The LSC Marketing Department works closely with Instructional Services to gain access to a wide range of stock photography, printing and mounting resources, and original photography; coordinates with Creative Services for production estimates, printing and bindery execution, and for providing education to their student designers regarding the mechanics of printing and their role in making the printing process run smoothly; and submits all press releases to Public Relations to make certain they comply with CSU standards. Campus Activities co-sponsors many programs with academic departments and other divisions in the University. Many of the LSC users are University-wide and thus avail themselves of Event Planning Services and the Operations Department services.

Because the LSC serves as a gathering place for community members, many programs are scheduled in the facility and often co-hosted by LSC departments and other DSA departments. Examples include: the Diversity Symposium, Martin Luther King Jr. Celebration, Volunteer Services Fair, and the Women's Conference. Parking on campus during the academic year is often a challenge, and there would be many more community members participating in LSC programs if access to parking spaces increased.

In summary, the LSC is the "hub" of the campus. The LSC departments and its service and business partners will continue to enhance their collaborative relationships with one another as well as throughout the University, Northern Colorado, and the state as they refine and maintain their excellent programs and services.

B.1.e Guidelines and Policies: LSC Guidelines and Policies are available to employees through several online resources. The LSC Guidebook provides basic information to help orient and familiarize new and current staff with LSC specific information such as: LSC History; mission and values; LSC maps, campus map, campus food map, organization charts, contact lists and directory information; general guidelines, policies, and procedures; and emergency policies and procedures. In addition, supervisors and employees have access to a supervisor's guidebook as well as on-boarding and off-boarding checklists. Internal documents from each area are available to student and career staff created to assist in the on-boarding, growth, retention, and sustainability of employees. Training and development are ongoing year-round for student and career staff. Additionally, there is a strong emphasis to abide by office, departmental, building, and institutional policies and guidelines. Any updates to policies and procedures are communicated through regularly held Director's meetings, further disseminated through departmental updates, electronic, and online communications.

B.2.a – B.2.c LSC STAFF

B.2.a Organizational Structure and Management Processes: The student, hourly, and career staff members of the LSC are key to its success. Staffing patterns and responsibilities are reflective of the LSC's mission and are modified as the needs and wishes of University students, faculty, and staff change, to assure that the Center provides the best programs and services to a diverse constituency. Since the last program review, several organizational changes including the addition of new positions, such as the Assessment Coordinator and the restructuring of Campus Activities and Event Planning Services have taken place.

Fall 2017, there were 48 career staff, 24 state classified hourly staff, 8 non-student hourly staff, and 171 student hourly staff employed in the following areas of the LSC: Executive Director's Office, Business Services, Campus Activities, Event Planning Services, IT Department, Marketing Department, and Operations. In addition, the LSC employs five, half-time, ten-month graduate assistantships in the Student Affairs in Higher Education (SAHE) graduate program.

It should also be noted that there are 45 career staff, 36 state classified hourly, 9 non-student hourly, and 389 student employees in the CSU Bookstore, Dining Services, and SLiCE who are highly interrelated to the LSC general areas. In total, there are approximately 730 employees in the LSC.

Information related to use and operations of the LSC is shared in a variety of ways. For staff members, the organizational structure of the LSC permits information to be shared among departmental directors and managers. The Assistant Vice President and Executive Director of the LSC reports directly to the Vice President of Student Affairs (VPSA) and participates as a member of the Vice President's Council, which meets weekly and permits timely distribution of information. Each director and manager in the LSC likewise meets weekly with departmental managers, allowing for timely information distribution and participation in operational decisions that impact building usage and programming. Special announcements are sent through LSC electronic distribution lists.

Articulation of Policy and Procedures to Staff In and Outside of the Unit: The Lory Student Center and Executive Director's Office has worked over the last couple of years to revitalize the training and on-boarding experience for new student employees. A mandatory New Student Employee Orientation where policies and procedures of the LSC are presented is offered each semester and required for newly hired student employees. The New Student Employee Orientation is organized and facilitated by the Graduate Assistant in the Executive Director's Office. On-demand and refresher trainings and sessions are also offered upon request for new and continuing student employees. The reach and scope of the training has expanded greatly since the previous Program Review including participation by SDPS student employees and student employees from various Campus Life offices. Emergency procedures have also been a focus of training as we believe all student employees should be well-versed on what to do in case of an emergency.

The LSC is a strong supporter of the centralized recruitment, selection, orientation, and ongoing training program offered for career staff through both the DSA and the University's Training and Development Office, providing financial support for these initiatives. Additionally, the LSC Learning Outcomes are used within the trainings to provide a foundation to leadership and professional development that student employees can take with them through their time at CSU and beyond.

The LSC has a major role in providing a safe and secure place where a wide array of programs and services are offered to the campus community. The LSC's policies and procedures can be located on the LSC website. These policies and procedures guide the management of the LSC and assist members of the community in making full use of its programs, services, and facilities. All policies have been jointly developed by LSC staff and members of the LSCGB and reviewed by the LSC Executive Director and Graduate Student Advisor and, if necessary, sent to the Office of Policy and Compliance for final approval. In addition, policies and procedures are reviewed annually and updated regularly as circumstances demand.

B.2.b Professional Development: The LSC has continually worked to provide its student employees with leadership and professional development opportunities. The Rams Engaging in Active Leadership (REAL) workshops provide students an opportunity to engage and raise awareness in eight competency areas: Community Engagement, Ethics, Intellectual Development, Interpersonal Competence, Intrapersonal Development, Leadership, Multicultural Competence, and Practical Competence. REAL provides 10 core workshops with each specific workshop being offered twice in a given semester. The Executive Director's Office partners with the SLiCE office to provide student staff development opportunities through the REAL workshops. Currently, all LSC student employees are paid for up to 10 hours of workshops. Additionally, students serving in leadership capacities are given an opportunity to attend regional and national conferences with graduate students and professional staff.

The LSC is a long-time institutional member of both ACUI and NACAS. The LSC hosted a tour for the ACUI Region IV Conference in 2016 as well as a national seminar on the Essentials of Facilities Management for ACUI in 2017. The LSCGB, student employees, and graduate students have also presented educational sessions regularly at ACUI and other conferences – locally, regionally, and nationally. Staff members are also active participants in professional organizations that have a direct correlation to the work they do, including affiliations with ACPA, NASPA, NACA, NACAS, and NCORE. On an annual basis, the staff evaluates and makes decisions about appropriate affiliations given limited professional development as funding must serve a multitude of needs and interests.

B.2.c AWARDS

Since the last program review, the LSC has garnered numerous awards for exemplary work and also has created a building-wide award for its student staff. Below is an overview of these awards and accomplishments.

Spring 2017

- The CSU Bookstore was recognized as the Collegiate Retailer of the Year by the *NACS Foundation*, a subsidiary of the *National Association of College Stores*.
- Lory Catering received the Loyal E. Horton Dining Award -- Bronze for Best Website under the residential dining, special event, and large school category from National Association of College and University Food Services.

2016

- The LSC received the Association of College Unions International (ACUI) 2015 Facility Design Award of Excellence, the association's highest facility design award.
- Colab received the Association of College Union International's (ACUI) "Steal This Idea" Region IV Best in Show, awarded for three out of four areas:
 - Apparel design for the 2016 RamFest Tee
 - Banner design for Cans Around the Oval
 - Calendar design for the 2016-2017 LSC Marketing Calendar
- SLiCE Adaptive Swim received "Service Provider of the Year" at the annual 2015 Mayor's Awards from Fort Collins' Commission on Disability.

2015

- The CSU Bookstore Director received CSU’s Distinguished Administrative Professional award for his work with CSU’s School is Cool program.
- Colab received 1st place, Society for Marketing Professional Services National Communication Award for Recruitment and Retention Marketing
- The Assistant Vice President for Student Affairs/Executive Director received the 2015 “Spirit of Philanthropy” award from University Advancement.

2014

- Catering received honorable mention in the Loyal E. Horton Dining Award from NACUFS -- residential dining, special event, large school – for the 1870s Dinner

2013

- Campus Activities won the DSA Awards & Recognition Planning Committee and received a nomination for the Bridges Award on its work for the program TEDxCSU
- The Assistant Vice President for Student Affairs/Executive Director of the Lory Student Center was recognized with the ASCSU Mark Denke Service Award.

2012

- Catering received honorable mention in the Loyal E. Horton Dining Award from NACUFS -- residential dining
- 2011 Graduate Rising Star Award for NASPA Region IV-West (Tony Pang, LSC Training & Development Graduate Assistant)

B.3.a – B.3.c QUALITY OF THE WORK ENVIRONMENT

B.3.a Quality of Work Life Survey: The DSA has conducted the Quality of Work Life Survey for career staff four times in the past 8 years—2008, 2010, 2013 and 2015 (see Appendix B). The survey is administered primarily online, and written surveys are available in both English and Spanish. Response rates for the LSC each year the survey was administered are as follows: 31 career staff members participating in the survey in 2008; 42 staff members in 2010; 84 staff members in 2013; in 2015, 76 career staff members participated in the survey, or 15.6 percent of all DSA respondents (n=487).

The survey consists of approximately 100 short-answer questions about each career staff member’s work experience in their department regarding:

- Communication
- Collaboration
- Change Involvement
- Feedback Process
- Rewards/Recognition
- Quality of Work and Productivity
- Safety/Health and Work Environment
- Work and Family Balance
- Respect and Fairness

- Customer/Student Relations

At the end of each section, there was an opportunity to provide comments, in addition to an open-ended question at the end of the survey regarding ideas about staff training topics. Staff member responses are completely confidential, and all of the results appear as group averages using a Likert rating scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree).

Both the Career Staff and Student Employee Quality of Work Life Survey indicate means that are above or on par, respectively, with the DSA mean scores for physical work environment. Responses support the recognition of a healthy, safe, attractive physical work environment and a department that promotes physical, emotional, and mental health and wellness.

B.3.b Morale: For each year the survey is administered, results are summarized and action plans are developed for every department of the LSC. For all 10 categories noted above, LSC staff had mean scores which exceeded those of the DSA mean scores. Differences ranged from .05 higher (Rewards/Recognition) to .27 higher (Work and Family Balance) than the DSA category means. It is evident that career staff in the LSC have greater satisfaction across all categories than staff members throughout the DSA, with approximately 66% LSC career staff reporting (76 of 115).

Similar to the career staff Quality of Work Life Survey, the student employee Quality of Work Life Survey is also administered every two years, with the most recent survey data from 2015 (see Appendix C). LSC student employee participants included 109 (21% response rate) of the 364 DSA survey respondents. Five categories had mean scores that exceeded the DSA mean, and only three categories were slightly lower, including Communication (.02 lower), Departmental Change Involvement (.02 lower), and Quality of Work and Productivity (.04 lower).

B.3.c Communication Flow: To support an open flow of communication, action plans are developed in response to the data for each department. These action plans include the following for both career staff and student employees:

Business Services

Aspen Grille/University Club

- Locating strong leaders is crucial. A primary goal includes identifying strong leadership qualities in students and putting them in positions where they can delegate, train, and take on more responsibilities and be compensated accordingly.
- Continue to be flexible and work around student's education and family needs. The Aspen Grille/University Club puts student's education first and works as much as possible around their school schedules and family commitments.
- Holding student employees accountable is very important. The Aspen Grille/University Club will recognize outstanding performers and motivate and train underperforming employees to meet the required standards.

Business Office

- Based on results and comments for the LSC Admin area, the following topics will be explored for additional training and development opportunities for staff: successful supervision, managing up, conflict resolution, customer service techniques and tips, creating a safe and healthy work environment, managing stress, and motivating staff.

Catering

- A complete reorganization and rebuilding of the organization is underway and will achieve greater satisfaction among staff and students.

Dining

- Hire a Dining Services quality control trainer to strengthen the student employee training program throughout.
- Build upon vision and values messaging offered to students during the on-boarding process, to emphasize throughout their employment.
- Increase rewards and recognition efforts for Dining Services employees.

Event Planning

- Provide tablets with diagrams, reminders, and up-to-date EMS reservation information to continue to improve communication within the department.
- Focus on how to improve the customer event experience, rather than focusing on what the client has ordered. Emphasize that last-minute requests are handled with a positive “can do” attitude with the client’s vision of the event.
- Weekly meetings will provide staff an opportunity to voice concerns or opinions in a supportive atmosphere; monthly and weekly newsletters and department communication will focus on specific information for each area along with the common vision for all areas in the department.
- Focus on SLiCE Real Workshop series, other training opportunities, and mentoring how to deal with conflicts between co-workers. Set-up staff, tech staff, and building managers are all working together now to provide A/V equipment in smaller ballrooms and meeting rooms.
- Emphasize the importance of all staff to help achieve goals of a successful event; distribute workloads evenly to staff, so an individual does not have an extremely large assignment.
- The past two years have involved a large amount of change with new space, tablets, A?V equipment, and building procedures. As procedures are refined this spring, the amount of change will decrease and any change in the future will be discussed in advance with staff for their feedback.
- Orientations are changing to emphasize smaller blocks of knowledge and specific training on a job assignment without trying to include too much information at the beginning of a new employee’s hire. We are also collaborating within our department to hire staff for advanced positions with current employees that have worked for the department, so their training is more complete.
- As our department grows, we value the vision that it takes to provide an excellent experience for our customers. Staff is encouraged to provide that vision for events using their skills to the best of their ability.

Information Technology

- Forums for staff to interact with management need to be held to discuss suggestions and frustrations openly and develop a collaborative plan to address concerns.
- Managers need additional training on communicating vision and strategy as well as work assignments to better address potential frustrations in advance.
- Increase rewards and recognition program to recognize accomplishments of career employees.

Campus Activities

- The on-boarding process for new staff will be evaluated and updated.
- Continue to increase opportunities for team building, trust, and conflict resolution, including a summer retreat.
- Staff will participate in a process to solidify branding for Campus Activities that all areas can unite behind. Special focus will be paid to helping staff feel part of Campus Activities and have pride in that connection.
- Position descriptions will be updated for all student employee positions.
- Student wages will be reviewed and compared to other campus departments for competitiveness.
- Continue to recognize and celebrate student employment week.

CSU Bookstore

- Identify employee concerns about work environment, developing a plan to address/change those areas that can be changed (décor, equipment, organization, cleanliness, air flow, etc.). Some of these items will require long-term planning to address (temperature, noise issues, odors, etc.). These items will be addressed as part of the larger LSC master plan for this area of the facility.
- Develop a recognition and rewards program to ensure successes and team efforts are better recognized. This will be accomplished by asking staff to identify how recognition can be more meaningful (individual, departmental, and store recognition).
- All positions will be reviewed to ensure employees are correctly classified in the state system (so employees are rewarded financially for the contributions they make to the success of the store).
- Working with store staff, the Bookstore will identify specific areas/concerns and will then create a plan to provide appropriate training, create supportive environments, and to implement needed changes for desired improvements.
- Management will contact LSC HR to determine if student wages are comparable to other LSC entities. Management will query student staff to better understand salary concerns and to create a plan to better recognize student staff contributions in a meaningful way.

Marketing

- Update physical work environment to increase comfort, re-consider health and safety aspects, and maximize positive mental health aspects.
- Continue to increase collaboration, illicit positive change, and embody an integrated marketing approach that allows different staff members to interact regularly.
- Increase communication and enhance professional development through additional trainings, staff meetings, and more in- and out-of-office interactions.
- Re-implement and enhance recognition initiatives; and receive more positive recognition and understanding from LSC clients and the LSC as a whole, in addition to our office.

Operations

- Increase communication through meetings, particularly with the custodial staff (both student and career).

- Improve feedback process throughout the department, given this area is very important for the staff.
- Increase staff involvement before and during implementation of changes.

SLiCE

- Develop consistent on-boarding expectations for all new SLiCE employees, with supervisor responsible for ensuring completion.
- All SLiCE employees to read “Difficult Conversations” book and discuss as small group or with their supervisor.
- Build more intentional feedback prompts into supervisor/supervisee monthly meetings.

B.4.a.i – B.4.d.ii FINANCIAL ANALYSIS OF DEPARTMENT FISCAL OPERATIONS

B.4.a.i Budget Analysis for the Past Five Years: LSC budgets are created using the assumptions and guidelines from the VPSA budget assumptions for fee-funded areas. These guidelines are received in January prior to the Student Fee Review Board budget cycle. LSC Directors build their annual budgets based on these guidelines. Assumptions received include information on student enrollment for the coming academic year, personnel salary and fringe benefit costs, General and Administrative costs, and utility estimates. All other budget projections are formulated using an acceptable level of increase/decrease based on operating and programming needs, historical data, and projections for future travel, supplies, and services expenses.

The Executive Director presents the LSC budget to the LSCGB and, with its support, to the Student Fee Review Board. The Student Fee Review Board makes its recommendation to the ASCSU Senate who then makes its recommendation to the Board of Governors.

The LSC has met or exceeded budgeted expectations in recent years. In 2001-02, the LSC budgeted and made their first deposit to reserve with a \$20,000 contribution. Since that first deposit, the LSC reserve grew to \$6,000,000 prior to the renovation and the LSC has transferred another \$3,000,000 since the renovation. Over \$6,900,000 of reserves were used to fund the renovation. The reserve funds available as of the end of fiscal year 2016 was over \$2,200,000.

Trend Analysis from Five Year History of Financial Data Revenue: The 2014 revitalization added approximately 40,000 gsf and renovated 160,000 gsf of existing space. Student fee revenue increased by \$4.6m from FY11 to FY16, 93%, due to the addition of the bond debt service for the 2014 revitalization. The LSC added meeting rooms as well as other function space that had a positive effect on revenue. LSC self-generated revenue has increased by \$368k from FY11 to FY16, 17% over the five-year period. More than \$280k of the self-generated revenue increase was through room rental fees and rental revenue associated with room reservations.

Funding Resources (E&G, student fees, generated income, grants, donations, etc.): The LSC has six main sources of revenue: Student Fees, Revenues External (payment from customers outside the University), Treasury Interest or interest paid on cash, Revenues Internal (payment from customers inside the University), Bookstore sales, and Dining Services sales.

LSC Dining Services added two new food venues during the 2014 renovation, a quick service food venue on the first floor and a proudly serving Starbucks venue on the second floor,

as well as additional seating capacity outside of the food court. LSC Dining Services revenue increased by \$2.1m, 49%, from FY11 to FY16.

Although the Bookstore industry has seen a rapid decline in revenue due to e-reader and online content, the CSU Bookstore was able to manage a 4% decline in revenue from FY11 to FY16. The Bookstore's revenue is still the largest source of revenue, 47% as of FY16. Dining Services generates 18% of the total and the LSC contributes the remaining 35%.

The LSC generates revenue through lease agreements as well as through room and equipment rentals. Self-generated revenue comprised of 21% of the total revenue of the LSC in FY16.

B4.a.ii – B.4.d.ii Expenses

B.4.a.ii FTE and Student Employees: Personnel expenses in the LSC have increased from \$3.28m in FY11 to \$4.12m in FY16. The largest increases in personnel expenses are attributable to Administrative Professional salaries of \$440k and student hourly salaries of \$250k.

The conversion of certain State Classified positions to Administrative Professionals has caused a shift in FTE in these classifications. The growth in physical space and revenue has allowed for an additional 59 student hourly FTE's from FY11 to FY16.

Annual Operating Expenses: The building improvements budget has increased from \$300k per year in FY11 to \$350,000 in FY16. This annual budget continues to service immediate needs of the building including periodic building and equipment maintenance, equipment purchases, carpet replacement, and any other small projects.

All other general expenses have increased by \$540k from FY11 to FY16. Operating costs such as supplies, services, utilities, and University G&A expenses are the major components of this increase. These additional expenditures are driven by additional self-generated revenue, rising costs, and the increase in the building footprint.

Capital Expenditures: Capital expenditures have decreased by \$65k from FY11 to FY16, mainly due to the new equipment purchased during the renovation.

B.4.b Description of Departmental Efficiencies: The Lory Student Center remains committed to hiring student employees whenever possible. The LSC has increased student FTE's by 59 and professional permanent staff by only 4 FTE's. This model allows us to be more dynamic to the constantly changing environment.

B.4.c Regulatory Code or Other Requirements: The University now requires scanning all purchasing card and disbursement voucher documents into the financial system of record. The LSC was able to meet these requirements.

Human resources and the Office of Equal Opportunity has implemented the use of a talent management system to input and track position descriptions and hire employees. The LSC has met the requirements regarding this system implementation.

Areas of Need or Enhancement: The LSC's main focus of hiring student staff has provided some challenges for the department. Student staff outnumber professional staff at a ratio of 10 to 1. The LSC would benefit from adding professional staff for training and development purposes including professional staff orientation, student employee learning outcomes, etc.

B.4.d.i Impact on Department Services: Implementing staff orientation and training would provide all employees with a strong foundation to build on.

B.4.d.ii Proposed Solutions: Consider adding a position in the LSC to implement and sustain employee orientation, training, and development.

PART II: Assessment: Feedback Resources and Discovery

This section describes the process the department uses to evaluate and make changes including a discussion about how the department studies itself over time and the feedback systems it has in place to guide decision making.

METHODS AND EFFECTIVENESS IN SUPPORTING PROGRESS TOWARD MEETING DEPARTMENT GOALS

A.1. Annual Reporting

Annual reports are submitted once per year by all areas of the LSC. The reports are formatted utilizing the Division of Student Affairs Strategic Goals as prompts for providing details on the yearly outcomes of each area. The DSA goals utilized in the annual reports are listed below and outlined in greater detail in Appendix A.

- Goal 1: Access
- Goal 2: High Quality Academic and Co-Curricular Programs
- Goal 3: Student Learning Success
- Goal 4: Research and Discovery
- Goal 5: Engagement
- Goal 6: Public Interaction / Strategic Partnerships
- Goal 7: Excellence in Staffing: Hiring, Professional Development, Employee Engagement
- Goal 8: Inclusive Excellence: Diversity, Equity (Fairness?) and Climate
- Goal 9: Financial Resources
- Goal 10: Physical Resources
- Goal 11: Information Management

A.2. Work Flow Studies

Workflow studies in the LSC are conducted as needed. Typically, these take place when vacancies occur in a career staff position within the LSC. Reorganization within an area has taken place most recently in Operations and Event Planning Services creating greater efficiencies within each area.

A.3 Annual Outcomes (Programs, Learning, and Diversity)

Annual Outcomes are included in the Annual Reporting cycle. Please see section A.1 Annual Reporting.

A.4 Statistical or Data Analysis

Various data are collected and analyzed in the LSC, as noted in various sections of this review. SkyFactor, Daily Traffic Count, and Quality of Work Life Surveys serve as examples of LSC data analysis. Additionally, there is a monthly review of operating reports providing another data set to support functional operations in the LSC.

A.5 Focus Groups, Surveys or other Findings

Focus groups conducted have sought understanding of the student employment experience and the ways in which they engage with student employee learning outcomes. These focus groups resulted in the rearticulation of the LSC student employee learning outcomes and the development of a new student employment program. Other focus groups have been conducted to gain insight into the level of students' understanding of the use of student fees by the LSC. These focus groups are currently still ongoing.

A.6 – A.8 Professional Association Studies, Benchmarking, and Peer Comparison

In December of 2014, the Lory Student Center formed the Assessment, Planning, and Effectiveness (APE) Committee. The goal of this committee is to address assessment efforts throughout the LSC and evaluate progress towards strategic goals and outcomes. In forming the APE committee, the Student Center aligns with the requirements set forth by CAS College Unions (2015). These standards require student unions and centers to have clearly articulated assessment plans that demonstrate:

- Achievement of stated goals and outcomes
- Increased accountability efforts
- Evidence of improvement
- Resulting changes in programs and services

To this end, the APE committee seeks to coordinate all assessments efforts within the LSC along with reporting efforts on CampusLabs "Planning and Effectiveness" goal-reporting website. The APE committee is tasked with articulating a dynamic assessment plan seeking to address data collection, analysis, reflection, prioritization of challenges, and the development of continuous improvement strategies. The committee also analyzes the student employee experience in the form of evaluating learning outcomes to ensure connection with students' persistence and success.

The APE committee has sought to make meaning of various sets of data in its two-year history. The results from national benchmarking surveys, such as Skyfactor, help inform performance throughout the Student Center. For example, the Skyfactor data set provided the committee the opportunity to analyze the ways in which students view the value of the LSC in relation to their student fees, leading to further data collection via focus groups. An additional goal of the committee is to celebrate successes in programs and services of the LSC. For example, the quality of service within the Bookstore consistently ranks high among faculty and staff as indicated by the National Association of College Stores surveys completed every three years. Lastly, the APE committee publishes an annual report of LSC assessment efforts. Assessment data from national surveys along with data collected in-house is included in this report, which is available on the LSC website. This dissemination of information allows the

committee to encourage a culture of assessment among Student Center employees. As the work of APE continues, members are seeking new ways to incorporate various assessment strategies into everyday practices, including point-in-time, focus group, and outcome-based data collection methods.

ASSESSMENT FINDINGS / DISCOVERY

Student Satisfaction and Other Program Feedback

Dashboard of Success Indicators: To better understand student satisfaction and program feedback, the following has been established as the Lory Student Center’s dashboard of success indicators:

- Skyfactor Benchmarking
- Daily traffic count
- Quality of Work Life Survey
- Financial performance indicators
- LSCGB feedback
- Program and services surveys and attendance
- ASCSU Student Fee Trends Satisfaction Survey

Skyfactor Benchmarking

Since 2001, the LSC has been utilizing the annual Skyfactor (formerly EBI) national assessment tool designed specifically for student unions/centers. The assessment tool aids in creating an assessment loop and action plans by measuring factors such as publicity, environment, life and leadership, quality venues, staff, cleanliness, and program effectiveness. Additionally, a peer group comparison with six institutions is done to provide benchmarking for comparable institutions. The institutions vary each year based on assessment participants however CSU selects their comparison group based on institutional size, union/student center size, reputation, and whether the bookstore is located within the union/student center. In addition, the Skyfactor analysis compares LSC’s results to Carnegie schools and to all of the institutions who participated in the survey that year. Through this survey, the LSC gains insight into trends, identifies areas for improvement, and is able to assess the value of allocating resources to specific initiatives. Satisfaction with the LSC by students is, in general, high.

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 the LSC’s performance during the 2012-2013, 2014-2015 and 2015-2016 academic years. No survey was administered during 2011-2012 or 2013-2014 when renovations were taking place.

#	Factor	2012 – 2013		2015 - 2016		2014 - 2015	
		Mean	Rank	Mean	Rank	Mean	Rank
1	Publicizes the union and promotes campus	4.88	6/7	5.1	4/7	5.04	2/7
2	College union has a positive environment	5.31	1/7	5.89	2/7	5.91	1/7
3	College union is student oriented	5.65	4/7	5.85	3/7	5.74	2/7

4	College union is a source of entertainment	5.23	6/7	5.46	5/7	5.35	3/7
5	College union enhances life and leadership	4.25	6/7	4.33	3/7	4.31	1/7
6	Union food variety, quality, and price	4.79	2/7	5.01	2/7	4.97	1/7
7	Aspects of dining service	5.29	4/7	5.59	2/7	5.49	1/7
8	Bookstore staff	5.83	1/7	5.89	1/7	5.87	2/7
9	Bookstore items variety and price	4.25	2/7	4.11	5/7	4.15	3/7
10	Union cleanliness	5.74	6/7	6.21	1/7	6.15	1/7
11	Union staff	5.55	4/7	5.68	1/7	5.55	2/7
12	Overall program effectiveness	4.49	6/7	4.76	3/7	4.55	2/7

**The select six schools differ each year. Due to this, rankings will not provide an accurate representation of trends.*

Daily Traffic Count

The daily traffic count provides the LSC with a number of indicators related to building usage. Traffic counts provide the LSC with an understanding of frequently used entrances/exits, most heavy hours of traffic and days of the week the LSC is most frequented. Understanding these trends provides important insights for building operations to ensure adequate staffing and supplies. Prior to the renovations, less sophisticated trackers were located throughout the building. New sensors, utilizing more sophisticated technology have been placed on a greater number of entries allowing for more accurate door counts. However, some doors still do not have sensors which may explain some of the discrepancies between daily entry and exit door counts.

Door count numbers indicate the entry point from the East Plaza is the busiest LSC entrance. The North and South entrances are also busy likely due to commuter services as well as the entry from the great green where students from the residence halls likely enter. ASCSU and the “wormhole” between the SDPS office are the most lightly used entrances. The hours between 10:00 – 2:00 are the busiest for the LSC and Wednesday is the busiest day of the week. Door counts allow the building to anticipate other trends regarding building usage such as building use during bad weather or conferences; both which increase building traffic and food court usage. Additionally the Bookstore brings in a large amount of traffic at the beginning of each semester. While the traffic is slow during the summer session, conferences and orientations increase door count numbers later in the summer.

Quality of Work Life Survey

The Quality of Work Life survey helps to inform supervisors of the ways in which student employees perceive the work environment. Results assist supervisors in preparing for staff trainings and making improvements to work environment for students. Students also respond in qualitative terms, allowing supervisors to gain a deeper understanding of unit/office culture and behavior, allowing for more intentional improvements to student employee satisfaction. For more information on recent survey results, please refer to Part I. B.3.a – B.3.c., Quality of the Work Environment.

Financial Performance Indicators

The LSC has met or exceeded budget expectations in recent years. In 2001-02, the LSC budgeted and made their first deposit to reserve with a \$20,000 contribution. Since that first deposit, the LSC reserve grew to \$6,000,000 prior to the renovation and the LSC has transferred another \$3,000,000 since the renovation. Over \$6,900,000 of reserves were used to fund the renovation. The reserve funds available as of the end of fiscal year 2016 was over \$2,200,000. The growth of these funds demonstrates the importance of developing our understanding of student engagement and success through assessment practices to assist in the establishment of practices to support LSC goals.

Governing Board Feedback

The LSCGB is committed to developing and reviewing the operation and the use of the Lory Student Center including, but not limited to, regulations affecting students, faculty, staff, alumni, and guests using the facility. Such policies will enhance the educational environment of the campus community by supporting activities that promote intellectual, social, cultural, recreational, and personal development. To support this mission, the Executive Director meets regularly with the LSCGB to elicit feedback on LSC and other campus initiatives that impact the LSC. The LSCGB also regularly engages in discussions and assessment practices with their peers to better understand the successes and areas for improvement as seen through the students' perspective.

Program and Services Partnerships and Attendance

Campus Activities robust programming, often made possible through campus and community partnerships, demonstrates the LSC's commitment to engaging students through variety of programs held throughout the year. The types of programs offered are driven by both the partnering organizations' interests as well as the interests of the students. Programs through Campus Activities see 25,000 to 30,000 attendees a year, with up to 10,000 of those attendees at RamFest alone. As a fee funded area, these numbers are used to affirm the value of Campus Activities programming and the need for continued funding. Additionally, Campus Activities' goal is to make fifty thousand dollars per year to put towards programming through their partnerships and ticket sales.

ASCSU Student Fee Trends Satisfaction Survey

The Associated Students of Colorado State University (ASCSU) conducts an annual survey to assess students' attitudes toward student fee areas. During Spring Semester 2016, the survey response rate was 13 percent, with 74 percent of respondents identified as undergraduates and 90 percent indicated taking six or more credits. Students gave feedback regarding 18 different fee areas. Specifically, feedback included the degree to which students use the area, satisfaction with fee area, and willingness to increase or decrease fees. Further, 85 percent of respondents indicated benefiting from the Lory Student Center at least once or a few times during the semester. Of the 85 percent who benefited from the LSC, 60 percent indicated satisfaction with the current level of service and 28 percent of respondents indicated being very satisfied with the services provided. These findings, in part, supply information to members of the Student Fee Review Board during the process of allocating student fees.

Student Achievements and Persistence

The following are indicators of student achievements and persistence related to the Lory Student Center programs and services.

Identification of Student Employee Learning Outcomes: Student Employment Learning Outcomes were initially established in 2013-2014. Utilizing CAS Standards, Learning Reconsidered 2, and student focus groups, a set of eight learning outcomes were developed. The identified outcomes included: Leadership, Community Engagement, Ethics, Intellectual Development, Interpersonal Competence, Intrapersonal Competence, Multicultural Competence, and Practical Competence. These outcomes have guided many programs and services including the REAL workshops organized by the SLiCE Office, and continue to serve as guidelines for the further development of engagement for student employees in the LSC. The most recent iterations of the LSC student employee learning outcomes have been rearticulated to utilize language consistent with National Association of Colleges and Employers (NACE) and Project CEO - a research project focused on student perceptions of skill development and attainment. New outcomes include the following: leadership through teamwork, intercultural fluency, decision making and problem solving, workflow planning, communication, and career-specific knowledge.

Lory Student Center Graduating Student Employees: The percentage of graduating LSC student employees has remained constant, hovering around 25% of the total number of LSC student employees. Though outside of the scope this review, the 2017 celebration recognized 180 graduating student employees out of a total of 560. This marks a seven percent increase from previous years, putting the graduation rate at 32%. This indicates not only an overall increase in graduating student employees, but more importantly demonstrates the success of the LSC in supporting students in their development and seeing students through to graduation. Better understanding the student employee experience should be a goal for the coming review. Utilization of exit interviews and surveys could serve as an excellent source of information on students' learning and development throughout their employment in the LSC.

Student Persistence: While we do not have specific data connecting our programs to students' persistence, we have many indicators that report students feeling connected to the programs and services. Research indicates that students who feel more connected to the campus community are more likely to graduate. To this end, we can infer that programs and services offered by the LSC are positively connected to student persistence at Colorado State University.

Program Achievements and Recognition

It should be noted there are program achievements and recognitions within LSC areas that fall outside of the scope of this program review. Student Leadership, Involvement and Community Engagement; Dining Services; and the Bookstore, while under the umbrella of the LSC, coordinate program reviews independent from the general LSC program review. Program achievements and recognitions within the scope of this review are listed in Part I., B.2.c Awards.

Goal Attainment Successes and Challenges

The LSC's physical location contributes to its success as the center of student life for the University community. Renovations yielded positive results as the LSC has seen an increase in utilization beyond the rate of increase in total enrollment. In addition, a competent and dedicated professional and student staff of approximately 700 have contributed to the attainment of numerous goals throughout the past five years, noted in both annual reports and Part II of this review. The LSC continues to demonstrate intentional and deliberate support of the University strategic goals and mission through the development of annual goals. LSC staff and the LSCGB have been consistently strategic in planning efforts for the future, and there is much to be proud of in the more than 55-year history of the LSC.

The establishment of the APE committee in December 2014 demonstrates the LSC's collective efforts in gathering, analyzing, and disseminating assessment related to programs and services in the LSC. In 2015 and 2016, the committee published a report for the purpose of serving as a reference, offering units within the LSC a snapshot of students' perceptions of the LSC. The annual report offers an overview of various assessment strategies throughout units within the LSC. These reports exhibit 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.

Similar to the Quality of Work Life Survey for student employees, a career staff survey enables supervisors to make changes to the work environment such that employees have the tools to meet performance goals of the employee and unit. The biennial use of this survey has provided important insights into the overall experience of career staff in the LSC and up to this point, survey data can be used to demonstrate successes of the LSC as outlined in Part I. B.3.a – B.3.c, Quality of the Work Environment.

B.3.a SITE VISIT LOCATIONS

During 2016-2017, staff from all areas of the LSC visited college unions around the nation as part of the LSC Program Review process, and in order to gain insight on how institutions are operating their unions. Institutions selected allowed for delegations to focus on specific areas of interests, depending on the expertise offered at each institution. Additionally, with the opening of the new on-campus stadium in Fall 2017, select visits were focused on the how unions manage and interact with the "game day experience." In order to maintain anonymity of the institutions visited, ideas are presented in general categories of interests in no particular order. The following includes a list of the names and mission statements of the institutions visited during this program review cycle:

- Boise State University – The Boise State University Student Union serves as the center for campus life, providing educational, cultural, social, recreational, and leadership programs and services that are integral to the academic experience.
- California State University, Long Beach – Committed to the principle of student self-determination in the shared governance of the university, the Associated Students of CSULB seeks to facilitate the achievement of students' educational objectives and life goals through programs, services, and facilities that advocate student needs and interests, compel student representation in campus decision making and provide students with resources that they identify as necessary for their intellectual, social, and physical development.

- California State University, Northridge – The mission of the University Student Union is to foster the achievement of students’ educational goals by facilitating a strong connection between students and their campus community. We are an engaging and energetic campus program that develops students through inclusive activities, meaningful employment opportunities, leadership experiences, and innovative technologies, facilities, and services.
- The Ohio State University – As a landmark facility honoring university tradition, the Ohio Union provides a welcoming environment for the Ohio State community and guests. Our Events team creates memorable experiences and provides excellent guest services with a focus on student learning and development.
- Oklahoma State University – The Student Union organization is a comprehensive system of diverse people, services, program and facilities that enrich the intellectual, cultural and social well-being of the OSU student and campus community.
- University of Colorado – The University Memorial Center is CU’s student union and a living memorial honoring the service and sacrifice of Colorado veterans. As the heart of campus we support academic success by providing opportunities for student involvement, leadership development and entertainment in a welcoming and inclusive environment. We value diversity, sustainability, engaging with the community, and quality facilities and services as an auxiliary department in collaboration with CU Student Government and the DSA.
- University of Minnesota – Student Unions & Activities provides a place with convenient services for a diverse community to get involved, experience events, and develop skills to enhance the social, educational, and cultural environment of the University of Minnesota.
- University of Texas, San Antonio – We are committed to enhancing student life, providing services for the convenience of the campus community, facilitating successful programs and social interaction, and creating opportunities for fostering an engaged community. We contribute directly to the educational mission of the University by encouraging participation in educational, cultural, and recreational activities, and by offering opportunities for personal and professional development.
- University of Utah – The A. Ray Olpin Union is the community center of campus that complements the academic mission of the University. The Union cultivates an environment that serves students by providing social, cultural, leadership, and co-curricular opportunities. The Union values diversity and promotes a safe and welcoming atmosphere where students are inspired to realize their potential.

B.3.b Site Visit Categories of Interest

Game Day Experience

Parking

- The Union has use of the parking garage across the union, however, it closes for stadium parking six hours before the game.

- Parking around the stadium is closed at 6:00a.m. on game day. Stadium parking starts allowing game day parking around six hours before game time.
- Advice: do not allow reserved spaces.
- The re-park program is an accepted expectation of those students with cars in the residence halls.

Alcohol and Campus Officials

- Union staff serves as 21 and over ID checkers.
- Students and fans are permitted to purchase two beverages at a time.
- Campus police handles any general fan issues at games.
- University officials are present in the tailgate and student seating areas.
- Does not have a detox area set up at the games.
- No university policy that prohibits alcohol on campus.
- Alcohol sales are contracted.
- Alcohol is allowed during home football games and is justified by the stadium off-site professional.
- Students have specific tailgating areas and sufficient parking.
- Alcohol use in tailgating areas is handled by parking police.
- Alcohol cannot be carried from one tailgating area to another.
- No alcohol sales are allowed in the stadium; patrons can leave at half-time and re-enter the stadium; however, this creates problems and would recommend changing policy to not allow re-entry.
- No university officials are visible in the student seating areas.
- Alcohol is prohibited on campus, but in conjunction with the city, “the 10 to 10” zone allows fans to legally include alcohol in their tailgates. This allows officers to focus on other more pressing issues.
- Alcohol is only allowed in opaque cups in “the 10 to 10” zone on game days; glass and beer cans are prohibited.
- Many student tailgates have moved off-campus, given new parameters.
- People can carry alcohol from one tailgate area to another unless they are creating problems.

Game Day Programming

- Union is open on game days and serves as the stadium evacuation facility.
- No bookings are made and no events are held on game days; all festivities are held at the stadium or around the stadium.
- Thursday and Friday games are scheduled three years out. They know in advance about the football schedule. This helps with the master calendar and booking other events.
- Union gets a lot of foot traffic and retail is good after the games for about 30 to 40 minutes.
- Schedule other events at the union but it will depend on game time. They do not do intentional programming.
- Union hosts team meals and media meals.
- Student groups can still book at the union and they are given the disclaimer about parking.
- If there is announcement that there is an impromptu game day:
 - Have guidelines on how to handle game days and moving events.
 - Always give the notice that there is potential of Thursday and Friday night games

- when scheduling events on those days.
 - Thursday night games they get six to eight months notice.
 - Friday night games they get very little notice, maybe 10 days.
 - Do not charge the other clients for the move because of game days.
 - Try not to bump if possible.
 - Always give the disclaimer about parking.
- No specific game day experience activities are offered for student tailgating.
- Ford Fan Zone was the only program indicated that was for students, but this program is located at an entry gate and not directed specifically at students.

Programs and Amenities

- Large, prominent bookstore run by Follett.
- Amenities include: charging stations, study rooms, free refreshments (ice tea, lemonade, hot chocolate), ballrooms, theater, game room (billiards, air hockey, foosball, ping pong, board games, video games, and more).
- Dining: Chili's Too, Subway, Chick-fil-A, Papa John's, Starbucks, Panda Express, Mooyah, Taco Taco Café, Burger King, and more; all dining options are franchises.
- Services: Frost Bank, Rios Golden Cut Salons, Campus Technology Store, UPS Store, Student Run Campus Store, Princeton Review.
- Offices: Career Center, Fraternity & Sorority Life, Honors Alliance, Programming Board, Special Events Center, Student Activities, Student Center for Community Engagement & Inclusion, Student Conduct & Community Standards, Student Government Association, University Ambassadors, Volunteer Organization Involving Community Education and Service (VOICES).
- Catering services are contracted through Aramark.
- Dedicated space in University Center for food pantry.
- Pride themselves on most robust student-led programming efforts on campus.
- Inclusion Center that is identity-based exists on second floor of University Center.
- Union-operated bookstore, retail dining partners, self-operated retail dining, Amazon store partnership. Separate buildings for some retail dining including a restaurant similar to Aspen Grille in terms of scope (not necessarily a classroom), multiple convenience stores, separate Amazon partner operation, and Union.
- Bookstore run by Follett with an active Freudian Sip coffee shop in the store.
- Game room with pool tables, table tennis, computer workstations, large television, and high-top tables throughout the space is utilized mostly in the evenings. Student staff check out equipment.
- Reflection rooms were open access with door knob occupancy signs, similar to the LSC family restroom. An all-tile, no-toilet ablution room was located adjacent to the reflection rooms.
- Oasis is a recently-opened wellness space with comfortable furniture, and water fountain wall dividing the front desk from a nap room immediately behind with multiple nap pods. The union has partnered with the campus health center to offer a satellite location for acupuncture, massage, and other wellness services available for students.

- Immediately outside of the space is a serenity garden. This outdoor space is divided by a removable fence from the union swimming pool, removed during big events to create larger event space.
- All artwork in the union is created by students.
- The union used a variety of styles of well-placed comfortable furniture and study tables.
- Food pantry is provided within the union. Students are required to check-in in a room adjacent to the pantry, and are allowed no more than five goods per visit, on three days a week. Students are also allowed to donate one meal of their meal plan to other students.
- Amazon store was in a busy location. Parking Services created two new parking spots for staff/students to access the store. Two other spots in a publicly accessible lot are available for non-affiliated patrons to access the store.
- Cardboard recycling is provided in the store in a large bin near the entrance/exit.
- The union maintains a large reflection room that is open to all. They have an adjacent restroom/ablution space, but the key to this room must be checked out from their information desk.
- Spaces were specifically designed and designated for specific organizations, but were not being used by their intended constituency. The spaces have been converted to general use spaces.
- Technology store is located within bookstore.
- Coffee shop integrated into bookstore that creates an atmosphere welcoming to pedestrian traffic.
- Active computer lab with free printing is the most popular feature – students are allowed to print 20 pages per day for free.

Space / Layout

- Student union utilizes three separate, connected buildings.
- University Center had large bean bags plotted in different parts of union for students and guests. Director spoke of high utilization and student need for more comfortable seating. Furniture in union will be updated in the coming year.
- Furniture will be updated in the near future with more modernity and utility.
- Interior banners and usage of school colors and mission, vision, values of the union were used throughout the building.
- Art in building is all local to the area.
- Ballroom can hold 1,000 people and can be separated into two individual spaces.
- Offices were dark and low key, as was the inside of the bookstore and some dining venues.
- Bookstore was impressive as the center ceiling height used both levels of the two-story venue.
- New recreation center constructed in early 2010s, is immediately adjacent to union buildings. This draws a significant crowd on a nightly basis which directly impacts the traffic counts throughout the union during the evening hours. There is a stark contrast in current traffic counts when compared to pre-recreation center days.

Employees

- University Center Advisory Council

- Comprised of nine students and two faculty members
- Dean of Students, Director of University Center, Senior Associate Director of University Center, and one other full-time staff member serve as ex-officio members
- 35 full-time career staff for University Center
- 200 student employees in University Center / 35-40 student managers
 - All receive a University Center polo from Director's Office
- Student Training
 - Two full days in August with all student employees, followed by two to three day separate individual office trainings
 - Collaborative training that include Rec Center, University Center, ResLife
 - Refresher training in the spring
 - Discuss seven skills and learning outcomes from beginning and throughout for student employees
 - Move away from simply a work-study job to a real job
 - Exit interviews for all student employees
 - Turnover rate of roughly 30 students a year
- Student Life managed by student affairs entity, while the Union is under facilities management.
- Student Activities Board includes 170 members and 12 execs
 - Students are not compensated. Participation is incentivized with a point system to award students such as autographed swag and other materials from performers, professional development, or recommendations for career
 - Members are only accepted in the fall
 - Board works with and reports to other bodies on campus
 - Council of student affairs manages student activities fee
- Union council advisory board, manages things like construction and renovation of buildings
- Marketing is broken into two factions: Bookstore and Retail Dining are run by a professional with four part-time students. Student Orgs and Services are handled in a separate office with two professionals and seven student staff.
- Total marketing staff for Union activity is three professionals and 11 student staff.
- Union has three IT, FTE staff and three student staff. They are responsible for server and application administration as well as desktop support.
- Marketing has six professional staff and 23 students. The office exclusively uses Macs in their operation. Students are assigned to workstations, and scheduled for workstations based on work hours.
- IT staff consists of three FTE, and no students
- IT is heavily focused on maintaining their own supporting IT infrastructure.
- Responsibilities for marketing include building signage, digital screens, client marketing, and printing for marketing.
- Marketing handles about 40 projects each month.
- Computer lab is managed by union IT staff, with a cadre of students.

Financials

- Student fee for financing, operating, maintaining, and improving University Center is \$10 per semester credit hour
- Leases and conferences (summer/throughout the year) generate money
- Starting student hourly rate is \$10
- Student Union works closely with Financial Aid and work study to hire student employees
- The union is interested in pursuing a student referenda on a fee increase to renovate the facilities. A vote two years ago for exactly this purpose failed, obtaining only 35% support from students.
- The union is currently working with student government to discuss the funding of a large-scale renovation to existing facilities.

Technology

- Digital displays leveraged throughout the recreation center and union spaces are managed by union marketing staff, with the web person being responsible for developing and updating content.
- Student union uses an open source, community supported system, Rise, that includes a robust library of content options.
- Only two of the union screens were touch-enabled.
- Most screens were 60" or bigger. This led to a great deal more content being available for display, though some of the smaller text was more difficult to read when viewed from up close.
- Union IT are responsible for acquisition of network equipment and patching.
- EMS is leveraged for space scheduling in the union. The union has their own database instance for EMS, which predates the campus central instance.
- Union is considering using EMS Glance or 7PointOps for room schedulers, but have not yet arrived at a solution.
- Marketing operation is using BaseCamp for project management. Preparing to upgrade to BaseCamp 3,
- Associated Students runs a separate, campus-wide display system. Union marketing partially leverages that system for broader digital messaging, as well as utilizing yard signs throughout campus to advertise events.
- ID card system (Blackboard) provide declining balance functionality in the Bookstore, dining outlets, and for residence hall meal plans.
- Happy with Blackboard; rarely utilizing their support contract.
- Tapingo is used for mobile ordering. This system is in fairly wide use.
- Menu display platform is called "Enplug".
- Digital displays throughout the union are leveraging the Four Winds platform. Care was taken to mimic the feel of an iOS device on the screen so it felt more like an interactive touchscreen interface. This has received positive feedback and increased usage of the displays.
- Cell phone coverage in the union is lacking on all floors. They are beginning to address this with a third-party consultant, which may be cost prohibitive.
- The union is purchasing all-in-one PCs from Dell at a cost of around \$1100 per device, not counting the cost of additional monitors.

- Utilizing an infrared shelf tag system for most price displays in the store with an up-front investment of \$100k, in 2014. Bookstore director indicates they have made their money back in the intervening three years since this system went live.

Additional Information and Insights

- Proud of their social media presence; engaged on multiple platforms
- Sustainability is important and on their mind; becoming a more ‘green’ facility
- Achieve student success through intentional assessment and feedback
- No alcohol sales in University Center
- Strong focus on assessment, utilizing Skyfactor and Qualtrics
- Collegiate Link for co-curricular transcripts and learning outcomes
- Looking for more ways to engage alumni as there seems to be a lack of donations

C. CHANGES TO DEPARTMENTAL OPERATIONS

C.1 Efforts and Progress Meeting Action Plan Goals from previous recommendations

The following outlines strategies set in place during the last program review cycle. These strategies are in direct alignment with the DSA strategic goals. Outcomes are included within each section to address the efforts and progress made in meeting action plan goals.

Goal #1 - Assure excellence in academic programs

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

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

Assessment Metric: Number of shows and attendance

Leadership: Campus Activities, LSC Arts Program

Timeline: Ongoing

Outcome: The LSC Arts Program has continued to work with academic departments on campus to enhance the Lory Student Center program and the arts across campus. The Curfman has served as a host for the Art & Science Exhibition in 2010, 2011, 2015, and 2017. No program was held in 2013 due to the renovations. This is a partnership between the Art Department, the College of Natural Sciences and the LSC Arts Program. The Curfman has also served as an exhibition location for the Colorado International Invitations Poster Exhibit, partnering with the Art Department. These two programs are each held on an alternating biennial basis allowing for students and staff in the Arts Program to have greater control over what is exhibited in the galleries. With additional time between programs, more new art pieces fitting the theme are created, improving the overall quality of the program. Additionally, the LSC Arts Program has partnered with Dr. Emily Moore in the Art Department to work on exhibitions for the Duhesa Gallery and visiting artists have presented to classes in the Art Department while their work was in the Curfman or Duhesa Gallery.

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

Assessment Metric: Workshop course being taught and student evaluations

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

Timeline: Ongoing

Outcome: The Advising Student Organizations workshop was first offered in the spring of 2016 and is offered every other spring. The workshop covers current and historical group advising theories, integrates concepts of decision making and conflict management in effective group advising, evaluates approaches to establishing effective group dynamics, synthesizes theory and practice in the “art of advising” groups, and assists students in evaluating styles of group advising in an effort to develop a personal advising style.

Leadership and volunteerism was first offered in the Fall 2010 and is offered every other fall. The workshop has been taught by LSC staff members and covers basic leadership/service theories as well as the ethics of service and leadership. The course is overlaid with discussions about identity and how that impacts notions of service and leadership.

An outline and syllabus were developed for a Union workshop; however, the course was not offered due to lack of enrollment.

Goal Two - Create distinctive undergraduate experiences

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

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

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

Leadership: Lory Student Center

Timeline: Ongoing

Outcome: The Lory Student Center continues to provide an array of experiential learning opportunities through the employment of nearly 600 student employees. This is an increase of 100 positions offered in the LSC since the last program review. Student learning and engagement opportunities will continue to be provided to student employees as they are integral to the mission of the LSC. While there have not been concerted efforts to develop internship programs, the LSC provides internship opportunities by request from other departments. For example, the LSC has provided internship opportunities for student athletes to engage in internship opportunities with the LSC as a requirement of their student athlete experience.

Strategy: Increase participation among Lory Student Center student employees in the REAL Experience.

Assessment Metric: Number of participants

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

Timeline: Ongoing

Outcome: In 2015, REAL workshops were revamped from a multi-year workshop to a more accessible drop-in style workshop. This new model provides multiple ways in which students can engage in the program and allows for a greater number of students to “graduate” from the

program. While the numbers below do not indicate an increased number of participants in REAL, the program is being re-envisioned to increase participation. Workshop themes are being carefully considered to more closely align with LSC Student Employee Learning Outcomes and the addition of REAL workshops geared specifically towards the student employee experience are also being considered as an addition to the program.

Year	No. of Workshops	No. of Topics	Total Participants	Total Graduates
2015	20	10	206	28
2016	22	11	153	23

Goal Three - Expose students to diverse cultures

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

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

Assessment Metric: Number of programs, attendance, attendee satisfaction

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

Timeline: Ongoing

Outcome: Student Leadership, Involvement & Community Engagement has a number of long-standing programs that are currently more focused on intentionally engaging students in discussions and ideas on social justice. CSUnity and Cans Around the Oval serve as two relevant examples of programs that the office seeks to provide students with an opportunity to go beyond simply doing acts of service, to connect with social justice impacts of the programs. Additionally, SLiCE’s pilot program Social Justice Conversations was created to engage students in an event series that promotes critical dialogue and reflection around multiple social justice issues. During Spring 2017, this program successfully supported the above strategy by offering 13 conversations with 187 participants.

RamEvents mission is to provide diverse and affordable events that both entertain and enrich the Colorado State University experience. RamEvents provides a variety of opportunities for students to engage with social justice issues, acknowledging that students are entering events at different levels of experience and background knowledge. In the 2016-2017 academic year, RamEvents produced 2 comedy shows, 5 concerts, 16 films, 11 lectures, 6 performing arts events, 22 special events, 9 passive special events, and served 24,995 participants. Additionally, LSC Arts hosted two exhibitions in the Duhesa Gallery, which exhibits exclusively Native American artists, to raise cultural awareness of an underrepresented population. In total, Campus Activities hosted more than 100 events in the 2016-2017 academic year. Campus Activities continues to collaborate with campus and community partners to host large scale programs and events to support the strategy outlined above.

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

Assessment Metric: See actual increase in budgeting over three years

Leadership: Campus Activities

Timeline: Spring 2013

Outcome: For the period of FY11-FY14, the amount available for programming went up only 3%. While initially established to measure growth of funds to support diverse programming, there may be other measurements of success that would provide more valuable insight into the development and funding of programs focused on diversity and social justice.

Goal Four – Integrate academic and co-curricular experiences

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

n/a

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

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

Assessment Metric: Comparison to peer institutions, satisfaction survey, development of strategies and programmatic interventions based on data

Leadership: LSC Marketing and Administration

Timeline: Annual

Outcome: Annual Skyfactor (formerly EBI) surveys were conducted in 2012–2013, 2014–2015 and 2015–2016. The data gained through the administration of Skyfactor offers a snapshot of the ways in which students perceive various aspects of the Lory Student Center. From this data, career staff recognized high-performing factors such as 'Union Cleanliness' and 'Union Staff'. The data also enabled critical examination by staff of those factors that are under-performing such as "College Union Enhances Life and Leadership" and "Publicizes the Union and Promotes Campus". The APE committee has taken on the charge of implementing the assessment tool, interpreting the results, and disseminating results through the units within the LSC. To date complimentary assessments have not yet been developed, however, the on-boarding of the new Lory Student Center Assessment Coordinator allows for more concerted efforts in meeting the LSC's goals around assessment practices. The Assessment Coordinator for the LSC will implement assessment strategies throughout the year in addition to Skyfactor as a way of ensuring quality and improvement of programs, services, and facilities. See Skyfactor Benchmarking in the Part II. B.1.a., Student Satisfaction and Other Program Feedback.

Strategy: Complete Phase II of the LSC 20-Year Master Plan, complete Theatre renovation by March 2012 (Phase2A), initiate Phase 2 (approximately \$65 million) by Fall 2015 to LEED-certification.

Assessment Metric: Completion of projects, on time and within budget

Leadership: LSC Administration

Timeline: Noted above

Outcome: The LSC Theatre completed its \$6m renovation project in May of 2012 and a grand opening took place in the fall of 2012, coinciding with the LSC's 50th anniversary celebration. The theatre hosted a Graduation Concert, the Division of Student Affairs Awards & Recognition Event, and Summer Preview. The newly renovated theatre provides a state-of-the-art retractable seating system capable of seating 500. The seats can be removed to provide room for up to 900 standing or ballroom space. The renovated theatre provides new functional space for a variety of events that would have been restricted to the ballrooms. Additionally, the venue boasts wood walls reminiscent of Colorado's mountainscape and an open lobby with a view of the Sutherland Community Garden. The space received Gold LEED-certification in January of 2013.

Strategy: Auxiliary units will explore ways to streamline costs, eliminate service duplication, and foster collaboration among units in order to reduce costs, increase revenue streams, and improve services.

Assessment Metric: Cost/benefit analysis

Leadership: Auxiliary Service Units

Timeline: Ongoing

Outcome: From FY11 to FY16, general expense support from the LSC to the University increased from \$2,436,202 to \$2,886,095, or 18.5% (see Appendix D). Of note is the LSC's General and Administrative (G&A) support provided to the University, which increased from \$1,249,644 to \$1,357,500 over the five-year period. Efficiencies in shared services are best observed in the LSC's support for DSA initiatives and services, which increased from \$422,580 in FY11 to \$507,595 in FY16. These centralized and shared services include marketing, assessment, information technology support, orientation, and general programmatic support, of which all four DSA Auxiliaries support in increasing efficiencies and reducing duplication of services across the DSA.

Strategy: Develop campus-wide process regarding new venue development.

Assessment Metric: Process defined

Leadership: LSC, Facilities, and Administration

Timeline: Ongoing

Outcome: September 21, 2012, the CSU Policy: Food Sales and Concessions was put into effect to ensure the safety of food supplies on campus. Business units charged with the primary responsibility for providing food services are required to enforce this policy. New food service operations must be reviewed and approved for development by the Executive Director of Housing and Dining Services, the Executive Director of the Lory Student Center, and the Vice President for University Operations. The current policy was revised on October 12, 2015 (see Appendix E).

Strategy: Ensure that one percent of the overall budget is spent on art during the LSC Renovation. Ensure the LSC Arts Program and all galleries are highly recognizable to people in the LSC.

Assessment Metric: Seek student and community input on the location and design of the Curfman Gallery.

Leadership: Lory Student Center, LSC Arts Program

Timeline: Summer 2011-Spring 2015

Outcome: Opportunities for student and community input for the location and design of the Curfman Gallery were offered throughout the design charrette process. While changes to gallery locations, structures, and branding happened in the renovation, the budget percentage spent is difficult to identify. Gallery artwork along with storytelling elements continue to be installed in various locations throughout the building. Architecture and art have become one in the renovation. In some instances, pieces of art have become part of the overall design such as a tree cut down during renovations that was subsequently turned into the mantel in the Diane Warren Kindness Lounge.

Strategy: Continue stewardship of the Facilities Improvement budget.

Assessment Metric: Yearly budget total approximately \$300,000

Leadership: LSC Management Team

Timeline: Ongoing

Outcome: Upcoming building improvements are reviewed twice per year by the Director of Operations, Executive Director, Director of Dining and Business Services and the Manager of Business Services. This facilities improvement plan allows for the LSC to plan ahead by understanding the needs of the various areas related to capital improvements. The budget for this continues to grow to appropriately sustain building needs with the 16-17 academic year utilizing a \$395,000 Facility Improvement Budget.

C.2 Emerging Needs and Responses to Environmental Change

The following details notes taken from the program review feedback sessions held in the months of October and November, 2017, at the conclusion of the CAS review process. In addition to providing affirmation for the recommendations developed by the CAS review committee, the feedback sessions provided insights into other areas of focus to be considered in the articulation of the final draft of recommendations. Questions regarding what the LSC does well and what the LSC could do better drove the conversations within the feedback sessions.

What does the LSC do well?

- Safe environment; building is easy to access; transportation is a plus
- LCD screens are great
- Building has a nice warm feeling; a place of refuge from the cold in the winter
- There are a wide range of people in the building
- Love the windows and light and the grassy area, chairs, and tables in the sculpture garden
- Look for places to relax and takes advantage of meditation rooms
- Curious about next renovations; any parking garages in the plan
- University Club, sit in the lounge area but don't partake in the food; money is the biggest factor
- Like the food venues
- Many people involved in the building – if we have a problem with something, we call and someone is there to fix it
- Welcoming
- Providing for students

- A center where we are inclusive; somewhere where people feel they are coming to learn; heart of the campus; where people find their center, come to study, etc.
- Keep the rooms clean for people; people feel like they are home; see the differences between other buildings; reflects on how we treat the students
- Customer service; employees in every department help people feel welcome; walking people to where they need to go instead of just pointing it out
- Friendly; stop to help people; elevators are difficult to navigate but people are willing to stop what they are doing and help out
- No man is an island; getting help from others in ways that do not pertain to their role; a group effort; makes our job a little easier
- Safety as a priority for parents; one parent said their family felt safe after being welcomed by the staff; an honor to be able to help families feel safe
- Seems like there is a lot more culture here at the university than when I started. A good feeling to know we aren't going to be just strictly white. I learn from the variety of people who come through the LSC.
- Great how many students we have working here. It's a good experience for them.
- We have good workers. The students are really good.
- I like being able to have conversations with people from all over the world.
- Like it best when we have the help we need. We struggle because we don't always have the energy to do the best we can do. It's not our best.
- Changes to the new building are exciting. There is always something going on.
- Glad to hear that my voice will be heard when considering building renovations on the north end.
- I like the flexibility of working here. When you're sick and need time off, there's flexibility.
- It's great when you throw the socials for employees. People do feel good about it. Need a little more incentive
- Happy to get the new break room.
- Onboarding going well
- Opportunities for students are outstanding – from jobs to training and activities
- Inter-departmental relationships – not hierarchical
- Beautiful building that we're intentional in taking care of – take much pride in the space
- Professional development is encouraged
- A central focus – everyone understands role of student union; don't pull in different directions; we understand, take pride in what we do
- As a large organization, we're nimble, flexible, and can change to respond
- When a student walks into the building, their needs are going to be met, be it administrative or just getting lunch
- Teamwork is an important value for us
- Bathrooms clean
- Physical space is well maintained, safe, clean even at 11:00 p.m.
- Students seem to want to meet up here; happy to use space – a welcoming environment
- Witness many positive student interactions – students empowered; strong connection to building; sense of pride; they care
- An affirming community; everyone is pretty open

- Can't think of any one area that's not utilized – see students everywhere; pretty neat to see
- Likes the story telling
- Likes the interior MOB set-up
- Range of events geared for different types of customers in a very wide range
- Utility of space is nice – likes that we see students studying – connection to academics is awesome
- Super clean! No trash ever – seen improvement in the last year or two
- Appreciate the whole person idea – an interview and open conversation
- Like the collaboration with our business partners and others
- A welcoming space – not an afterthought, but organized – a destination!
- Due to the great level of customer service – is everyday
- Information desk is a solid group of students – always positive.
- As a student, the LSC is great at creating a comfortable and welcoming environment. I can say I spend most of my time in the LSC. This is my favorite place on campus to spend time.
- Take care of our facility really well; work order system is good
- State-of-the-art equipment
- Really welcoming place – every office has a sign
- As a service area, we can turn to the other areas for support and guidance; a spirit of support
- Many physical things which reflect our inclusive values
- Always really good experiences with all services for programs – really pleasant
- Operations and facilities always there to help out, and also true for building managers – feel like I'm never alone
- Custodial staff are the unsung heroes of the building – cleaning up of our messes – kind souls – make a big difference
- Ops and custodial are part of why this is such a welcoming place; their contentment makes for a great end result – we really do this right
- A pleasant place to walk into
- Like the amount of space the LSC dedicates to art, variety of backgrounds that is inclusive
- Truly student-centered, with so many employees
- A classroom outside of a classroom
- Growth in technological development – in rooms, signage, etc. – growing with the times
- Appreciate trust that is given to students

What could the LSC do better?

- The night crew needs more help. There is a lot of work in this building. I like how there is a lot of stuff to do but the extra help is nice.
- I've never been a part of an educational culture. Going from a manufacturing culture, I don't know if I'm quite there yet about it. I think it's great. I think there are always things that can be improved/changed.
- Micromanaging - in manufacturing, I was told to do a job, you work within your parameters. Here there's more micromanaging and that's a bit frustrating. I don't always feel like there is trust in me doing my job. I feel like I have to fight to get the things I need. There's a feeling that I'm just not part of the group. I feel like I deserve a little bit more understanding - when I feel like I'm just not trustworthy.

- I see a lot of changes from when I got here. It was pretty laid back. Things are starting to get more organized and in order.
- Sometimes I have to cut corners and I don't like to do that, but I don't have the help I need. By the time a background check students already have a different job.
 - Frustrating when we get notes about things we didn't do.
 - Feels like you get defeated
- Difficult to find students for the night shift - they are looking for more money if they work on the night shift
- Could work to understand bigger picture
- Consistent in wearing name tags, in all departments!
- Once or twice a year for an all-staff meeting, state of the union address
- All student staff meeting as well! Would be valuable for them to see us all together (student employees especially)
- Highlight what students do in the building and the responsibility they have
- Greater awareness of and use of LSC newsletter
- Subsidizing things for employees – lunch and parking
- Increased bike parking
- Increase need for sharing in safety awareness and training
- More of people's stories who work in the LSC!
- Spend a day in someone else's work area – may learn to appreciate one another more
- Recreational opportunities for employees – kickball, social events, etc.
- People don't understand difference between SLiCE physical office and the Student Resource Center (need to increase signage; a person ultimately might be nice) – alternative break site leaders, etc.
- Inform students and others more about food bank and pantry
- Remodel north side of building!
- Wants to see story telling throughout the building
- Need for an LSC building tour map
- Tour for all employees (maybe even a virtual tour)
- New restaurant
- Shorter lines at the Food Court
- Temperature control in the Bookstore is an issue
- Communications (emails, surveys) from EPS are too much for regularly scheduled weekly meetings
- Started in night shift. By the time I got here everyone was gone. During the day, there are so many people. I would go around and ask people what we did. Maybe we could make some kind of online orientation? What departments do? Etc. -
- More visibility of Directors - students like it and positive feedback helps to keep people going
- Safety - homeless and transient people moving into the building once it starts getting cold. What are the plans for when we start seeing people staying in the building? Don't know what their intentions are. Even after calling the building manager, they keep on coming back - they have no purpose of being here.
- More staffing during colder months to support increased needs to respond to issues like this.

- Currently all staff members (security and building managers) are staying together while on duty; could be more effective to have them patrol separately
- Not following the same pattern every night so people can't learn the pattern and signal to others
- People opening doors and leave it open during hours when the building should be closed; people are coming in when the building - include in emergency response and safety about the importance of keeping doors closed
- Do we have more information on facilities that are available to us with the new health center? What is available for students in terms of medical assistance so we can support our clients? What about having a designated room in the LSC for someone who gets sick without warning?
- Training classes through CSU - in department trainings; effective teams, strength based leadership; how to better yourself when leading students; many trainings to better yourself - make sure people are aware of those options - in-service training opportunities
- Create LSC specific awards and allow for people to have input into the development of the awards
- Use the calendar system to create awareness of events that involve food to support students with food insecurities.
- External facing websites are difficult to navigate
- A fortress for the outside community to get to – parking a challenge
- Students in LSC are very informed; students in service partner areas don't get the larger picture of the LSC
- Need to understand how all in the LSC, service partners, etc. contribute to mission
- Signage for some restrooms is not obvious
- Need clarity on when CSU police will be in their office > posted hours
- Better label on the south elevator
- Need active shooter training
- Need for discussion of peaceful assembly policy for students
- Rewards and recognition – can do better for students and career staff – understanding what we can and can't do
- Need more representation on awards committee (relates to item 3c)
- Invoicing from room usage often isn't timely
- Allow for ten-hour days to reduce the amount of time people are taking for sick days or to run personal errands
- Training to support working with the students; social skills to work with the students;
- Principles of community - we want to have the freedom to make connections with students - understanding their cultures; self-advocacy is not part of their culture - rather than press them to assimilate, find ways to encourage their culture; don't want them to be shamed into feeling like they should be like "us"
- More staff - seems like everywhere they want to do more with less. More career staff.

- Increase in pay - hourly pay is going to make more than state-classified employees. Working in other places like Walmart, pays more...need to address immediate needs, less focus on future savings. Support retention.
- Can we increase the student pay to attract more student employees? Not getting international students like we used to.
- CSUPD - more presence in the LSC office
- Different trash cans - if we don't have the students or if we have a big party, it's a lot to take out both at one time.
- Get word out on what we do better
- Knowledge about what events are open to service partners
- Consideration of a mass emergency training for entire building
- Parking access is a challenge for use of the building – need to change perception that it's a challenge to get here
- Wayfinding for rooms is a challenge (much better since the remodel) (Grey Rock and Longs Peak are most challenging)
- Flea Market = sometimes a conflict with what else is offered (i.e. housing fair) – can OCL be looped into this? – 1st issue is competitive
- Improved communication across the LSC; still lots of silos – need to better connect between silos
- Need to find more opportunities to recognize staff for their exemplary work
- Hot water

PART III. Action Plan for Next Program Review Cycle

A.1 RECOMMENDATIONS AND PLANNED IMPROVEMENTS

From discussion on the above 13 parts, recommendations were placed into five broad categories. While there may be overlap across categories, this allows for greater conceptualization of actions needed to address items listed in the “opportunities for growth” within each of the 13 sections.

1. ASSESSMENT: Items listed in this section cover feedback, dissemination, and systems used in LSC assessment practices.

1.a.	Current Practice Description	Recommended Action Items
	The APE committee provides a forum to engage in the assessment of student development through learning outcomes, documenting evidence of its impact, and articulating the role it plays in student learning and success. Greater departmental involvement to understand and follow up on information gained	A feedback loop is needed to understand how assessment is being used. The APE committee should serve as a feedback loop to understand how APE report data has been used. In addition to committee members reporting information to their respective departments, feedback should be

	from assessment will assist departments in creating realistic action plans for continued improvement.	gathered from the department to inform and further assessment efforts.
	Responsible Administrator(s): Michael Marr, Amber Ramoz, and APE Committee Members Timeline:	

1.b.	Current Practice Description	Recommended Action Items
	<p>A yearly APE Committee report has been made available since the committee's inception at the end of 2014. How to ensure the practical application of information has been an ongoing discussion amongst committee members.</p> <p>The APE Committee report is distributed through email and through area directors. Committee representatives are also responsible for communicating APE report findings to respective areas. Considering more active methods of distributing and discussing report details within their respective areas can help support efforts of committee members (i.e., training the trainer).</p>	Consider alternate methods for disseminating APE reports and better utilizing committee members to help familiarize and relay information. This will create a more evenly distributed workload across the committee.
	Responsible Administrator(s): Michael Marr, Amber Ramoz, and APE Committee Members Timeline:	

1.c.	Current Practice Description	Recommended Action Items
	The APE committee synthesizes and reports on current assessments being done in the LSC. Understanding what, if any, other assessments are needed could provide a more well-rounded, assessment-based understanding of the LSC.	A systematic process for creating consistencies in assessment reporting should be considered to close the five-year gap for program review. Regular reporting through a system such as Campus Labs will reduce time spent on processing information to provide space for determining strategies for program improvements. Consider using APE committee for reporting information relevant to the program review.
	Responsible Administrator(s): Michael Marr and Mike Ellis Timeline:	

2. DISSEMINATION OF INFORMATION: This section includes items that relate specifically to how and where LSC career and student staff obtain important job and LSC-specific information.

2.a.	Current Practice Description	Recommended Action Items
	Currently, emergency and evacuation procedures are covered in New Student Employee Orientation for new student employees and in various other meetings and venues at inconsistent intervals.	Emergency information should be revisited once per semester by each area; considerations should also be made for more prominent placement of emergency procedure maps; and an individual designated to track staff members/plan for individuals who need assistance in an evacuation. This will ensure student and career staff understand their role as stewards of the building, supporting the safety of themselves, other staff, and customers.
Responsible Administrator(s): Tamene Abebe and Kathy Krell Timeline:		

2.b.	Current Practice Description	Recommended Action Items
	Helpful policies and procedures for staff are available online; however, information is difficult to keep updated and can also be difficult for individuals to find.	Create a webpage specifically for onboarding information, including but not limited to: building policies, nametags, emergency evacuation, copyright policy, ethical standards, etc. In order for information to remain current and correct, one person should be the point person who keeps Colab informed about information that needs to be updated. This should include both department-specific and building-wide information.
Responsible Administrator(s): Robert Peters, Jennifer Fisher, and Timeline		

2.c.	Current Practice Description	Recommended Action Items
	Students and staff not made aware of copyright laws can easily breach them in advertising and other public facing media.	"Advertising 101" should be used as a venue to teach copyright. Additionally, information should be included on new onboarding information webpage.
Responsible Administrator(s): Sarah Stephens and Donnyale Ambrosine Timeline:		

2.d.	Current Practice Description	Recommended Action Items
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	The current mission was adopted in 2000 and has not been regularly reviewed.	A regular schedule to review the mission of the LSC should be established. Following this schedule, the LSCGB should approve any updates or changes made to the mission.
Responsible Administrator(s): Mike Ellis		
Timeline:		

3. TRAINING AND DEVELOPMENT/COMMON EXPERIENCES: Items in this section include those that pertain to common, community building experiences and opportunities for consistent exchanges of information to support career and student staff.

3.a.	Current Practice Description	Recommended Action Items
	Current learning outcomes need to be updated utilizing language students can more easily identify with and use in the career context.	Utilizing program-specific assessments for the pilot student employee program (SHAPE) will provide important insights into the impact of Learning Outcomes on student development for LSC student employees.
Responsible Administrator(s): Pam Norris, Hermen Diaz, and Sarah Stephens		
Timeline:		

3.b.	Current Practice Description	Recommended Action Items
	New career staff do not have a common onboarding experience geared towards the LSC. CSU orientation does not engage employees in the same manner a LSC-focused orientation would. DSA created orientations will need to take into consideration the unique nature of the LSC.	Develop a one-page handout to address issues, questions, or concerns that might arise during the hiring and onboarding process, such as email and other system access. Use the basic structure of NSEO presentation to provide basic onboarding information for new career staff.
Responsible Administrator(s): Jennifer Fisher, Stephanie Tomasini, and Sarah Stephens		
Timeline:		

3.c.	Current Practice Description	Recommended Action Items
	There are limited venues/opportunities for career staff to be recognized, as much of the work done in the LSC does not meet the criteria for DSA awards.	Request that DSA include broader categories that will be more representative of the variety of functions within the LSC and other auxiliary units. Also, consider ways to recognize staff at other LSC staff events/through other methods.

Responsible Administrator(s): Mike Ellis
Timeline:

3.d.	Current Practice Description	Recommended Action Items
	New career staff receive orientations specific to the areas in which they work, but may not all receive the necessary information to help them feel connected to their role in the LSC and in the larger Fort Collins community.	Enhance partnerships with the City of Fort Collins and other on and off-campus entities to better support the diverse needs of incoming career staff. Utilize an LSC newsletter to highlight new staff, programs on campus and in Fort Collins, outstanding student employees, scholarships and research, staff who are being recognized with awards/published, etc.

Responsible Administrator(s): Donnyale Ambrosine
Timeline:

3.e.	Current Practice Description	Recommended Action Items
	The wide range and type of work being done in the LSC means that professionalism likely looks different across areas. Additionally, understanding unwritten rules and unspoken politics can be challenging for new employees to understand.	Create a committee of staff from various areas to discuss professionalism and what it means in the context of the LSC. Outlining professional dress and what it looks like for people working in various areas. Combining this committee topic with the recommended Principles of Community committee to create a committee focused on overall climate and organizational norms could create opportunities to address inclusivity from numerous angles for the variety of constituents making use of LSC programs and facilities. See Recommendation 4.b.

Responsible Administrator(s): Mike Ellis
Timeline:

4. DIVERSITY AND INCLUSION: Items in this section are intended to create an understanding of the staff experience to ensure an inclusive and welcoming atmosphere for people of all backgrounds in the LSC.

4.a.	Current Practice Description	Recommended Action Items
	Though some individuals opt to do exit interviews, information does not get filtered back to the LSC to provide understanding of job satisfaction beyond	New career staff can be made aware of opportunities for campus involvement/inclusion opportunities utilizing

	<p>the QoWLS. While QoWLS offers important insights into the student and career staff experience, there is a lack of understanding as to reasons why people leave. This information can help guide the LSC in providing new career staff with important resources to help them feel engaged and connected to the community to support the retention efforts.</p>	<p>various methods that break information into more easily digestible sections.</p> <p>Create a one-page information sheet that includes information about onboarding website, description of committees and other options for workplace involvement and other welcoming information.</p> <p>Various assessments should be utilized to understand staff experience through assessments.</p>
<p>Responsible Administrator(s): Jennifer Fisher and Stephanie Tomasini Timeline:</p>		

4.b.	Current Practice Description	Recommended Action Items
	<p>Newly posted Principles of Community serve as a starting point for discussions related to inclusive excellence.</p>	<p>Create a committee to discuss Principles of Community in the LSC to determine ways in which to include all career and student staff in the continued development of a culture of inclusive excellence.</p> <p>Combining this committee topic with the recommended Professionalism committee to create a committee focused on overall climate and organizational norms could create opportunities to address professionalism from numerous angles for the variety of constituents making use of LSC programs and facilities. See Recommendation 3.e.</p>
<p>Responsible Administrator(s): Donnyale Ambrosine and Signage Committee Timeline:</p>		

4.c.	Current Practice Description	Recommended Action Items
	<p>While much work has been done to address the able-bodied nature of signage around the LSC, efforts should be continued in this area.</p>	<p>Committee work should remain a priority to ensure the development and use of signage that considers the varying needs of individuals entering the building.</p>
<p>Responsible Administrator(s): Donnyale Ambrosine and Signage Committee Timeline: Ongoing</p>		

5. ORGANIZATIONAL STRUCTURE: This section includes items such as staffing needs, policies, and overall organizational structure of the LSC.

5.a.	Current Practice Description	Recommended Action Items
	While staffing needs are articulated in a variety of ways, there is a lack of understanding of how an area assesses their unique needs to request additional staffing needs.	Data should be used to better understand and support staffing needs; QoWLS, exit interviews, and other survey data can provide a clearer picture of staffing needs. Understanding how supervisors are utilizing assessments to create changes supported by assessment will be important in providing evidence for any staffing needs.
Responsible Administrator(s): Michael Marr, Mike Ellis, and LSC Directors Timeline:		

5.b.	Current Practice Description	Recommended Action Items
	Policies were reviewed comprehensively and voted in by the LSCGB in 2003 and many are in need of updates.	Areas should review their policy every two years in staggered intervals. The LSCGB should approve policy updates within the same year with approval dates to be updated with any policy changes or updates.
Responsible Administrator(s): Michael Marr and Mike Ellis Timeline:		

5.c.	Current Practice Description	Recommended Action Items
	The unique organizational structure of the LSC provides significant opportunities for engagement across a wide range of programs and services for students and career staff alike. Staff working in the LSC should know businesses and individuals operating within the building and how each contributes to the mission of the LSC.	Awareness of business structure and LSC “tenants” needs to be increased, affirming a need for opportunities that go beyond onboarding that move into common experiences for individuals working under the roof of the LSC. Finding simple and effective methods for breaking down silos should be a priority.
Responsible Administrator(s): Mike Ellis and Donnyale Ambrosine Timeline:		

5.d.	Current Practice Description	Recommended Action Items
	Amendment 70 increased the state minimum wage to \$9.30 per hour on January 1, 2017, after which it increases annually by \$0.90 per hour until it reaches \$12.00 per hour in 2020.	Planning ahead for the impact wage increases will have on budgets in addition to the competition with off-campus employers will help the LSC to continue to be a top choice for employment for CSU students.
Responsible Administrator(s): Robert Peters, Jennifer Fisher, and Directors Timeline:		

LSC STRATEGIC PLANS ASSOCIATED WITH DIVISION OF STUDENT AFFAIRS GOALS

The following outlines LSC goals were set in accordance with DSA strategic goals. While recommendations and action plans were established in this Program Review cycle through the CAS review process, attention will also be given to the following initiatives:

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

Provide excellent undergraduate and graduate curricular and co-curricular programs, consistent with the full potential of a residential research university, our land-grant mission, the strengths of our faculty and staff, and the needs of our global society.

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

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

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

Performance: Note: Gaye has already submitted a placeholder for RamLink. It currently states: "RamLink as a method for tracking co-curricular activities." We could leave it as is, or add "Utilize RamLink as an involvement portal for student organizations and University departments to both promote and track participation rates in co-curricular activities (including on-campus work experiences)."

Responsible Administrators: Gaye Digregorio, Pamela Norris, Hermen Diaz

Initiative/Action Plan: Develop an Involvement Peer Coaching program connecting students to meaningful involvement and service opportunities both on campus and in northern Colorado.

Dashboard Indicator: Identify student populations with low participation rates and target market this service to those populations. Develop baseline indicators based on 2016.

Performance: Increase overall student involvement.

Responsible Administrators: Pamela Norris, Jennifer Johnson

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

Initiative/Action Plans: Increase opportunities for students to participate in social justice workshops and expand awareness and understanding of the "Principles of Community."

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

Performance: Increase overall participation.

Responsible Administrators: Pamela Norris, Bruce Mann

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.

Goal/Objective: An increasing number of undergraduates will have had the opportunity to engage in high impact practices (HIPs) prior to graduation. More active/engaged learning in high-impact practices that promote curricular and co-curricular engagement and integration, service learning, and experiential learning. Access to mentored inquiry and/or artistic expression.

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

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

Performance: *Note: SLiCE and Presidential Leadership are already listed in this goal. This could read: “Align program learning outcomes with HIP standards. Redesign assessment tools to measure for program effectiveness.”*

Responsible Administrators: Pamela Norris

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.

Goal/Objective: High youth and student satisfaction with opportunities for civic engagement and engaged scholarship.

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

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

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

Responsible Administrators: Pamela Norris, Jennifer Johnson

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).

Goal/Objective: Through marketing and branding campaigns, increase foot traffic throughout the Lory Student Center to capitalize on opportunities to serve a greater audience.

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

Performance: Increased foot traffic and revenues throughout the Lory Student Center.

Responsible Administrators: Michael Ellis, Donnyale Ambrosine, Robert Peters

Goal/Objective: Maximize resources available to continually reduce costs and improve efficiencies to add value to the existing products offered at the Student Center.

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

Performance: Increased net revenues throughout the Lory Student Center.

Responsible Administrators: Michael Ellis, Robert Peters

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

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

Dashboard indicator: Implementation of programs that allow the CSU Bookstore to bring course materials to the CSU community at below-market prices. Use National Association of College Stores (NACS) customer satisfaction survey information to gauge customer perceptions and satisfaction with programs offered.

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

Responsible Administrators: John Parry

Goal #10: Physical Resources:

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

Initiative/Action Plans: Serve as a model student center/college union facility, with focused attention on excellence in areas of student comfort and safety, cleanliness, daily maintenance, planned renovations, and sustainability.

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

Performance: Results from the ACUI College Union Skyfactor survey

Responsible Administrators: Michael Ellis, Tamene Abebe

PART IV. Appendices

Appendix A

Division of Student Affairs Strategic Plan

- 1. Access:** Deliver on the commitment to inclusive access.
- 2. High Quality Academic and Co-Curricular Programs:** Provide excellent undergraduate and graduate programs that integrate curricular and co-curricular experiences to create a holistic learning environment for campus, consistent with the full potential of a residential research university, our land-grant mission, the strengths of our faculty and staff, and the needs of our global society.
- 3. Student Learning Success:** Engage students in educational experiences that provide opportunities for deep learning that students can retain and apply before and after graduation. Increase retention, persistence, and graduation rates, while eliminating gaps among student populations and reducing time to degree completion.
- 4. Research and Discovery:** Foster and disseminate research, creative artistry and scholarly accomplishments. Nurture and sustain research infrastructure that supports growth of research, artistry and scholarly accomplishments.
- 5. Engagement:** Collaborate with larger communities (campus-wide, local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.
- 6. Public Interaction / Strategic Partnerships:** Enhance community and cultural quality of life through sharing the intellectual life of the university, the arts, and intercollegiate athletics.
- 7. Excellence in Staffing: Hiring, Professional Development, and Employee Engagement:** CSU will recruit and retain the highest quality Faculty, Administrative Professionals, State Classified personnel and students at appropriate levels that meet the needs of programs and are representative of the diversity of society. Support with competitive compensation and benefits. Focus on positive work-life balance for all employees and consider the impact decisions have on employee health, 5 wellness, safety, and security. Recognize and reward outstanding performance at all levels. Provide access to professional and personal development for all employees. Focus on themes of lifelong learning; core competency; leadership; promotion-advancement-progression; opportunity; problem solving; and taking the initiative.
- 8. Inclusive Excellence – Diversity, Equity and Climate:** Enrich the workplace experience through professional development opportunities and mentoring. CSU will promote a healthy campus climate that values accountability, civility, integrity, and respect.
- 9. Financial Resources:** Develop enhanced revenue resources to support high quality programs and operations through enrollment management, capital campaigns, and grants, contracts, and fees for service (includes auxiliaries).
- 10. Physical Resources:** Be a model institution for master planning, construction, beautification, and sustainability of our campus buildings and grounds.
- 11. Information Management:** Implement, operate and maintain robust information management systems and processes to meet campus needs for security, flexibility, and efficiency of operations; and capture data to facilitate assessment of institutional and program effectiveness to inform continuous improvement.

Appendix B

Lory Student Center Career Staff Quality of Work Life Survey (2015)

Respondents

LSC		76		DSA		487	
Communication				LSC	DSA 2015		
1.	I am informed about what goes on in my immediate work area.			4.29	4.08		
2.	I am informed about what goes on in the department.			3.92	3.78		
3.	Information is timely.			3.72	3.68		
4.	The department communicates its vision and values.			4.05	3.92		
5.	I feel free to express my concerns and opinions.			3.86	3.67		
6.	My supervisor seeks out the ideas of all employees.			3.99	3.94		
7.	Leadership is usually open-minded.			3.91	3.66		
8.	Bulletin boards, e-mail, and newsletters communicate useful information.			3.79	3.76		
9.	People respect the confidentiality of others.			4.01	3.75		
10.	Supervisors and employees engage in direct, honest discussions.			3.96	3.69		
11.	My supervisor effectively manages conflict.			3.80	3.74		
12.	I am able to give my supervisor feedback without fear of retribution			4.11	3.93		
Category Mean Score				3.95	3.80		
Collaboration				LSC	DSA 2015		
14.	I trust my co-workers.			4.15	4.01		
15.	I trust my supervisor.			4.30	4.10		
16.	I am able to depend on others.			4.07	3.99		
17.	My co-workers resolve differences constructively.			3.69	3.73		
18.	The job responsibilities at the department are clear.			4.11	3.93		
19.	My co-workers help each other to learn and develop.			3.97	4.04		
20.	I feel part of the team.			4.12	4.03		
21.	My co-workers feel they are part of the team.			3.93	3.97		
22.	I care about the department.			4.60	4.45		
23.	My co-workers care about the department.			4.23	4.16		
24.	I care about my work unit.			4.63	4.58		
Category Mean Score				4.16	4.09		
Change Involvement				LSC	DSA 2015		
26.	Change is organized.			3.67	3.34		
27.	During times of change, I understand "what" the change is.			3.79	3.52		
28.	During times of change, I understand "why" the change is necessary.			3.74	3.48		
29.	During times of change, I understand "how" the change will affect me.			3.78	3.48		
30.	During times of change I understand "when" the change will occur.			3.85	3.50		

31. I participate in making the change.	4.07	3.68
32. We work together to make change a success.	3.93	3.73
33. I feel supported by my supervisor during times of change.	4.12	3.88
Category Mean Score	3.87	3.76
Feedback Process	LSC	DSA 2015
35. My job description clearly states what is expected of me.	3.99	3.91
36. The level of performance expected of me is reasonable.	4.03	3.97
37. I am satisfied with the current employee feedback process.	3.72	3.60
38. My current feedback sessions are effective in guiding and developing my work.	3.86	3.66
39. My job responsibilities are clearly linked to the department's goals.	4.08	3.93
40. I receive informal feedback frequently throughout the year.	3.92	3.84
41. I am able to provide input on performance expectations.	4.04	3.96
42. I am told about my mistakes in a constructive manner.	3.89	3.89
43. The department provides adequate orientation when employees start a new job.	3.58	3.53
44. I receive adequate help when I have work-related problems that interfere with my ability to do my job.	3.92	3.82
45. My supervisor addresses performance concerns.	3.93	3.85
Category Mean Score	3.91	3.81
Rewards/Recognition	LSC	DSA 2015
47. I am paid fairly.	N/A	N/A
48. I am recognized for a job well done.	3.78	3.78
49. Employees are recognized in a meaningful way.	3.52	3.56
50. I have opportunities to learn and improve my skills.	4.14	3.95
51. My work unit celebrates success.	3.83	3.81
Category Mean Score	3.83	3.78
Quality of Work and Productivity	LSC	DSA 2015
53. Overall, I am proud of the department's quality of work.	4.29	4.20
54. I am proud of the quality of my work.	4.52	4.51
55. The department provides me with the resources to produce quality work.	4.30	4.07
56. The department is committed to high quality.	4.31	4.16
57. The department is run efficiently.	3.82	3.59
58. I seek ways to continually improve my work process.	4.49	4.38
59. My work unit serves as effective stewards of the department's resources.	4.31	4.16
Category Mean Score	4.29	4.15
Safety/Health and Work Environment	LSC	DSA 2015
61. The physical environment at the department is healthy for employees	3.85	3.76
62. My physical work environment is attractive.	3.89	3.80

63. The department provides a safe work environment.	4.22	4.16
64. The department promotes physical, emotional, and mental health.	3.92	3.82
65. Individuals follow safety policies.	4.27	4.18
66. The department provides proper security for employees.	4.26	4.07
Category Mean Score	4.07	3.97
Empowerment	LSC	DSA 2015
68. I am given opportunities to use my talents to the fullest.	4.00	
69. My supervisor encourages me to assume formal and informal leadership roles.	4.09	
70. I feel free to seek out new jobs and opportunities.	4.00	
71. I help when work piles up for others.	4.52	
72. My co-workers help when work piles up for me.	4.13	
73. I take initiative instead of "just doing my job" or "waiting to be told".	4.48	
74. I can depend on my supervisor to follow through.	4.22	
(New for 2013) I offer solutions to problems I experience in the workplace.	4.48	
Category Mean Score	4.24	
Work and Family Balance	LSC	DSA 2015
76. The department is a family friendly organization.	4.33	4.11
77. I am happy with the level of flexibility in work schedules.	4.35	3.98
78. The quality of my life is not hurt by job-related stress.	3.69	3.46
Category Mean Score	4.12	3.85
Respect and Fairness	LSC	DSA 2015
80. I am treated with dignity.	4.21	4.10
81. Different cultures/ethnicity are respected by the department.	4.41	4.24
82. The department ensures equal opportunity at all levels.	4.13	3.84
83. The department treats people as individuals with unique needs.	4.23	4.04
84. The department does not tolerate discrimination and prejudice.	4.35	4.21
85. My co-workers respect personal privacy.	4.25	4.09
86. Employees show respect for each other.	4.28	4.08
Category Mean Score	4.36	4.22
Customer/Student Relations	LSC	DSA 2015
88. The definition of customer service is communicated throughout the department.	4.21	4.02
89. I work in an environment that empowers me to provide good customer service.	4.42	4.25
90. Leadership recognizes the importance of our customers.	4.42	4.26
91. My work unit recognizes legal and ethical responsibilities.	4.40	4.33
Category Mean Score	4.36	4.22
Please rate in terms of their importance to you in your work in your department		

	LSC	DSA 2015
(1=Very Unimportant, 2=Unimportant, 3=Neutral, 4=Important, 5=Very Important)		
98. Communication	4.66	4.64
99. Collaboration	4.52	4.43
100. Change involvement	4.06	4.12
101. Feedback process	4.31	4.15
102. Rewards and recognition	3.83	3.85
103. Quality of work and productivity	4.59	4.51
104. Safety/ health and work environment	4.37	4.19
105. Empowerment	4.34	4.31
106. Work and family balance	4.47	4.40
107. Respect and fairness	4.65	4.49
108. Customer/student relations	4.62	4.46

Appendix C

Student Employee Quality of Work Life Survey (2015)

School and Work Balance	LSC	DSA 2015
10. My supervisor knows my degree/career direction and supports my efforts appropriately.	4.11	4.14
11. I am able to study during quiet times on the job.	3.01	2.92
12. The number of hours that I work each week allows me to meet both my course load and earning needs.	4.00	3.70
13. I am happy with the level of flexibility in the work schedule.	4.21	4.22
14. The quality of life is not hurt by job-related stress.	4.00	3.92
Category Mean Score	3.87	3.78
Communication	LSC	DSA 2015
16. I am informed about what goes on in my immediate work area.	4.21	4.23
17. The department communicates its vision and values.	4.18	4.24
18. I feel free to express my concerns and opinions.	4.01	4.07
19. Leadership is usually open-minded.	4.11	4.18
20. My co-workers help each other to learn and develop.	4.30	4.22
21. Co-workers respect the confidentiality of students, faculty, and staff.	4.29	4.28
22. My supervisor effectively manages conflict.	4.03	4.09
23. My co-workers resolve differences constructively.	4.23	4.10
24. I am able to give my supervisor feedback without fear of retribution.	3.97	4.09
Category Mean Score	4.15	4.17
Community Development	LSC	DSA 2015
26. I have at least one friend at work.	4.60	4.53
27. My co-workers care about me.	4.33	4.29
28. I care about my co-workers.	4.52	4.46
29. I feel a part of the team.	4.21	4.26
30. I trust my co-workers.	4.34	4.27
31. I trusts my supervisor.	4.24	4.30
32. I care about my work unit.	4.47	4.45
33. I help when work piles up for others.	4.47	4.35
34. my co-workers help when work piles up for me.	4.20	4.04
Category Mean Score	4.38	4.33

Respect and Fairness	LSC	DSA 2015
36. I am treated with dignity.	4.35	4.33
37. Different cultures/ethnicities are respected by the department.	4.54	4.51
38. The department treats people as individuals with unique needs.	4.43	4.39
39. My co-workers respect personal privacy.	4.44	4.35
Category Mean Score	4.44	4.4
Feedback Process	LSC	DSA 2015
41. I have been provided a written job description.	3.93	4.21
42. My job description clearly states what is expected of me.	4.10	4.19
43. The level of performance expected of me is reasonable.	4.26	4.34
44. I am satisfied with the current employee feedback process.	3.81	3.98
45. My job responsibilities are clearly linked to the department's goals.	4.29	4.30
46. The department provides adequate orientation when employees start a new job.	3.83	4.04
47. I receive adequate help when I have work-related problems that interfere with my ability to do my job.	4.20	4.24
Category Mean Score	4.06	4.19
Departmental Change Involvement	LSC	DSA 2015
49. During times of change, I understand "how" the change will affect me.	3.89	3.90
50. I participate in making the change.	3.83	3.82
51. I feel supported by my supervisor during times of change.	3.96	4.01
Category Mean Score	3.89	3.91
Rewards and Recognition	LSC	DSA 2015
53. I am paid fairly.	3.44	3.61
54. I am recognized for a job well done.	3.90	3.94
55. I have opportunities to learn and improve my skills.	4.21	4.23
56. There is a clear path for advancement within my job that has been shared with me.	3.06	3.49
Category Mean Score	3.65	3.82
Quality of Work and Productivity	LSC	DSA 2015
58. I am proud of the quality of my work.	4.26	4.34
59. The department provides me with the resources to produce quality of work.	4.24	4.30

60. The department is committed to high quality.	4.38	4.37
61. The department is run efficiently.	3.93	3.98
62. I seek ways to continually improve my work process.	4.31	4.30
63. Managers and employees use the department's resources effectively.	4.10	4.16
Category Mean Score	4.20	4.24
Safety/Health and Work Environment	LSC	DSA 2015
65. The physical environment at the department is healthy for employees.	4.30	4.26
66. My physical work environment is attractive.	4.10	4.12
67. The department provides a safe work environment.	4.51	4.45
68. The department promotes physical, emotional, and mental health.	4.08	4.20
69. Individuals follow safety policies.	4.48	4.38
Category Mean Score	4.29	4.28
Customer/Student Relations	LSC	DSA 2015
71. The definition of customer service is communicated throughout the department.	4.33	4.27
72. Leadership recognizes the importance of our customers.	4.45	4.37
Category Mean Score	4.39	4.32
Empowerment/Leadership	LSC	DSA 2015
74. I am given opportunities to use my talents to the fullest.	3.94	3.98
75. My supervisor encourages me to assume formal and informal leadership roles.	3.96	4.12
76. My job is enhancing my leadership skills.	4.09	4.13
77. My work relates to my long-term career plans.	3.20	3.40
78. I am developing skills that I will use after graduation.	4.18	4.23
79. I feel free to seek out new jobs and opportunities.	4.05	4.20
80. I take initiative instead of "just doing my job" or "waiting to be told."	4.19	4.31
81. I can depend on my supervisor to follow through.	4.08	4.21
Category Mean Score	3.96	4.07
I would attend a training session on the following topics. Percentage "Yes" responses	LSC	DSA 2015
83. Providing high-quality customer service.	57.50%	58.08%
84. Developing a collaborative work style.	60.00%	65.98%
85. Professionalism in the workplace.	56.25%	61.51%

86. Problem solving on the job.	75.00%	76.98%
87. Developing your emotional intelligence.	71.25%	77.66%

Appendix D
Division of Student Affairs, Annual Support Expense

	FY 10-11	FY 11-12	FY 12-13	FY 13-14	FY 14-15	FY 15-16
	Lory Student Center					
REVENUE						
Student Fees, External and Interdepartmental Revenue	\$27,261,670	\$27,833,944	\$29,125,921	\$27,842,689	\$32,668,600	\$35,005,350

		Lory Student Center					
UNIVERSITY SERVICES							
GENERAL							
Network Charges	ACNS	9,250	9,250	16,084	15,987	16,000	17,000
Telephone/Cable	ACNS	39,542	37,025	37,860	37,403	38,000	37,000
CCS and Copyrite	Div of External Relations						35,000
Ramtech	ACNS					5,000	11,000
Audit Fees	Business & Financial Serv	15,746	31,160	30,720	24,040	30,000	17,000
Bank Pick-Up Charges	Business & Financial Serv	3,756	7,386	10,157	10,280	12,000	13,000
Mail Services	Central Receiving	2,764	5,688	4,388	4,862	5,000	
Alarm & Elevator Maintenance	Facilities	17,689	29,128	20,993	20,488	35,000	33,000
Grounds, Snow Removal & Irrigation	Facilities	89,154	101,832	64,093	80,058	100,000	93,000
Recycle/Trash Hauling	Facilities	40	-				
PCI Compliance for credit card processing (new)	Business & Financial Serv						
Project Mgmt/Work Order	Facilities					1,063,186	
Ram Card Office/University ID Rent	Lory Student Center						
Security Contracts	Police Dept	2,518	2,500				
Insurance	Risk Management	60,795	57,312	57,308	58,584	70,942	70,000
University Broadcasting Licenses	University Administration	19,092	29,583	25,445	25,487	25,000	25,000
	Subtotal	260,346	314,468	267,048	277,189	1,400,128	351,000
UTILITIES							
Utilities	Facilities	483,132	540,563	554,245	405,351	594,770	620,000
Utilities Infrastructure (new)							
	Subtotal	483,132	540,563	554,245	405,351	594,770	620,000
INDIRECT COSTS							
General & Administrative	University Administration	1,249,644	1,249,644	1,249,644	1,295,881	1,320,509	1,357,500
UNIVERSITY SERVICES	Subtotal	1,993,122	2,104,675	2,070,937	1,978,421	3,315,407	2,328,500
OTHER DEPARTMENT/PROGRAM SUPPORT							

SAHE	School of Education	500	500				
Collaborative Program (Aspen Grille)	Hospitality Management	20,000	35,000	40,000	50,000	35,000	50,000
Green Space Renovation							
OTHER DEPARTMENT/PROGRAM SUPPORT	Subtotal	20,500	35,500	40,000	50,000	35,000	50,000
DIVISION OF STUDENT AFFAIRS SUPPORT							
Division Marketing Support	Student Affairs Division	20,000	22,750	23,898	24,789	25,469	26,000
Division Assessment Support (Student Voice)	Student Affairs Division	11,015	4,645			2,500	2,500
Diversity Services & Programs Computer Support	Student Affairs Division	5,000	5,000	5,000	5,000	5,000	4,500
Diversity Grant Contribution	Student Affairs Division	13,655	13,568	18,696	17,000	14,500	10,000
Program Support: (MLK, Cesar Chavez, Day Program, Multicultural Retreat, Campus Step-Up, Student of Color Leadership Retreat)	Student Affairs Division	3,632	7,925	38,000	40,925	42,316	53,345
Ram Orientation	Student Affairs Division		12,000	8,000	8,000	8,000	10,000
Support to Pride Resource Center	Student Affairs Division	250	250	250	250	250	250
Hold Harmless/Vending	Student Affairs Division						
Support to Fraternity & Sorority Life	Student Affairs Division	218,899	215,464	236,187	253,545	256,395	275,000
Support to Off-Campus Life	Student Affairs Division						
Support to Ram Events	Student Affairs Division	55,000	55,000	28,635		14,400	
Support to President's Leadership Program	Students	62,000	62,000	67,546	68,967	76,182	78,000
Supplement Salary - Victim's Ass't.	Women & Gender Adv. Ctr.						
Division Assessment Support - salary							
Position Support Student Case Management	Student Affairs Division						
Domain Support (VPSA DAY) & Conflict	Student Affairs Division						
VPSA Distributed Services Expense	Student Affairs Division	33,129	35,513	43,206	44,332	47,103	48,000
Student Resolution Center	Student Affairs Division						
DIVISION OF STUDENT AFFAIRS SUPPORT	Subtotal	422,580	434,115	469,418	462,808	492,115	507,595
GRAND TOTAL ALL SUPPORT							
GRAND TOTAL ALL SUPPORT	TOTAL	\$2,436,202	\$2,574,290	\$2,580,355	\$2,491,229	\$3,842,522	\$2,886,095
Percent of Revenue Spent on Support		8.94%	9.25%	8.86%	8.95%	11.76%	8.24%

Appendix E

CSU Policy: Food Sales and Concessions

Policy Title: Food Sales and Concessions

Category: Public Safety/Risk Management

Owner: Vice President for University Operations

Policy ID#: 6-6021-005

Contact:

Original Effective Date: 9/21/2012

Public Health Administrator

Last Major Revision: 10/12/2015

Web: <http://www.ehs.colostate.edu/WPublicH/Home.aspx>

Phone: (970) 491-6121

PURPOSE OF THIS POLICY

Improper food handling contributes significantly to the potential for food borne disease outbreaks. The purpose of this Policy is to protect public health by assuring a safe food supply.

POLICY REQUIREMENTS

Food safety and sanitation laws and regulations apply to all public food service and dispensing on campus, and must be enforced to prevent food-borne illness outbreaks and to maximize public health protection. Business units of the University that are charged with primary responsibility for food service operations must enforce these Rules and Regulations to assure that all food and beverages prepared, served or sold are safe, wholesome and sanitary.

This Policy requires that all individuals and groups who are not otherwise officially responsible for food services operations must seek approval from the Public Health Administrator before serving, selling or offering any food or beverage on campus.

UNIVERSITY BUSINESS CONSIDERATIONS

Food service operations are part of the University's business, and must be adequately coordinated and managed under clear policies and guidelines to avoid conflicts with existing business relationships and other financial risks. Before being approved for development, all food service operations must be reviewed and approved by a committee consisting of (or appointed by) the Executive Director of Housing and Dining Services, the Executive Director of the Lory Student Center, and the Vice President for University Operations.

APPLICATION OF THIS POLICY

This Policy applies to all persons on campus and all units of the University.

EXEMPTIONS FROM THIS POLICY

This Policy applies to Food Service Operations, as defined herein. It does not apply to private functions or gatherings where participants bring food to share (such as a potluck or staff meeting), although other policies may apply to those events (e.g., Lory Student Center policies, Hospitality/Official Function fiscal policies).

DEFINITIONS USED IN THIS POLICY

Extensively Remodel means any major alteration of an existing configuration in a food establishment which might affect the food operation that results in one or more of the following conditions:

- a. Seating capacity, including service provided anywhere on the premises, is increased by 20 percent or more in either a single construction project or an incremental series of construction activities;
- b. Alterations or revisions involving retail food establishments or related equipment that require a building or construction permit by local building authorities. Routine maintenance, repairs or cosmetic changes shall not be defined as extensive remodeling;
- c. Changes or alterations made in the nonpublic areas that result in a reduction or increase of total space by 25 percent or more; or
- d. The facility's capabilities to handle food and utensils in a sanitary manner have been diminished, creating potentially hazardous conditions.

Food Handler means any person employed or engaged as a volunteer to assist in the preparation, handling, or service of food for human consumption at Colorado State University.

Food Service Operation means any restaurant, café, coffee service, catering service, cart, booth, or other facility, and any event or activity, that involves the preparation, sale or service of food on campus by an individual, business, or organization, including student organizations, that is established on property owned or controlled by the University.

Public Event: All university events that are open to the general public, or to the student body or the campus community generally, are considered public events. An event that is advertised with fliers, banners, newspaper articles, radio or announcements, or by other such means and is open to anyone to attend (with or without pre-registration), regardless of whether or not a fee is charged, is considered a public event and is subject to the requirements of the regulatory authority.

Private Event: University events that are not open to the public, that limit participants to a particular, pre-determined group of people, or that are organized and restricted to a particular university unit, are private events for which health department approval is not required unless food is being prepared on-site and sold to participants.

Temporary Event means a single community event or celebration that operates for a period of time of not more than fourteen (14) consecutive days and may include town celebrations, fairs, and festivals. Temporary events do not include promotional events, regularly scheduled or seasonal athletic events, concerts, flea markets, farmer's markets that may occur as a seasonal series, or a catered event.

Temporary Food Service Operation means a food service operation that is not part of a regular University food service program such as Housing and Dining Services, Lory Student Center Catering, or similar program, or one that is established on a short-term basis for a Temporary Event.

POLICY STATEMENT

1. It is the policy of Colorado State University that all food offered for consumption on campus, whether through a retail restaurant or store, dining hall, or temporary food service operation, should be safe, wholesome and sanitary. In order to protect the health and safety of the campus community, applicable laws and regulations governing food safety must be followed. Unauthorized sales and service of food on campus is strictly prohibited. All food service operations, including temporary food service operations, must comply with the guidelines and procedures contained in this policy as well as in the Colorado Retail Food Rules and Regulations.

2. The University is under no obligation to allow any non-affiliated vendor to offer food or beverage for sale, or to otherwise serve or provide food and beverages on campus. Campus units do not have the authority to approve food sales and service independently of this policy.
3. Sponsors of events held on campus, including conferences, are not authorized to bring food to the event for consumption by their members, the public, or invited guests. While individuals are always welcome to bring their own food for personal consumption, group organizers may not provide food storage or preparation equipment as part of the event.
4. All non-campus food vendors must have a current Colorado Retail Food License. If a food vendor, with the exception of mobile units, has a license from a different county, then an application must be submitted for licensure by Larimer County. Only non-campus food vendors in good standing with their respective local health authority will be considered. All non-campus food vendors must be sponsored by a university-recognized organization/event.

POLICY PROVISIONS

1. Responsibility and Authority for Licensing and Monitoring Food Service Operations: The Department of Environmental Health Services and the Public Health Administrator shall enforce these and other safe food handling requirements, whether or not specified in applicable governmental regulations, and shall annually publish a guide to safe food handling methods. EHS provides procedures, forms and requirements for temporary food service operations on campus.
2. All food offered for sale or otherwise served on campus must be obtained from recognized commercial sources or prepared and served by a University-owned or leased food service operation.
3. All food service operations, including temporary food service operations, must be pre-approved by the University Public Health Administrator and must be operated in accordance with the rules and procedures prescribed by the Department of Environmental Health Services, as well as with orders for correcting deficiencies that are issued by the Public Health Administrator. Food service operations are subject to monitoring at all times. The Public Health Administrator shall have the authority to immediately suspend any food service operation, remove food that is suspected of being tainted or unsanitary, require food service operations to implement and/or follow specific methods of food handling, preparation and service, order any food handler to cease work, and/or require that a food service operation be closed until sanitary food handling measures are restored.
4. All proposals to establish new food service operations, or to extensively remodel an existing food service operation, must be reviewed and approved by a committee consisting of the Executive Director of Housing and Dining Services, the Executive Director of the Lory Student Center, and the Vice President for University Operations. Menu changes for food service operations in the Lory Student Center shall be reviewed and approved by the LSC Business Services Director.
5. For all public events at which food is to be sold or served, the sponsor or coordinator must submit a CSU TEMPORARY FOOD EVENT APPLICATION and EVENT COORDINATOR APPLICATION to the Public Health Administrator in Environmental Health Services at least 14 days prior to the event date.

COMPLIANCE WITH THIS POLICY

Failure to comply with this Policy may result in disciplinary action under applicable University policies, immediate suspension or termination of operations, suspension or revocation of an existing license, removal from campus, and/or civil liability. Contact the Public Health Administrator before engaging in any food service operations to assure that applicable requirements are understood and can be followed.

REFERENCES

[Colorado Department of Public Health and Environment, Consumer Protection Division, State Board of Health, Colorado Retail Food Establishment Rules And Regulations \(6 CCR 1010-2\)](#)
[CSU Building Proctor Manual](#), Scheduling University Space/Special Events, p.21; Soliciting, p.72

C.R.S. §§ 25-1.5-104(1)(g), 25-1-108(1)(c)(l), 25-4-1604, 25-4-1605, 25-4-1607, 25-5-420

FORMS AND TOOLS

The following website forms may be required and/or used for your reference. Please go to the website and click on publications.

<http://www.ehs.colostate.edu/WFoodSafety/Home.aspx>

APPROVALS

Approved by Amy Parsons, September 21, 2012