



LSC Assessment, Planning, and Effectiveness Committee

2018 Annual Report

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Introduction

The Lory Student Center (LSC) is dedicated to delivering high-quality services and programs for students, staff, faculty, and community members at Colorado State University. LSC Assessment plays an important role in this effort, ensuring quality, access, and in many cases, learning. The Council for the Advancement of Standards (CAS) for College Unions and Student Centers (2015) requires that student unions and centers have a clearly articulated assessment plan that documents the achievement of stated goals and outcomes, demonstrates accountability, provides evidence of improvement, and describes resulting changes in programs and services. The Assessment, Planning, and Effectiveness (APE) Committee in the LSC was formed in 2015 to assess LSC practices and evaluate progress towards stated goals.

In 2018, the APE committee sought to improve assessment strategies and reporting across the LSC. Committee members played an integral role in planning, executing, analyzing, and summarizing various assessment tools. This work included developing and implementing a building-wide satisfaction survey, aligning department strategic goals with those of the University, and articulating reporting practices throughout the LSC. The APE committee also broadened its membership to include two staff members from the Campus Life cluster who have offices within the LSC. Expansion of the committee in this way enhances the collaborative culture found in the LSC. Lastly, the committee continuously seeks input from students in the creation and implementation of assessment strategies, in addition to the responses offered through surveys and direct feedback.

The following report details committee efforts and accomplishments related to assessment and evaluation as well as documenting recommendations for continuous improvement upon LSC assessment.

2018 APE Committee Members:

Michael Marr, LSC Assessment Coordinator (Co-Chair)

Amber Ramoz, Campus Activities (Co-Chair)

Nick Eppley, Marketing

Amy Lawton, Bookstore

Hermen Diaz, SLiCE

Sonja Gibbins, Dining Services

Tamene Abebe, Operations

Lindsay Mason, Off-Campus Life

Amanda Villa, Fraternity and Sorority Life

LSC Assessment Reporting Schedule

The annual reporting and program review processes gather assessment data in a central place on a cyclical basis, sharing the story of various units through the LSC. The LSC contributes invaluable time, talent, and energy to students, the CSU community, and beyond. In line with the 2017 LSC Program Review, the LSC assessment strategy includes clearly articulating reporting processes and schedules. The following reporting schedule will increase the frequency in which assessment data is reported throughout the LSC. Quarterly reports to the Assessment Coordinator will aid in communicating the value-added benefit of LSC programs and services.

In light of the breadth and depth of our work in the Student Center, I propose increasing the regularity with which units report their assessment results within the LSC. I am requesting to receive quarterly assessment reports from units that report to the Executive Director's Office. As the Assessment Coordinator for the LSC, a part of my role includes effectively communicating the value-added benefit of the LSC to the campus community – regular reporting of data will assist me in this effort. Additionally, a quarterly reporting system will help identify enhanced assessment strategies, prompting more collaborative efforts with the Assessment Coordinator and LSC units. Finally, this process will help for prepare annual reports to the Division of Student Affairs and its program review process.

Who is responsible for this task?

Department APE representatives or another career employee leading unit assessment efforts.

What will be required of me?

Submit collected data to Assessment Coordinator on a quarterly basis.

Suggested Reporting Dates:

- September 30
- January 31
- May 31
- July 31

What data should I send?

Ideally, the data which you are already collecting specific to your unit. No specific format is needed. Examples include:

- Building traffic/Customer traffic/Participation counts
- Service hours
- Training hours
- Progression of annual goals
- Retail/Dining sales

Use of Data:

- To inform regular reporting
- To provide on-demand information regarding programs, services, and events
- To connect to other data points, informing a more complete narrative of the LSC
- To enhance improvement and accountability efforts throughout the year
- To ease annual reporting and program review processes

LSC Assessment and Reporting Completion Timeline

June – Closing the Loop and Annual Goal Setting

Complete and submit your Annual Report to department representative to update Program Review for your area.

- Present data/outcomes from previous years to stakeholders (including APE Committee).

As a team, create goals for your area. Refer to the [University strategic goals](#). Have the team decide or initially examine which goals will be the focus for the upcoming year. From these goals, begin thinking about the three (3) minimum required outcomes: (1) learning, (2) program, and (3) diversity.

July – Goals Revisited

Revisit goals/outcomes and bring other staff/new staff up to date on conversation to discuss how goals influence the team/unit and functions.

August 1 is deadline to enter all previous year's assessment, as well as next FY Department Goals. The Assessment Coordinator will enter data on Campus Labs database for the following units: IT, Marketing, Bookstore, Dining, EPS, and Operations.

- July 31: Submit report of collected data to LSC Assessment Coordinator (Michael Marr).
- Begin drafting unit work plans.

August/September – Training & Administrative

Infuse information related to outcomes into training. Finalize the outcomes of the unit/department for the year. Identify methods to measure the outcomes of the unit/department. Get student staff/other staff up to date (where applicable). Engage in a review of policies, procedures, and processes for your office to determine supports for outcomes/objectives achievement.

- Complete/enter outcomes into Campus Labs. Contact Michael Marr if you have difficulty developing or entering outcomes on Campus Labs.
- September 30: Submit collected data to LSC Assessment Coordinator (Michael Marr)

October/November/December – Data Collection

Check on progress of identified outcomes, make edits to the system as necessary according to the progress made. Review results of data that has been compiled (where applicable) – look at recommendations based on results and work in office (*ongoing*).

- Mid-October: Submit unit work plans to Kathy Krell.
- Check in with others in the department to see if they need help with anything and be sure data is still being tracked – and related back to department goals.

January/February – Data Collection

Revisit outcomes with staff to see progress on the outcomes and goals and update as needed in the system. In addition, any newly hired staff can be brought into the conversation and check-in on the outcomes and goals. Review results of data that has been compiled (where applicable) – look at recommendations based on results and work in office (*ongoing*).

- Check in with others in the department to see if they need help with anything and be sure data is still being tracked – and related back to department/area learning outcomes.
- January 31: Submit collected data to LSC Assessment Coordinator (Michael Marr).

March/April – Data Analysis

Begin reviewing outcomes/check internal timelines to make sure work is on schedule and progressing towards completion. Review results of compiled data (where applicable) – look at recommendations based on results and work in office (*ongoing*)

Gather and review data (where applicable) – look at recommendations based on results and work in office (*ongoing*). Focus on these recommendations of outcomes from this year to inform next year's goals.

May – Reporting

Complete information in Campus Labs; update all information that has been collected/finalized and indicate progress on outcomes. Include information in annual report as directed in specific units/departments/clusters. (Consult with Michael Marr for a “Reporting in Campus Labs” overview.)

- May 31: Submit collected data to LSC Assessment Coordinator (Michael Marr).

Throughout year:

Collect data and track information related to strategic goals that can help with compiling annual report.

Program Review and LSC Assessment

The 2017 Lory Student Center Program Review emphasizes the role of assessment in the LSC. Specifically, the program review highlights the role of the APE Committee in gathering, synthesizing, and analyzing data while implementing systems to disseminate information demonstrating the effectiveness of programs and services in the LSC. The following outlines action items found in the program review having to do with LSC assessment and the APE committee. Strategies addressing each item are also highlighted.

Current Practice: 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 the LSC plays in student learning and success. Greater departmental involvement to understand and follow up on information gained from assessment will assist departments in creating realistic action plans for continued improvement.

Recommended Action: 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 gathered from the department to inform and further assessment efforts.

Status: In progress. Since 2015, the APE committee has authored an annual report detailing various assessment activities within the year. The Assessment Coordinator ensures the report is widely distributed. Committee members are responsible for sharing department assessment data with the committee. One of the goals of the committee is to be a repository for LSC data.

Current Practice: The APE Committee report is distributed to area directors, through email, and made available on the LSC website. 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).

Recommended Action: 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.

Status: In progress. The annual committee report is published on the LSC website. The Assessment Coordinator will work with members to present the report to LSC Departments.

Current Practice: The APE committee synthesizes and reports on current assessments administered in the LSC. Understanding what, if any, other assessments are needed could provide a more well-rounded, assessment-based understanding of the LSC.

Recommended Action: 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 the APE committee for reporting information relevant to the program review.

Status: In progress. APE committee members are identifying benchmarking data, or key performance indicators, which can be tracked within LSC departments, reported regularly to the assessment coordinator, and preserved for program review data.

DRAFT

2018 LSC Satisfaction Survey: Executive Summary

Introduction

The assessment strategy for the Lory Student Center (LSC) during the 2017-2018 year included the implementation of a satisfaction survey administered to students at Colorado State University. The LSC has demonstrated a commitment to accountability and improvement via assessment efforts, administering the Skyfactor Benchmarking Assessment for College Unions on an annual to bi-annual basis since 2000. With three consecutive years of benchmarking data, LSC administrators decided to develop an 'in-house' survey instrument in an effort to make efficient use of resources while maintaining the assessment goals of the LSC. The purpose of the LSC Satisfaction Survey is to allow LSC administrators to measure the quality of programs and services on a consistent basis. Additionally, utilizing the local survey instrument in conjunction with Skyfactor, on an every other year cycle, ensures the quality of programs and services continuously meets and/or exceeds expectations. There were three rounds of drafts with input from LSC Directors and the Assessment, Planning, and Effectiveness (APE) Committee for the creation of the survey. The final instrument consisted of 42 questions, accounting for five distinct areas, programs, and services, including overall satisfaction of the LSC. The current survey utilizes a 5-point Likert scale, rather than a 7-point Likert scale utilized on Skyfactor assessments. The change in Likert scales allows for clearer interpretation of satisfaction rates absent of formulaic analysis provided by Skyfactor. The survey was sent to 3500 students via email, yielding a 16.7 percent response rate compared to a 20.3 percent response rate yielded in 2017 for the Skyfactor assessment.

Results

Overall satisfaction with the LSC remained stable compared to results from the 2017 Skyfactor assessment. Over 65 percent of students responded as being satisfied with the LSC and 21.7 percent indicated being very satisfied with the LSC in 2018. At a rate of over 60 percent, students indicated a willingness to recommend programs and services in the LSC, with 44.7 percent agreeing and 18.8 percent strongly agreeing with this sentiment. Likewise, 52 percent of respondents agreed the LSC fulfills its stated mission and 18.1 percent strongly agreed. Finally, when asked if satisfied with the quality of programs and services provided when comparing the student fees paid, 11.5 percent of respondents indicated strong agreement, 43.3 percent indicated agreement with the statement, and 32.3 percent were neutral in their rating of the statement; similar results were observed in the 2017 Skyfactor results.

Turning to the LSC physical environment, the building's cleanliness rated high among students. For instance, 53.9 percent of respondents indicated being very satisfied with the cleanliness of entrances to the LSC and 54.6 percent were very satisfied with the cleanliness of hallways and restrooms. Skyfactor results from previous years demonstrate

an upward trend related to cleanliness, with the factor “union cleanliness” earning an 87 percent performance rating last year. When considering the social climate in the LSC, 63.4 percent of students strongly agreed the LSC is an environment in which they feel safe, an increase from 49.5 percent in strong agreement in 2017. Also in 2017, when students were asked to consider the degree to which they felt welcomed in the LSC, strong agreement with this statement stood at 42.2 percent. In 2018, with the question asked slightly differently, 55.2 percent responded being in strong agreement with the statement that the LSC is an inclusive space where they feel welcome, with an additional 34.97 percent indicating agreement with this statement.

A majority of respondents strongly agreed the LSC is a central meeting place for students. Based on survey results, students perceive the LSC as a place to get involved on campus, with 39 percent agreeing with the statement and 36 percent strongly agreeing. Student responses also indicate generally positive perceptions of the LSC as a place for entertainment. Moreover, 73 percent of respondents either agreed or strongly agreed there was a wide variety of entertainment provided in the LSC, and 63 percent either agreed or strongly agreed the entertainment offered is reasonably priced.

In considering student satisfaction with the LSC Bookstore, customer service continues to receive a positive rating from students. When asked to rate the availability of staff to assist customer, 49.3 percent of students indicated being satisfied and 32.7 percent indicated being very satisfied. The positive response from students has trended steadily over the last three years, ranking above the performance mean set for Skyfactor assessments. Students were also asked to rate the courteousness of staff in the Bookstore in which 48.2 percent indicated being satisfied and 39.9 percent being very satisfied. A positive trend related to courteousness of staff exists in the previous three annual assessments. Skyfactor asks students about their satisfaction with pricing of textbooks and students have responded less positively to this question with a performance score of 25 percent in 2017. Rather than ask about satisfaction with prices, the current surveys asks students to consider the value of textbooks. In their response, 25.6 percent indicated being satisfied to very satisfied and 26.9 percent were neutral to the question. This satisfaction rate was lower than other value-related items in the survey, including the value of school supplies where 50 percent of respondents indicated being satisfied to very satisfied. This is also observed when students were asked about the value of CSU-logo merchandise where over 60 percent of respondents indicated neutrality to satisfaction.

The LSC Satisfaction Survey also asks about aspects of LSC dining. In 2017, dining aspects fell below factor performance in the Skyfactorf sufrvey, where in 2018 results trend favorably in this area. For example, 58 percent of students indicated neutrality towards food prices in 2017 and in 2018, 34.5 percent of students indicated neutrality and 41.5 percent indicated satisfaction with food prices. Also in 2018, students indicated satisfaction with the quality of food by a rate of 56.1 percent, with over 75 percent of students indicated being satisfied to very satisfied with the customer service.

The results from previous Skyfactor assessments demonstrate Factor 5, College Union Enhances Life and Leadership, as an area needing improvement. The current LSC Satisfaction Survey may give additional insight into the ways in which students interpret leadership development within the LSC. The majority of students rated the degree to which the LSC involves students in decisions about LSC programs and services as moderate to excellent, at 43 percent and 40.4 percent respectively. The rate of response to the item is similar to the previous year, where 65 percent of students indicated slight dissatisfaction with the degree to which the LSC involves students in decisions. Furthermore, 54 percent of students were not at all aware of the Lory Student Center Governing Board. The Governing Board is comprised of students who have direct input regarding LSC policies and provide insights on various operations through the building.

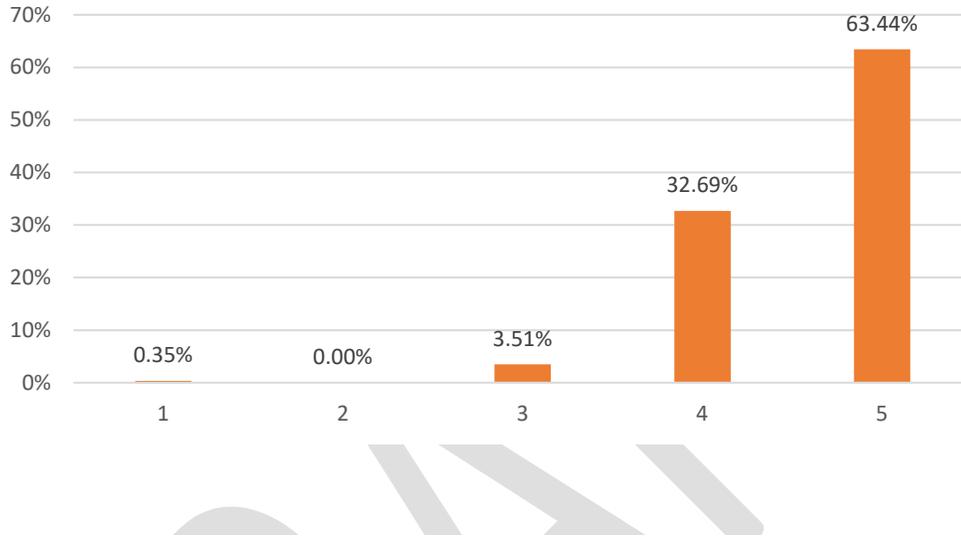
In response to the degree to which the LSC provides opportunities to explore leadership opportunities, 40 percent of students agreed while 32 percent were neutral to the statement. Previous assessments have demonstrated similar percentages. Given the tangible amount of programming around leadership, as well as student employment, additional assessment would help to understand students' perceptions of leadership programs offered.

Conclusion

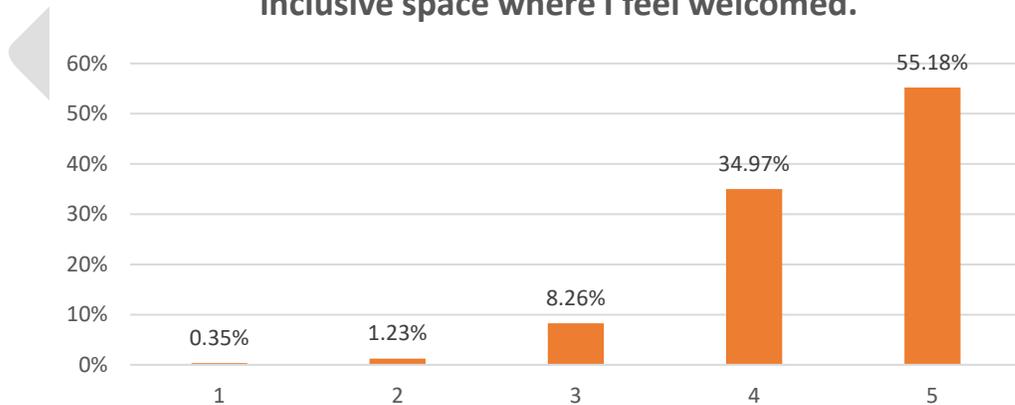
The LSC averages 22,940 visitors per weekday during the fall and spring semesters. The results from the LSC Satisfaction Survey demonstrate a generally positive perception of the LSC and the programs and services within the building. The LSC remains a welcoming and positive environment for students. Across the board, students who visit the LSC as little as once a week, to those who visit eight or more times a week, indicate a satisfaction rate of above 60 percent. Efforts to improve messaging related to leadership development/education opportunities should continue. Furthermore, the link between the LSC and specific programs should be more explicit, such that students involved in co-curricular leadership opportunities in the LSC understand the link between the mission of the LSC and specific leadership development programs and other opportunities.

2018 LSC Satisfaction Survey – Highlighted Graphs

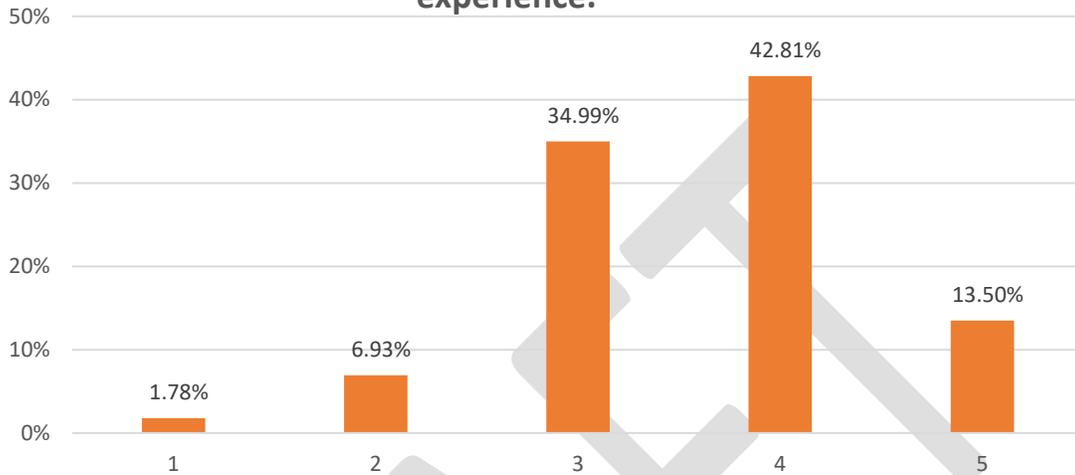
Q8. Using a scale of 1 to 5, please rate your level of agreement with the following statement (1-Strongly Disagree, 5-Strongly Agree): The LSC is a(n)... - **environment in which I feel safe.**



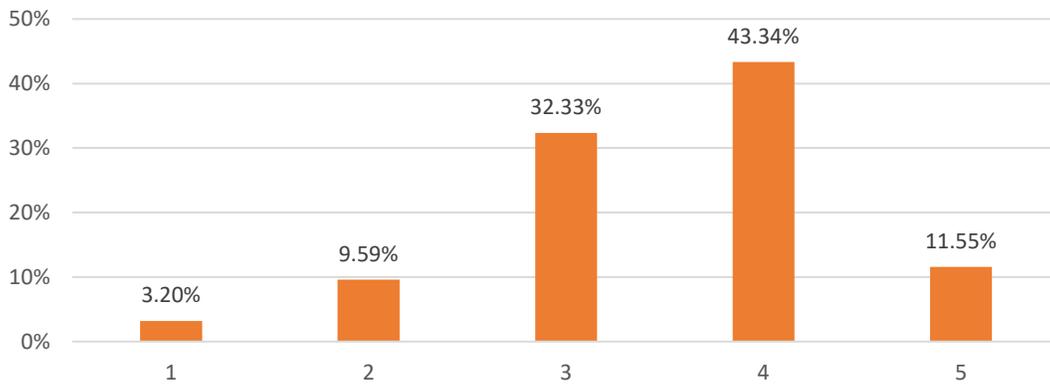
Q9. Using a scale of 1 to 5, please rate your level of agreement with the following statement (1-Strongly Disagree, 5-Strongly Agree): The LSC is a(n)... - **inclusive space where I feel welcomed.**



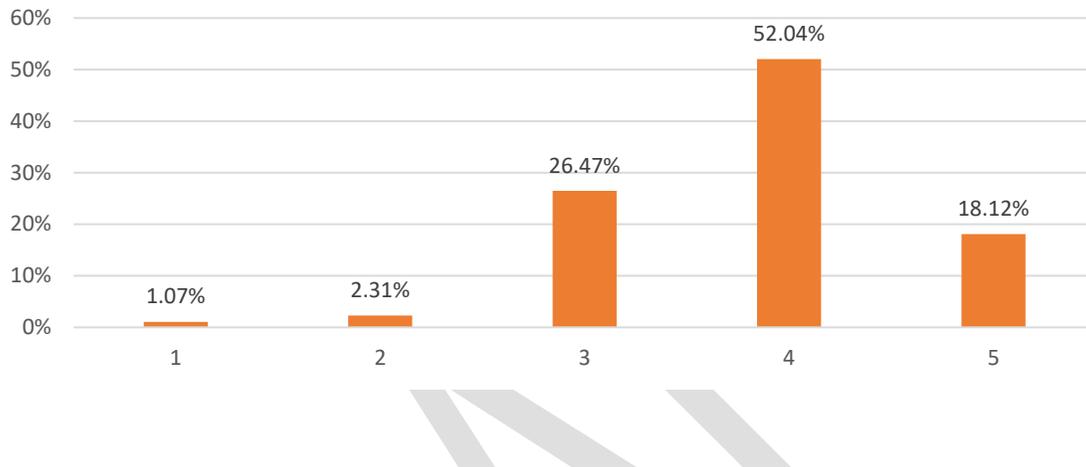
Q38. Using a scale of 1 to 5, please indicate your level of agreement with the following statements (1-Strongly Disagree, 5-Strongly Agree): - **The activities in the Lory Student Center enhance my overall educational experience.**



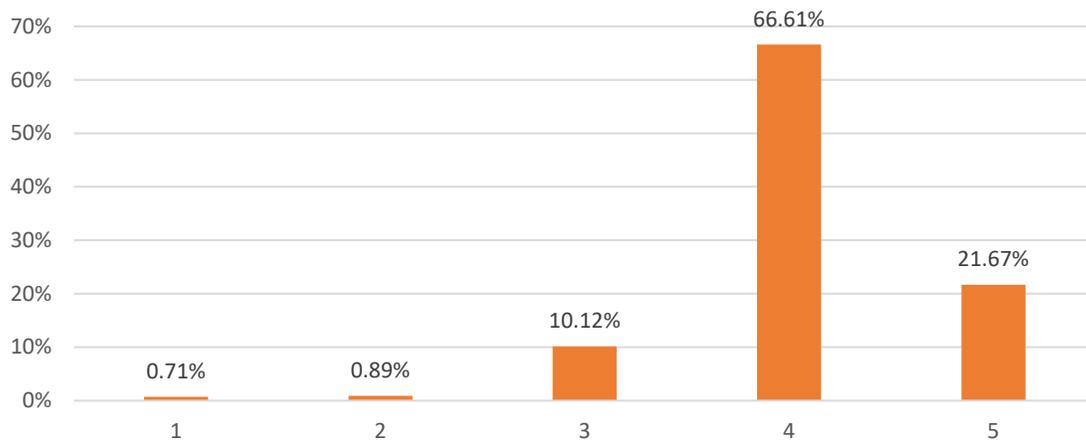
Q39. Using a scale of 1 to 5, please indicate your level of agreement with the following statements (1-Strongly Disagree, 5-Strongly Agree): - **I am satisfied with the value of LSC programs and services provided when considering the student fees I pay.**



Q40. The Lory Student Center fulfills its mission to promote a supportive creative learning environment by developing campus community through offerin a diversity of high-quality student-centered programs and services.
(1-Strongly Disagree, 5-Strongly Agr



Q42. What is your overall level of satisfaction with the Lory Student Center (1-Very dissatisfied, 5-Very satisfied)?



2018 Multi-Institutional Survey of Leadership

Introduction

The Multi-Institutional Study of Leadership (MSL) is a national survey instrument measuring influences of higher education on college students' leadership development. Specifically, the instrument examines experiences during college and their influences on leadership-related outcomes. The first instance of the MSL was in 2006 by Co-Principal Investigators, Dr. John P. Dugan of Loyola University of Chicago and Dr. Susan R. Komives of University of Maryland, with the support of the National Clearinghouse for Leadership Programs. Subsequently, the survey has been administered every three years to over 300 institutions yielding over 300,000 responses.

The Social Change Model (SCM) of Leadership and Astin's (1993) input-environments-outcomes (I-E-O) college impact model serve as the frameworks for the survey. Principles associated with the SCM involve social responsibility and change for the common good. Achievement of these principles occurs through the development of eight core values functioning at three discreet levels: individual, group, societal. The I-E-O model assesses the impact of various environmental experiences on students' capacity for growth or changes based on varying environmental conditions. The survey utilizes the Socially Responsible Leadership Scale (SRLS) to measure core values of the social change model. The SCM Leadership outcomes measures include Consciousness of Self, Congruence, Commitment, Collaboration, Controversy with Civility, Citizenship, Omnibus SRLS (total score), and Resiliency. The MSL measures additional outcomes related to leadership including Leadership Efficacy, Complex Cognitive Skills, Social Perspective-Taking, Social Generativity, Hope Scale-Agency, and Hope Scale-Pathways. In 2018, 78 colleges and universities participated and 74 were included in the national benchmark.

The MSL was administered between January 2018 – April 2018. Colorado State University's response rate was 21.1 percent out of a sample size of 4000 students. This response rate is down from 26.6 percent in 2015. The demographic makeup of respondents were similar to participants in 2015, with the majority of respondents indicating white/Caucasian (74 percent), female (66 percent), traditional-aged (under 24) (90 percent), and heterosexual (79 percent). A greater number of first-year students responded more than any other class classification. Over 75 percent indicating a Grade Point Average (GPA) between 2.50 and 4.00. When students were asked about employment status, 29 percent reported having an on-campus job and 27 percent reported working off-campus. Finally, 32 percent of respondents reported engaging in community service in an average month. Moreover, the majority of respondents reported engaging in community service through student organizations (19 percent) for one to five hours in an average month.

Findings

Results for the survey break into inputs, or student characteristics, by outcome measures and environments by outcomes. Sexual orientation, as an input was observed to have the most statistically significant differences between SCM outcomes, with LGBTQ+ students scoring lower in 'consciousness of self,' 'commitment,' 'collaboration,' and 'resiliency.' Considering race, self-identified Asian-American students scored statistically lower than the Caucasian students related to 'consciousness of self.' Additionally, Asian-American students scored lower than the Latino/Hispanic students on the 'omnibus SRLS,' or total score on the Socially Responsible Leadership Scale. Statistically significant differences were also observed among students who report having a disability and students who do not. Students who indicated reporting a disability scored statistically lower related 'consciousness of self,' 'collaboration,' and 'resiliency.'

Turning to the ways in which students' SCM outcomes were impacted by the environment, MSL results show statistically significant higher outcome scores related to 'citizenship' for students participating in student groups over students who do not. Students engaging in social change behaviors and socio-cultural conversations some of the time demonstrated significantly higher outcome scores across all SCM domains (i.e. consciousness of self, congruence, commitment, collaboration, controversy with civility, citizenship, omnibus SRLS [total score], and resiliency). Similarly, students who strongly agreed to a belonging climate on campus scored statistically high along all SCM measures. Additionally, students were asked about their participation in various student groups. Those who indicated participating in new student transitions scored statistically higher than those who did not related to 'collaboration,' 'controversy with civility,' 'citizenship,' 'omnibus SRLS,' and 'resiliency.' Students indicating participation in service groups scored statistically higher than those who did not related to 'consciousness of self,' 'congruence,' 'collaboration,' 'controversy with civility,' 'citizenship,' and 'omnibus SRLS.' Participation in social fraternities or sororities demonstrated statistically significant higher scores related to 'collaboration,' 'citizenship,' and 'omnibus SRLS.' Students who indicated participating in academic/departmental/professional groups, campus-wide programming groups, honors societies, recreational groups, and religious groups score statistically higher related to 'citizenship.'

In examining the impact of the environment on leadership outcome measures, some environments significantly influence the way in which students score on various outcome measures. For example, students' involvement in off-campus organizations scored significantly higher in 'social generativity,' as opposed to students who never participated. Gains in 'social generativity' is also observed in students who indicated participation in new student transitions, recreational student groups, service student groups, and sorority and fraternity groups. Moreover, there were statistically significant increases in 'complex cognitive skills' among students who participated in honor societies, new student transitions, and service groups. For students who reported engaging in social change behaviors at least some of the time has significantly higher scores on outcome measures

'leadership efficacy,' 'complex cognitive skills,' 'social perspective-taking,' 'social generativity,' 'hope scale–agency,' and 'hope scale–pathways.' Statistically higher scores on these measures were likewise observed among students who reported engaging often in socio-cultural conversation.

The role of mentor relationships alongside formal leadership experiences and programs have an observable impact on outcome measures. For example, students who indicated engaging often with an employer as a mentor had statistically significantly higher scores among all outcome measures (i.e. leadership efficacy, complex cognitive skills, social perspective-taking, social generativity, hope scale–agency, hope scale–pathways). Students who engaged often with student affairs professionals as mentors demonstrated significantly higher scores related to 'complex cognitive skills,' 'social perspective-taking,' 'social generativity,' and 'hope scale–agency.' Mentors in the form of community members and other students also contribute to outcome measures, specifically 'complex cognitive skills,' 'social perspective-taking,' 'social generativity,' and 'hope scale–agency.' Participation in leadership retreats increased scores related to 'leadership efficacy,' 'complex cognitive skills,' 'social perspective-taking,' and 'social generativity.' Attending leadership conferences also contributed significantly related to 'complex cognitive skills,' 'social generativity,' and 'hope scale–agency.' Formal leadership experiences and programs such as participating in retreats and conferences have statistically significant higher scores across most outcome measures: consciousness of self, citizenship, omnibus SRLS, leadership efficacy, complex cognitive skills, and social generativity.

Conclusion

The Multi-Institutional Study of Leadership measures inputs, environments, and outcomes related to student leadership as framed by the Social Change Model. The results showed statistically significant differences among gender related to resiliency. Differences related to race were observed to be statistically significant in the domains of 'consciousness of self' and the 'omnibus SRLS' score. Likewise, statistically significant differences were observed in environmental measures related to SCM outcomes. Students participating in community service showed differences along the domains of 'congruence,' 'collaboration,' 'controversy with civility,' 'citizenship,' 'omnibus SRLS,' and 'resiliency.' Involvement in college contributed to significant differences within the domains of 'consciousness of self,' 'congruence,' 'collaboration,' 'citizenship,' and 'omnibus SRLS.' Students holding leadership positions in college organizations demonstrated statistical differences within the domains of 'collaboration' and 'citizenship.' Lastly, students were asked to rate their perception of their capacities prior to college and their perceptions of their capacity in their senior year; student responses indicate statistically higher scores during their senior year related to seven out of eight SCM outcomes.

Campus Labs Reporting FY 2018

Introduction

Campus Labs is a web-based data toolkit utilized by the Division of Student Affairs and Colorado State University in a variety of ways. Through its planning and reporting tool, each unit within the division documents its progress towards unit-identified goals that align with University strategic goals. Unit goals are measured and progress is reported at the close of the fiscal year. The Lory Student Center (LSC) has an array of program and service goals within the building. In an effort to encompass all aspects, reporting is segmented, with Campus Activities and SLiCE each reporting a learning, program, and diversity goal on Campus Labs. Business Services, Operations, and Dining Services report goals and progression to the LSC Assessment Coordinator, who is responsible for documenting in the system and ensuring progression.

Campus Labs Reporting (ALL LSC)

University Strategic Goal: Student Learning Success

Goal Description: 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 Type: Learning

Metrics for Goal: Each student employee in the CSU Bookstore participated in 15 hours of training. Of these student employees, 189 were trained in sales, inventory, and accounting over the fiscal year for a total of 2,835 hours.

Recommendations: Learning objectives for training should be articulated clearly. Managers should note training topics addressed and training hours recorded on a regular basis.

University Strategic Goal: Inclusive Excellence - Diversity, Equity (Fairness?) and Climate

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

Goal Type: Diversity

Metrics for Goal: Catering staff of the LSC worked closely with SPDS offices for special events related to culture and experience. This work resulted in 82 partnerships/reservations, 178 catered meals from special menus, and 75 large-scale events (50+ people) in collaboration with the SPDS cluster.

Recommendations: Continue

University Strategic Goal: Physical Resources

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

Goal Type: Program

Metrics for Goal:

Satisfaction with the cleanliness of the LSC. Demonstrated by survey results.

The LSC Satisfaction Survey indicates high satisfaction rates among students related to environment. Over 50 percent of students indicated being satisfied with the cleanliness of entrances, hallways, and restrooms. Moreover, students indicated being very satisfied by a 50 percent margin for each area measured.

Recommendations: Continue

Campus Labs Reporting (Campus Activities)

University Strategic Goal: Student Learning Success

Goal Description: 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 Type: Learning

Action Plan: Student employees of Campus Activities will engage in deeper learning through intentional student employee learning outcomes. The entire Campus Activities student staff will engage in leadership through teamwork in their role as a student employee resulting in a deeper sense of connection to their job. Eighty percent of Campus Activities student staff will either agree or strongly agree that they are able to identify their leadership styles and those of others in the group to effectively work together as a team to accomplish the groups' goals; as well as will be able to work as a group to ensure there is a shared understanding of office/project objectives and goals.

RamEvents student staff members will engage in personal and professional development opportunities to learn skills they can apply before and after graduation.

The Campus Information and Box Office will consider changing the staff selection process and allow for more student staff involvement as well as will work to create deeper learning for its staff members and work very closely with its management team to develop leadership skills.

Provide LSC Arts Program staff with opportunities to work and learn in areas of art administration and presentation, including curation, installation, preparation, conservation, collection management, leadership, marketing, and general physical practical skills. Provide a space for students to experience the non-linear learning experience that art can provide, including a space for contemplation of current events and culture. By providing The Hallery, the student art space, it allows students to experience the many different facets of creating an art exhibition, from conception to marketing to installation.

Achievement: A few students from the Campus Activities staff participated in the LSC pilot program for student employees. During fall semester, RamEvents staff attended a resume building workshop through the Career Center, tailored to effectively communicate how their current roles will translate to future opportunities. We also provided a workshop that encouraged the students to think critically about their leadership styles.

When the Campus Information and Box Office staff were asked to identify their leadership skills, student managers answered:

“Servant, Coaching, Visionary, Laissez-Faire” – Nichole Howard, Campus Information Manager

“I strive for my leadership styles to be democratic and affiliative because I really value everyone's opinions in decision-making, and I believe the workplace morale to be very important to the success of the organization.”
– Tiffani Moreno, Box Office Manager

“If I had to categorize my leadership style, I would label it as a servant-leadership type deal. I don't enjoy the idea of a boss standing over you and giving you orders on what needs to happen. Instead, I work to help employees understand why certain things need to be the way that they are, and if they have that understanding of the logistics behind it, then they will be more understanding about completing it. Also, I try to inspire those who work around me by working hard and leading by example, while trying to emphasize the common goal that we all have at CIABO to provide the best customer service to each and every person we come into contact with.” – Matt Morris, Flea Market Manager

The LSC Arts Program staff were provided with opportunities to work and learn in areas of art administration and presentation, including curation, installation, preparation, conservation, collection management, leadership, marketing, and general physical practical skills.

Progress: Completed

Recommendation: Campus Activities professional staff should consider doing more collective trainings as a department and creating a calendar of trainings for student staff. Additionally, they should consider how they assess set learning outcomes. Looking into assigning these to a professional staff member's job description.

University Strategic Goal: High Quality Academic and Co-Curricular Programs

Goal Description: 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.

Goal Type: Program

Action Plan: Campus Activities will produce high-quality events and services that are open to and serve all students that address the needs of our global society, as well as provide co-curricular learning for graduate students and student employees.

RamEvents will produce events where no less than 75 percent of survey respondents who attended a program with an educational component reported that the speaker or program encouraged on-going/continuous learning.

Campus Information and Box Office will encourage co-curricular learning for staff by encouraging them to attend workshops and service-learning opportunities.

Achievement: RamEvents modified its recruitment plans as well as made this area part of a professional staff member's job description to create a retention plan for its staff.

Campus Information and Box Office staff stated:

"I have seen growth in my customer service and communication skills, as I have become more confident with customers and solving difficult questions. I have also had the chance to work on software development with the interaction tracking program. Overall, this semester has a great mix of development in technical skills and personal skills, which are both extremely important for engineering." – Jeremiah Corrado, Information Specialist

"I have learned a lot of teamwork, time management, and personal responsibility while working at the Campus Information desk this semester. I also have augmented my realization that leadership does not mean being a boss or a manager, it means stepping up and guiding others when you're needed." – Phillip Wade Foreman, Information Specialist

"I think it has helped me talk to people better in a customer service kind of way and think quickly to solve problems. It has also helped me see how different institutions address social justice issues. This has been insightful in terms of what organizations in the future I would be willing to involve myself in." – Laura Morrison Pibel, Information Specialist

"I've benefitted from this job in that whoever I've shared my academic crises with have been extremely helpful and supportive. I also met Wade who is in my major and constantly helps me out when I'm stuck with my engineering homework even if we're not working or gives me advice so I can have the best academic experience possible." Kimberly Fernandez, Information Specialist

"This job has allowed me to maintain a schedule of my various going-ons at CSU. By having a consistent time schedule, I was able to find improve my work and study habits as I knew I would have work so I couldn't procrastinate and let my school work go." Julia Monterosso, Information Specialist

When student staff were asked to select the statement that most accurately describes their experience, 78 percent of staff selected "I am very satisfied with my employment experience." I strongly believe this position is supportive of my academic success. I strongly believe this position is providing me with valuable and transferable skills and experiences."

Progress: Completed

Recommendation: Look into a system of tracking and assessing more programs and put numbers to the statements. Also, do a more focused assessment of all Campus Activities student staff to track their learning.

University Strategic Goal: Excellence in Staffing: Hiring, Professional Development, Employee Engagement

Goal Description: Focus on positive work-life balance for all employees and consider the impact decisions have on employee health, wellness, safety, and security. Recognize and reward outstanding performance at all levels. Provide access to professional and personal development for all employees.

Goal Type: Diversity

Action Plan: Campus Activities will recruit and retain the highest quality students that meet the needs of programs and are representative of the diversity of society. Utilizing Goal 2

and 3, Campus Activities staff will impart lifelong learning, leadership, problem solving, and taking the initiative for its student staff.

RamEvents will continue to modify its recruitment plans as well as work to create a retention plan for its staff.

The Campus Information and Box Office aims to advance student staff academic experience through its employment opportunities.

Achievement: Campus Activities staff had the same number of staff from the previous year and retained the majority of them who were eligible. Campus Activities staff also increased its diversity by about 10 percent.

Additionally, when student staff were asked to select the statement that most accurately describes their experience, 78 percent of staff selected “I am very satisfied with my employment experience.” I strongly believe this position is supportive of my academic success. I strongly believe this position is providing me with valuable and transferable skills and experiences.”

Progress: Completed

Recommendation: Look into a system of tracking retention and put numbers to it. Also, do a more focused assessment of all Campus Activities student staff. Campus Activities could also consider doing a joint hiring process as to be consistent in messaging and to utilize the group’s collective campus network to recruit a diverse staff.

Campus Labs Reporting (SLiCE)

University Strategic Goal: High-Quality Co-Curricular Programs

Goal Description: 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.

Goal Type: Program

Action Plan: Coordinate President's Leadership Program Scholars, a high-ability cohort, with an anticipated international service-learning trip to East Africa.

Achievement: Six individuals (4 students and 2 staff members) traveled to Rwanda to participate in a leadership and cultural site visit. The President's Leadership Program partnered with the Global Livingston Institute. Together, they sought to explore innovative leadership development focused on identity, awareness and collaboration.

Progress: Completed

Recommendation: Continue the partnership with Global Livingston Institute in addition to increasing the number of student participants.

University Strategic Goal: Student Learning Success

Goal Description: 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 Type: Learning

Action Plan: Collaborate with Assistant Vice President, Campus Activities, Student Diversity and Program Services, and Academic Affairs to host both Intergroup Dialogue co-curricular and curricular programs.

Achievement: A total of 17 Students Empowering and Engaging in Dialogue (SEED) workshops were completed during the 2017-2018 academic year. These workshops were facilitated for a variety of campus departments, student organizations and university groups. The SEED program is anticipated to have an even more successful 2018-2019 year.

Progress: Completed

Recommendation: Increase the number of workshops provided. Additionally, seeking a full-time employee to manage the program would be a suggested recommendation.

University Strategic Goal: Inclusive Excellence

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

Goal Type: Diversity

Action Plan: Partner with The Food Bank for Larimer County to host monthly mobile food pantries on campus.

Achievement: Hosted a total of eight mobile food pantries during the 2017-2018 semester. The 2017-2018 academic year was the first year of regularly hosting the CSU Mobile Food Pantry in partnership with the Food Bank for Larimer County with hundreds of monthly students, faculty and staff participants. The 2018-2019 participation has increased.

Progress: Completed

Recommendation: Continue the partnership with the Food Bank for Larimer County. Additionally, reviewing processes and numbers will allow the program to better meet the needs of a growing participant pool.