

Division of Student Life Annual Report 2016-17

Executive Summary

The purpose of the annual report is to tell the story of Student Life and its departments, assess past-year efforts, and plan for the future. The annual report is not intended to be an exhaustive list of every effort undertaken, but rather it is a “snapshot” of the year’s accomplishments. Through this report, we intend to share not only the scope of our efforts, but also the impact of our programs on the experience of students and other community members. *What did students (and others) learn, experience, or accomplish as a result of our efforts?* We attempt to use both quantitative and qualitative information to illustrate our story.

Key themes emerged from the departmental annual reports in Student Life during 2016-17, as follow:

Theme #1: Realigning Student Life organization to meet divisional and institutional needs

In spring 2017, Dr. Dan Fox, Vice President of Student Life announced an organizational realignment within the Division of Student Life, resulting in the creation of a new unit within Student Life, which is called Campus Life and Student Success (CLASS). Athletics, Public Safety, and ROTC continue to report directly to the Vice President of Student Life. The following position changes in CLASS were made effective April 1, 2017:

- Rebecca Flintoft, Associate Vice President of Student Life
- Colin Terry, Associate Dean of Students
- Mary Elliott, Director of Residence Life and Housing
- Amy Baccei, Associate Director of Residence Life
- Jessica Keefer, Director of New Student and Transition Services
- Jen Drumm, Director of CASA
- Amy Argyris Dupont, Assistant Director of CASA
- Katie Ludwin, Director of Disability Support Services

The advantages of the realignment include the following:

- VPSL can focus on institutional, advancement, and external concerns of the university
- Advancement opportunities will allow Mines to retain talented, ambitious employees
- Ability to take advantage of shared outcomes, goals, resources, and increased collaboration, and to reduce inefficiencies in programs and processes
- More effort and staff time committed to currently under-resourced student needs, including student conduct adjudication, transfer and Veteran student support, substance abuse prevention, student advocacy, and student of concern/student crisis case management
- Undergraduate Student Government (USG) receives broader, more dedicated advising
- More consistent job titles and associated responsibilities, building successive levels of leadership and peer groups, fairly allocating supervision responsibilities, and providing opportunities for succession planning and employee development.
- In May 2017, CLASS began a strategic planning process that will continue through Fall 2017.

Theme #2: Meeting increasingly complex student needs

Student Life expanded efforts to meet the increasingly complex mental health needs of our students. This included greater crisis triage efforts in the Counseling center, restructuring Counselor Referral Network to be available to all students (not just those in the Student Health Insurance Plan (SHIP), and developing a greater proactive outreach program to educate and influence the student body more broadly), more diverse students, first-generation, Veterans, students with disabilities, etc.

Theme #3: Enhancing the student experience by building on existing campus traditions and programs

Student Life enhanced the student experience in Greek Life by adding Kappa Alpha Theta as a fourth sorority on campus, as well as creating and filling a new position of Greek Life Coordinator. We expanded upon many of the campus traditions that are key to the Mines student experience, including Theme Learning Communities (TLCs), M-Climb, E-Days, Homecoming, and Career Day.

Theme #4: Developing new programs to assist with transition of new students to campus

Student Life developed several new programs to assist with the transition of new students to campus, including the new Helluva Service Event for new students during Fall Kick-Off 2016, new “Launch” programs for confirmed incoming students in February to July 2017, the planning phase for Oredigger Camp later in Summer 2017, and a new Student Assistant Job Fair in both semesters of 2016-17.

In addition to highlighting the common themes that developed through the annual report process, we also present key highlights for each department in Student Life, as follows:

Athletics:

- Strong performance on the field. Won the RMAC All Sports Cup for the second year in a row. Five teams were conference champions.
- Strong academic performance by student-athletes.
- Continuing to improve budget management across the department, including effectively restructuring the Student Recreation Center fee.

Public Safety:

- Continued focus on campus visibility and involvement by Mines police officers.
- Provided critical law enforcement training to officers, provided new and better equipment to our officers, conducted audits of evidence and property, and continue to audit our past and current police records.

BlasterCard:

- Completed new BlasterCard Program Electronic Manual. This database provides step by step instructions for all functions and operations of the BlasterCard Program.
- Developed and implemented new carding process in line with objectives of “Launch.”

Campus Events:

- Developed marketing plan, created and re-branded associated websites, implemented room diagram software, created event planning guides and developed professional print and web marketing materials.

- Strategically increased revenue by attracting new and retaining recurring events and conferences that are the best fit with our institution.
- EMS software implementation completed, allowing improved reservations for all Student Center, Green Center, Athletics, and outdoor spaces on campus.

Career Center:

- 60+ Career Skills Workshops for students hosted.
- Second largest Fall Career Day with 234 companies and largest-ever Spring Fall Career Day with 220 companies.
- Integrated Career Center workshops and support with multiple academic departments' curriculum.
- Developed a new Student Assistant Job Fair in both semesters.

Center for Academic Services & Advising (CASA):

- Collaborated with multiple SL and AA offices to successfully host multiple Launch programs; CASA played an integral role in providing advisement to all Launch attendees.
- Hosted 14 live webinars for 1,000 attendees as part of pre-entrance advisement and support for incoming students.
- Four sections of Bounce Back with 46 students overall. 22 students improved their GPA by 1.0 or more.

Counseling Center:

- Implemented triage system to address increased amounts of urgent and crisis walk-in requests, assess safety risks, and determine need for hospitalization
- Reorganized the Counselor Referral Network (CRN), making it available to all students.
- Addition of two new staff members – one existing counselor position and a new Outreach Coordinator

Dean of Students' Office:

- Updated the Student Code of Conduct and several other policies/procedures related to students.
- Administered the Campus Alcohol Policy and worked with departments and student organizations to approve 121 Requests to Serve Alcohol Events.
- Assisted with the development of the Campus Life and Student Success (CLASS) and Student Life realignment.

Health Center:

- Implemented Health Portal system that allows students to upload documents, obtain records, and receive test results through secure messaging
- Added Psychiatric Nurse Practitioner to address growing need for complicated mental health issues.
- Student Government approved financial support for the Dental Clinic through an increase in the Health Services fee starting in FY18. This should result in the Dental Clinic no longer needing to be funded by the reserve or general fund.

New Student and Transition Services (NeST):

- Transitioned the program from Student Activities to a new office and hired a new director for the office.
- Developed two new orientation programs for new students: Launch and Oredigger Camp; Received a grant of \$3000 from BP to assist with Oredigger Camp programs.
- Created a new tradition of student service work during the Fall Kick-off orientation programming which involved over 700 students performing 4+ hours of service work each throughout the Golden community; the program won an award from the City of Golden.

Residence Life:

- Managed through a difficult year with the loss of several staff, including the director, and a reorganization of the office.
- Increased compensation for the Residence Life Coordinators to remain competitive by reducing student worker desk hours during low use times.
- Created a strategic plan that included Values, Pillars, and Learning Outcomes.

Student Activities, Involvement and Leadership (SAIL):

- Added Kappa Alpha Theta sorority to increase the Greek Community to 11 organizations
- Increased participation with campus traditions such as M-Climb, E-Days, Homecoming, and Ore-Cart Pull
- Addition of two new staff members – existing Administrative Assistant position and a new Greek Life Coordinator that allows for increased support of our growing Greek Community.

Disability Support Services:

- 184 students (largest ever) registered with DSS. An increase of 43% of individual exams administered as compared to year prior (2396 exams proctored).
- Partnerships and training with Residence Life, Parking, Student Activities, Public Safety, Facilities, CCIT, Trefny, Equity and Compliance, CARE Team, Counseling Center, Wellness Center, Title IX, CASA, academic departments/new faculty, Legal, Library, Career Center, and Health Center.
- Ongoing implementation of Accessible Information Management system to ensure compliance and support faculty/student communication.

Student Life Business Administration:

- Increased sales in voluntary meal plan and cash sales, trademark royalties, and online bookstore sales. Decreased textbook sales in Fall 2016.
- Strong satisfaction survey results in Mines Dining on both Sodexo and NACUFS surveys.
- Subway, Starbucks, and WOW Café received national recognition from their national brands.

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Athletics

Accomplishments on Field:

After having a stellar year on the field in 2015-2016 our department came through again in 2016-2017. We came in second place overall in the RMAC for the Sportsmanship Cup and we won the RMAC All Sports Cup for the second year in a row. This is the first time in school history we have won the All Sports Cup in back to back years and only the third time winning overall. Highlighting the year were Conference Championships in: Men's Golf, Football, Women's Soccer, Men's Basketball and Men's Cross Country. We also won conference tournament championships in Volleyball, Women's Soccer, and Men's Basketball. Programs finishing second in the conference during the regular season this past year were Volleyball, Baseball and Softball.

This past year Mines finished 14th overall in the Learfield Cup standings. The following teams reached the NCAA postseason: Football, Volleyball, Women's Soccer, Men's and Women's Cross Country, Men's Golf, and Men's Basketball. We also had individual qualifiers in Men's and Women's Swimming, Men's and Women's Indoor and Outdoor Track and Wrestling.

Academic Accomplishments:

Mines student athletes continue to excel in the classroom. The cumulative GPA in the fall for all athletes was 3.15 and in the spring it was 3.16. Three of our teams won the Brechler Award this year for highest GPA in the RMAC: Men's and Women's Swimming and Wrestling. Gokul Natesan from Men's Basketball won the RMAC Male Academic Athlete of the Year Award which is a huge honor.

Challenges:

One of our biggest challenges continues to be managing our budget. Danielle has been a tremendous asset to us and she is helping us create the tools we need to better track what we are spending and when we are spending it. With the amazing support of our administration we were able to convince the students to increase the student fee for athletics significantly which will also be a big help to our department. Coaches understand they need to accurately forecast and then implement their budgets. This area is a constant work in progress and extremely important.

Although our department is fairly well integrated into campus life and operations it is another area that needs to be nurtured. We have several department members who already work with other areas on campus (Coach Skadeland – Culture of Respect, Pryor Orser – Met with Foundation Board, Carolyn Dennee – Innaugural Leadership Development Program to name a few) we need to continue to participate more and have our coaches and staff more involved.

This coming year we are placing an emphasis on our SAAC program. It has been extremely weak over the last few years and it needs a significant boost. Kate Burke is taking it over. We have our Head Coaches bought in and we are changing the meeting schedule and location to better fit the needs of our SAAC members. I am confident we will get this program going in a more substantive way this year.

Revenue Generation and Fundraising Update:

Adding Kate Burke to our staff has been a great improvement! Our Oredigger Club is improved and will be including a Board of Directors this year to help us facilitate our events better. Our Lift-a-Thon is way more organized and should yield more dollars this coming year since Kate is taking over the whole operation. Our golf outing was the best one ever with 160 participants. The auction was fairly good but now that Kate has one under her belt I know it will only get better.

More of our coaches are taking an active role in fundraising for their teams. Coach Brandon is way more enthusiastic about raising funds than our last coach ever was. Since football has the most potential based upon sheer numbers I think this will be a big improvement.

Kate is now through her first round of sponsorship solicitation and although it is a tough market it looks like she is adding some good accounts and maintaining most of the ones we already had. Again, I feel like she will make a huge impact in this area over time.

The bottom line for our department is we need to get creative and find ways to generate as much revenue as possible. This will help immensely as we move towards better budget management and fiscal responsibility.

Facilities/Capital Planning Update:

This past year has been fairly quiet compared to the opening of Marv Kay Stadium and all of the other parts of the Clear Creek Athletics Complex. We have focused on finishing some minor details in Korell and in the Soccer/Track building. Awesome murals and designs have gone up and are going up in both spaces, we added some defined storage for football under the bleachers and built a nice storage shed up by the baseball field.

A larger scale project is the renovation of our wrestling locker room. We are looking to raise \$300K and are almost halfway there. We have named the whole wrestling facility after Jack Hancock and it is generating some good interest. The renovation will allow for a study room where men's soccer used to be. It will eliminate the toilet in the middle of the locker room and build in a cold tub so the athletes do not have to get into a giant plastic tub. All of the surfaces and lockers will also be upgraded.

The softball field is also getting a renovation through private funding and money left over from Clear Creek. We are shoring up the first base line, improving the dugouts and moving them further from home plate so they are safer. We are enhancing the bull pens, building a better press box behind home plate and improving the sightlines for our fans! This will have a positive impact on our program for sure.

Staffing Update:

Once again we have done a great job retaining staff. We have had little to no turnover which is incredibly rare in athletics. The following positions changed during 2016-2017:

Full Time Positions:

Assistant AD – Athletics Communications

Assistant SID

Part Time Positions:

Assistant Baseball Coach

We also will be adding a new position: Head Strength and Conditioning Coach

SAAC Update:

The Student Athlete Advisory Committee is an area where we believe we can make a lot of improvement. It is difficult at a school like Mines to get a large time commitment from our student athletes due to the rigor of our academic curriculum. This coming year we are making an effort to create a more effective committee by changing leadership, structure and scheduling.

Kate Burke will be taking over the SAAC program. She has experience with this group from past positions at other institutions. We are changing the meeting time from lunch on a weekday to Sunday evenings. We have done away with the officer structure and replaced it with a committee style structure. This will stop the reliance on the SAAC Cabinet to do all of the work. We have also emphasized the importance of SAAC to our Head Coaches. They have selected true leaders from their teams to represent on the committee. We believe this will be a break out year for SAAC and we hope to see more impact from this group on our 500 student athletes as a whole.

Innovation:

Many of the areas where we will be innovating are in the external relations aspect of our department. This has a lot to do with the addition of Kate Burke to our staff. She is filling a void where Mines Athletics has not had an impact nor did we have the structure to make one. There has been and will continue to be increased in-game promotions, community service opportunities for student athletes and staff, partnerships with local businesses and a stronger Oredigger Club that will include a Board of Directors. We will continue to search for ways to streamline student participation in our athletics events including a rewards program for attendance. We have increased our level of tracking data and we are building a database of information so we can better connect with our fans. We are very excited to see how this area of athletics grows and improves this coming year.

Moving Forward:

Every year we strive to improve and innovate in athletics. The last two years at Mines have been the greatest in school history in terms of success on and off the field. Our programs are winning a lot and our student athletes and coaches are doing it with class and sportsmanship, for the most part. We have set the bar extremely high and I believe our people are up to the task of raising it again this year and every year.

As athletics finds continued success we must strive to integrate as much as possible into the general campus life and culture. We need to encourage our student athletes to continue to be leaders on campus. Our staff needs to continue to participate in campus programs and have a presence at campus events. There is always a natural tendency for Athletics to become isolated and we must continue to buck this trend at Mines.

Recreational Sports

End of The Year Report- 2016-17

Rob Thompson, Assistant Athletic Director/Director of

Rec. Sports/Director of the Youth Sports Camps

Overview

This year encompassed many successful changes and updates to the Rec. Sports Department including a new professional staff member, numerous technology changes (Fusion, Fusion IM, and more). Rec Sports added new programs and services thanks to our committed and hardworking professional and student staffs.

Highlights

- Restructured Rec. Center fee to better support programs
- Selected as the Student Life Oredigger Community Spirit Award recipient
- Responsible for hosting & administering over 70 Varsity NCAA competitions at Lockridge Arena (4 large tournaments including post season play)



Administrative

- Selected as part of the first ever Student Life Leadership Development Initiative Planning Team
 - Serving as a member of the planning team for the 2nd annual Leadership Development Initiative
- Chair of the Student Life Professional Development Committee
 - Provided leadership & helped program 8 events including Pro Devo Day
- Supported varsity athletic teams in what was possibly the most successful year in the history of Mines Athletics
 - Traveled with volleyball to regional tournament
 - Hosted first 3 rounds of NCAA Basketball Regional Tournament
- Added additional strength equipment to the FitLab without reducing equipment
- Hosted a number of large special events including but not limited to fall & spring commencements, fall and spring Career Days, Bill Nye, Evening of Excellence, Senior Design Fair, Swim Meets, RMR Tournaments, Point Guard Camp, Varsity Athletic Camps
- Managed the Rec. Sports overall budget and collaborated with the Student Activities office as well as the budget office, USG & GSG to increase the Rec. Sports Fees to better fund IM\Club Sports, Fitness and the ORC. This change laid the foundation for the addition of 2 new FTE positions the Director of IM's and the Assistant Director of the ORC.

- Supported numerous committees and programs including the 10 year campus master plan, the Career Day Task Force, Search Committee for Budget Analysis position, planning committee for the Athletics Auction, etc.
- Worked to improve the safety of campers as the Director of the Youth Sports Camp by collaborating with Parking Services and Mines Police to provide a better system for pick up and drop off each day

End of Year Report- 2016-17

John Howard, Director, Intramurals and Club Sports

Overview

The 2016-17 campaign saw many changes with new staff as well as numerous technology changes (Fusion, website and more). Despite these changes, rec sports turned in one of the highest quality and quantity years in program history.

Highlights

- 650 Club Sport Student Athletes
- 415 students earning PA credit – up 57%
- 1,450+ unique IM Participants
- All Student Officials!

Administrative

- Project manager for Rec Sports – recsportsstore.mines.edu & minesathletics.com
- Typical night for intramural and club sports has 25 program hours at 8 different facilities, serving over 500 students. This is reaching 11% of the student population on a nightly basis
- Director, Youth Lacrosse Camp to promote CSM and lacrosse to area youths
- Student Employee & Volunteer Coaches
 - Recruit, interview, hire, train and evaluate 80+ employees
 - Schedule 3,200+ shifts and 9,000+ hours
- Created and implemented comprehensive marketing plan for intramural sports and club sports utilizing the following:
 - Digital media: digital displays, listservs, marquees, online calendars and website/pages
 - Print Media: flyers, The Oredigger, bi-weekly newsletter and Toilet Times
 - Social Media: Facebook, Orgsync, Twitter, Ustream, WordPress and YouTube
 - Presentations: freshman move-in, Celebration of Mines, fraternities, Late Night at Rec, orientation, residence hall/fraternity and sorority meetings
- Physical Education Professor for Pagn280-A Club Sports
 - Developed curriculum, syllabus, accountability and grading for 415 students
 - Collaborated with the Registrar's Office to streamline registration
- NIRSA-NCS Region V Soccer Coordinator (2008 – present)
 - One of six regional coordinators out of a possible 4,000 NIRSA professionals

- Accurately track statistics, standings and weekly power rankings for over 65 men's and women's teams competing in over 250 games in the eight state region
- Plan, schedule, setup, host, supervise and assess the annual regional tournament

Intramural Sports

Another banner year for intramural sports with over 3,500 participants (1,450 unique) forming over 550 teams competing in over 750 games.

Intramural Sports Goals for 2016-2017

- 35% unique student participation
 - 1,450 unique / 4,566 undergraduate enrollment = 31.7%
 - We fell just short of our goal, but still far exceed national and state participation. 35% unique participation is incredible, and we will continue to use that as the mark for our program.
- 25% unique female student participation
 - 402 unique female participation / 1,450 = 27.7%
 - Increase in league and tournament participation led to exceeding this goal!
- Implemented all student officials for all intramural league sports
 - Piloted PA credit for officiating in the spring with success; anticipate increased PA participation.

Club Sports

This year was another banner year for club sports. We had 721 participants (628 unique) tryout for 18 club sports.

Club Sports Goals for 2016 – 2017

- Ten clubs qualify for regional competition
 - Fifteen clubs qualified: bowling, cycling, ice hockey, men's & women's lacrosse, men's & women's rugby, ski team, men's & women's soccer, tennis, triathlon, ultimate, men's & women's volleyball all qualified.
 - This was a very lofty goal, and I am proud of the accomplishment.
- Seven clubs qualify for national competition
 - Ten clubs qualified: cycling, men's rugby, ski team, men's & women's soccer, tennis, triathlon, ultimate, men's & women's volleyball all competed at nationals. We regularly compete against schools five or even ten times our size, so competing for a national title is amazing. Excellence defined.
- Streaming of Club Games
 - We streamed 90% of the home games we hosted this year including the regional soccer tournament.

Final Notes

Taught 20 First Aid, CPR & AED classes, certifying 350 students! 98% of all club sport coaches and athletes are certified.

Overview

Fitness continued its offering of group exercise classes that the patrons of the rec center have come to love and look forward to. While the personal training program sustained a client base throughout the year that has not been seen before in the program. 2016-2017 proved to be a year of strong growth for the BeWell program taking over some big campus wide events. Mid-year BeWell received its 2nd year sponsorship from Centura. With the sponsorship BeWell will continue to provide campus with health and wellness events and education.

Highlights

- *BeWell took over the campus wide event of Stress Less Week – added an additional week before mid-terms and created the most events to ever happen during that week, with 16 total events.
- *Added two new power racks to Fit Lab – providing patrons of facility more equipment.
- *Facilitated 40 BeWell/Fitness events for 2016-2017- which was an increase from 2015-2016

Fitness

- *Added MicroFit to training offerings at Mines
- *Group Exercise instructors collaborated with Mines campus teaching classes for sororities, Mines Market (Sodexo), Student Clubs and more making this the largest year of collaboration for Mines Fitness and campus.
- *Replaced and added a large amount of Group Exercise equipment and Power Racks to the Fit Lab- again providing campus with well-maintained and new equipment when needed.
- *Brought back the body fat and blood pressure screening general drop in times due to high demand.
- *Provided professional development for Fitness staff and future fitness staff – which will bring new classes, instructors and trainers to Mines Fitness in 2017-2018

BeWell

- *February BodyLove created the first ever Art Showcase and other events- like positivity challenge, henna tattoos, healthy eating ideas which reached students to motivate them to create their best selves and be comfortable with who they are.
- *Collaborated on a Stress Less Series for the 1st time with the Counseling Center- trying to reach students and give tools to deal with Mines and stress.
- *1st ever mental health survey to campus getting 872 responses- which BeWell began to use information collected to program for campus wellness.

Final Notes

Looking at the next school year 2017-2018- fitness will be going paperless, BeWell will launch two semester long 12 week – “Love Your Life @Mines” wellness group- focusing on not just “getting through Mines” but, being healthy and happy as well. Fitness is working on student internships to expand the

fitness program. We are also in the beginning stages of collaborating with Aquatics and Outdoor Rec to bring SUP Yoga to the Student Recreation Center. We are looking forward to bringing new wellness opportunities to campus and making Fitness and BeWell stronger programs every year.

Overview

The Student Recreation Center continues to see more students and users come through our door with the large scale special events that we offer. We focused on adding more equipment and services for our users to enhance their overall experience in the Student Recreation Center. We also focused on risk management pieces such as safety audits and lifeguard in-services so that we can offer a safe environment for all.

Highlights

- For the first time in history, the SRC and Lockridge Arena hosted the RMAC men's basketball tournament as well as the NCAA men's regional tournament.
- The SRC also hosted 20+ special events and varsity athletic events such as Convocation, speaker Bill Nye, Commencement, Career Day, Mountain Vista High School Swim Invitational, and US Soccer Development Academy Futsal Colorado Showcase.
- The SRC adopted the EMS scheduling system for facility scheduling reservations. This brought us on board with the rest of campus for facility scheduling and facility use requests.
- Trained five (5) lifeguards to become Lifeguard Instructors.

Facilities

- In 2016 – 2017 the Student Rec. Center saw 160,615 visitors. This number does not account for any special events or athletic competitions. This number only included folks who came into the facility to workout.
- Adopted EMS as the facility scheduling software for the SRC.
- The SRC purchased two new power racks along with new bumper plates and a deadlift platform.
- Offered locker rentals and towel service for the facility.
- Conducted safety audits for the facility staff in the Fall

Aquatics

200 spectators to the facility.

- Had one lifeguard in-service per month, which was up from last year. The in-service covered first aid and safety procedures including drills and swimming tests. This was required of every lifeguard so that he/she would stay up to date on lifeguarding skills.

- Collaborated with CU-Boulder to train five (5) lifeguards to become lifeguard instructors. This will allow us to offer lifeguard certification and recertification classes in-house.

Special Events

- Hosted Bill Nye as a guest speaker in the fall, with 2,500 attendees.
- Hosted Career Day once a semester which brings in 240 vendors and 3,450 attendees in the fall and 200 vendors and 2000 attendees in the spring.
- Hosted the annual Evening of Excellence dinner with 400 attendees.
- Hosted Convocation for incoming freshman.
- Hosted Fall Commencement for 200+ students.
- Hosted the Spring Graduate Commencement for 200+ students.
- Hosted the senior design fair which for 300 students and attendees.
- Hosted the annual Friendship Cup karate tournament with 500 athletes and spectators.
- Hosted the US Soccer Development Academy Futsal Colorado Showcase with 400 athletes and spectators.
- Hosted the RMAC and NCAA Regional Tournament for men's basketball.

Final Notes

We continued to make improvements in technology with the addition of EMS to streamline the facility reservation process. We also emphasized risk management with safety audits and increasing the number of lifeguard in-services. We will continue to identify areas of improvement and add to the president's vision of the signature student experience.

Overview

The Outdoor Recreation Center has had a great 2016-17 year with many new successes. The ORC had interactions with over 9,397 people in the Mines community this year which is up 13% from 2015-16. Some of the most impactful goals completed include: Spring Break Trips to Utah and Kauai, HI; online trip registrations; climbing certifications for outdoor and indoor climbing staff; volunteering trips and programs with Jeffco Open Space, and Bear Creek Lake Park; completed 2-year project of updating all alpine skis and snowboards. After three years of hard work, the climbing route setters now set lead and top rope climbs monochromatically (single color). The route setters set an astonishing 172 boulder problems this year.

Highlights

- Fall 2016 Bouldering Comp was largest in ORC history with 84 participants (60 participants in fall 2015)
- Climbing Wall top rope and lead climbs now set monochromatically (3-year process).

- ORC Trips offered two AIARE Avalanche Level I courses with \$1775 in new revenue
- Climbing wall offered 3 professional level trainings that brought in \$2050 in new revenue.
- ORC Handed out 1,100 cold, filled water bottles to M-Climb Participants
- Burton Snowboards (20) and Rossignol Ski (15) completely replaced old skis/boards.
- Spring break trips to Utah and Hawaii were amazingly successful.
- New Fusion software has been implemented for online trip registration, rentals, and bike/ski services.
- ORC Trips offered its first AIARE Avalanche Level I on-campus as a course provider
- Comprehensive Staff Manuals, and 8-hr New Staff Training for all ORC Staff
- Increased program collaboration with Athletics Teams, Res Life, and Student Clubs and Orgs to promote team building through camping, climbing wall, and water programs.

Rental Center & Bike/Ski Shop

- Copper Ticket Sales -Saw a 22% increase to 518 (up from 425 in 2015-16)
- ORC took over selling Earth Treks Climbing Center Passes from MAC.
- Rental Center built a new reservation gear area, which smoothed out winter reservations and retrieval of gear
- InnoSoft Fusion Recreation Software migration is now complete: this is the same software program that the Rec Center and climbing wall uses, as well as Intramurals and Club Sports. The ORC uses it now for equipment rentals, trip and program registrations, and bike/shop services and merchandise work.
- Brand new benches were built and installed by summer 2016 shop staff.
- 2nd Annual Bike Auction repaired and sold 10 bikes for a total of \$1105.

Trips and Trip Leader Training

- All competent trip leaders completed the new Van Driver Training Program, with training and a practical exam.
- Fourth Annual Wilderness Orientation (WILD) trips in August 2016 for 17 participants, 5 ORC student Trips Leaders on two backpacking trips in Rocky Mountain National Park
- Totals for 2016-17 include: 40 trips, 86 leaders, 1413 participants, 105 trip days, 2058 User Days
- Goal #1 - Offer one out of state spring break trip: the ORC director led a 7-day trip with 5 students to Kauai, HI, which included ½ day service project; the coordinator led a 6 day backpacking and rock climbing trip with 6 students to Moab, Utah.
- Goal #2- Increase Connections to Community and Public Lands
 - Jeffco Open Space at North Table Mountain: 6 Trip Leaders Volunteered with on trail building. This is one of the areas that Mines has used for over 10 years of climbing programs.
 - Bear Creek Lake Park: Fall 2016 Mines offered an Eco Paddle Board Trip and Trail Clean up. The ORC has used BCLP for the last 4 years for WILD programs and SUP trips.
 - Kokee State Park, Kauai, HI- 5 Mines Students and ORC Director spent a ½ day assisting the park in removing invasive plant species. This was part of a 7-day Spring break trip to Kauai.
- Goal #3- Offer 3 AIARE Level 1 Avalanche Education Courses.

- Two AIARE Avalanche Level I trips were offered this winter bringing in an additional \$1775 in trip revenue
- 2nd Annual Women's Backcountry Ski/Board program was female trip leader led. Great time outdoors for female students and student staff.
- Student Professional Development: Two rock climbing trip leaders, ORC Director and Coordinator attended the AMGA Annual Conference in Salt Lake City, Utah. Same two students and coordinator also took the 3-day AMGA SPI outdoor climbing instructor course; and one student leader passed SPI Exam in October 2016.

Climbing Wall

- New Harnesses, Belay devices, and top ropes were introduced Fall 2016
- Fall 2016 Bouldering Comp was the largest in ORC history with 84 attendees (Fall '16 had 60 participants)
- Spring 2017 Bouldering Comp was hugely successful with 72 participants (Spring '16 had 43 participants)
- Hosted first time AMGA Climbing Wall Instructor Course in Nov. 2016, with 7 participants, created \$1450 in new Revenue, and three ORC climbing wall staff became CWI Lead Instructor Certified.
- Worked with Adaptive Climbing Wall Programs through a Student Liaison in the Mechanical Engineering Dept.

Leadership and Management Notes

- Ryan Kirchner successfully gained fulltime employment at Univ. of Utah.
 - Attended: AORE 2016, AMGA 2016; AMGA SPI course, CWI Lead Cert; AIARE L1 Course
- Student Employee Semester Evaluations were completed by 100% of staff for Fall and Spring Semesters
- New ORC Mid-Semester Feedback Form had 60% participation in March 2017
- Learning Outcomes were introduced to all ORC staff starting in January 2017

Final Notes

Goals for 2017-18 include:

- PA Outdoor Leadership Program expecting to provide 150 students with credit (150% increase)
- International Trips
- Increased Certifications for all Climbing Wall Staff
- Climbing Wall Revenue to cover its staffing and maintenance costs

Public Safety

The Mines Police Department is a full service police department providing service to the campus 24 hours a day, 7 days a week. Our staff is on duty to assist a student, faculty, guest, or staff member.

Our Mission Statement and Goals:

It is the mission of the Mines Police Department to make the Mines campus the safest campus in Colorado. Department members strive to provide progressive, professional and courteous police services in partnership with the Mines community and the residents of the City of Golden.

Members strive to provide a secure learning, living, teaching and research environment while protecting life and property through enforcement of all state and local laws and campus policies while continually providing resources for awareness and safety to the community through proactive programs. All members of the Mines PD maintain a commitment to integrity, ethics, honesty, and dedicated teamwork for the Mines community.

It is a goal of the department to provide an environment in which all people feel safe and secure and to maintain a professional workforce that is responsive to the needs of the campus community. We take pride in the service we provide and in being police officers. In addition to the department mission statement, our officer goal is simple: Be the best police officer you can be and do the best police work you can.

Department Overview and Staffing

Our department maintains a staff of nine (9) full time police officers; one (1) Commander, Assistant Director; one (1) Chief of Police, Director of Public Safety; and one (1) Administrative Assistant. We faced some staff shortages in 2016 with staff medical leave and resignations. Three new Police Officer I were hired in 2016, and one in 2017 (after a 2016 hire resigned).

The primary duties for all police officers are patrol, officer presence on campus, and community service, and to have a positive impact on students when possible. Uniformed officers respond to calls for service, investigate criminal reports, and assist the campus community as needed or requested. Officers provide 24 hours a day, 7 days a week coverage. Officers are divided into overlapping shifts to ensure staffing is distributed throughout the day and week.

Statement Addressing Law Enforcement

The Mines PD is a vital component in providing a safe and secure campus for students, staff, and visitors. In accordance with state statutes officers are state certified and have complete police authority to enforce all laws, investigate all incidents, as well apprehend and arrest anyone involved in illegal activities. We maintain a relationship with surrounding agencies, primarily with the Golden Police Department, and provide mutual aid as requested.

Calls For Service

Officers are dispatched through Golden Dispatch or assigned calls through our department by calling the Mines PD directly. Officers track their own activity through the department Computer Aided Dispatch system. These records are dependent on officers entering accurate daily activities in addition to assigning and investigating all case reports. Based on records for 2016, Mines PD recorded 6,373 activities for the year, (to include activities involving more than one officer). This ranged from criminal reports, assists, presentations, traffic, training, proactive patrols, department interaction, and other duties.

The department recorded 1,689 calls for service during 2016, and documented 305 case reports, ranging from felony and misdemeanor investigations to various assists, alarm responses, property reports, medical assists, and information reports. There were 40 subjects arrested, where a subject was either charged by summons or jailed for a criminal violation, Welfare Placement, or arrested by another jurisdiction based on Mines PD case filing. There were 45 criminal violations that were cleared by warning, with a number of those being an administrative judicial referral. Separate from case reports, officers issued 158 warnings for violations ranging from traffic violations to various campus violations (trespassing, pedestrian plaza, etc.).

Services Provided by the Mines Police Department

Some of the services Officer provide include: Enforcement of State criminal statutes, Golden Municipal Ordinances, traffic laws, and the University Code of Conduct, Emergency Management, investigations of criminal conduct and internal issues, patrol of the campus & areas adjacent to the campus, mutual aid to the Golden Police Department as requested, vehicle lockouts & room / office lockouts, building lockups each night and unlocking doors when scheduled or requested, Crime Prevention, various educational & informative presentations, Community Service Programs, event security, and RAD training for students and staff.

We partner with Student Life & Residence Life, Title IX, General Council, Emergency Management & Notification, and numerous entities on campus and within the community to offer any assistance required and to strive to make our campus safe.

Police Training & Challenges

The Mines PD focuses on law enforcement training by reemphasizing the necessity and importance of police training. Law Enforcement training can easily diminish, and is a major liability to the profession; therefore it must be a constant endeavor. The delivery of quality police service to the community requires that officers be trained in a wide variety of tasks, as well as maintain current training certifications and up-to-date law enforcement requirements.

The demands and expectations placed upon officers call for police professionals to be properly prepared to meet those demands. The laws we enforce are constantly changing, and the decisions concerning police action in relation to the laws are reinterpreted on a regular basis. The Mines PD has emphasized training in a variety of fields within the criminal justice system to keep and bring our officers current and attuned to the ever changing environment. Additionally, the state mandates training standards in various topics that requires Colorado agencies to record and report to the state a minimum of 24 hours training in specific

categories each calendar year per officer. Currently the average hours of in-service training for officers exceed that requirement. We are fortunate that we have certified skills instructors in some required disciplines (driving, firearms, and arrest control).

In 2016, the department continues to use on-line/ web based training to assist in meeting certain state requirements, as well as expanding training topics and the time constraints of in-service training. Employees are assigned topics monthly and have access at any time and all courses are tracked and recorded when successfully completed.

Our weekly schedule accommodates in-service training, as well as providing patrol coverage, which allows the department to address training as well as staffing various campus events. Some of the in-service training conducted in 2016 include: Use of Force, Arrest Control, Pursuit Policy and Police Driving Training, Firearms Qualifications & Training, Taser, Jefferson County DA's office training, Active Shooter, CPR, First Aid and AEDs, and Ethics, to name a few. Officers have also attended a number of individual or specialty training in 2016 as well.

Police Community Service Programming & Presentations – Campus Wide Initiatives

It is the goal of the Mines PD to attend or have representation at as many events, activities, or functions as possible, time and staff permitting, on the campus. The Mines PD provides a variety of community services and educational programming as well to the campus community, to include striving to fulfill any reasonable requests. In 2016 and the spring semester of 2017, the department provided the following presentations to students, staff and the campus community: Active Shooter Awareness, Alcohol & Drug Awareness, Freshman Student Orientation, Gun Safety, Presentations to Greek Life, and General Safety and Awareness Training (to name a few).

Some notable Community Service Events include; Participation in "Take Back the Night", Recognition of Golden Dispatch during LE Communicator's week, event security, E-days, RAD classes, Golden PD Awards ceremony, DA meetings, assists to other agencies, Abandoned Bike collection (donating bikes to Mines ORC and Mines ROTC), building and work place security, Taser demonstrations, and various community event involvement and participation (to name a few)

Executive Summary

We continue to focus on our campus visibility and campus involvement, a priority for our department which also results in doing more police work. Officers involved and present in the community are more likely to observe illegal or inappropriate behavior and create a higher probability of people being comfortable reporting to and assisting the police.

We have obtained much needed training, provided new and better equipment to our officers, conducted audits of evidence and property, and continue to audit our past and current police records. We will continue to work on our campus partnerships to prevent, detect, and deter crime, as well as be a resource for the campus.

The Mines Police Department endures changes, and with those changes we take opportunities to improve how we conduct business, improve the services we provide as well as the knowledge and skill of our staff. We will continue to focus on improvement and serving our students, staff and the campus community.

BlasterCard

1) Executive Summary

During the 2016 – 2017 academic year the BlasterCard Program continued efforts develop as an efficient and essential part of the Division of Student Life. Multiple opportunities were provided to both the BC Program and the Campus Living Office to work as a team to meet challenges, develop solutions, and plan for the future. Heartland system upgrades were completed and instructional documents were successfully utilized in “real world” situations. The removal of the orientation pre-printing process was necessary to facilitate the requests of the new orientation “Launch” program. At present the CLO team has adjusted to this and successfully provided the requested services. Plans have been developed to address possible issues that might arise during “move-in” at the beginning of the Fall Semester.

Improved card production training has seen benefits as both student and professional staff in the CLO have become more knowledgeable and comfortable with BlasterCard operations. The RTD Program, including usage, pass production, replacement, and communication, is still a challenge. The daily operation of the BlasterCard program continues to run exceptionally thanks in large part to the dedicated staff that makes up the Campus Living Office (Res Life and Sodexo). I believe that the Campus Living Office has successfully become a “one stop shop” for services and the addition of the Dean of Students to the mix will only enhance that.

I look forward to 2017-2018 being a banner year for the BlasterCard program with the completion of the “WebOne” initiative that will provide a myriad of new services for the campus community.

- ### 2) Learning Outcomes - We have discussed the development of learning outcomes and the first draft is listed below. I hope to work with other members of Student Life staff to determine how these might fit into the overall plan, making adjustments and refinements as we progress
- a. The Campus Community will be have the ability to properly prepare for initial and replacement BlasterCard production and issuance.
 - b. The Campus Community will have the ability to access and utilize a listing of all current BlasterCard functions.
 - c. Mines Students will have the ability to comprehensively select and utilize both meal plans and munch money resources.
 - d. The Campus Community will have the ability to determine the correct contact for the most expedient assistance with access card/door access issues.
- ### 3) Significant Department Accomplishments
- a. Completed and successfully tested new BlasterCard Program Electronic Manual. This database provides step by step instructions for all functions and operations of the BlasterCard Program.
 - b. Completed Phase Two of Heartland OneCard System Upgrade.
 - c. Developed and implemented new carding process in line with objectives of “Launch”.
 - d. Creation of new processes and communication channels with Facilities Management/Access Services to combat a history of “silo” operation.

- 4) Challenges
 - a. RTD Program – Continues to operate less than efficiently with little to no feedback, contact, or data from RTD.
 - b. Access System – Authority, documentation, communication.
 - c. Gender Identification, Identity Certification, Preferred Name, etc

- 5) Division/Campus-Wide Initiatives
 - a. Successfully completed Summer Conference Card program with Campus Events. This program allows for a much more efficient process for carding, access, and meal usage.
 - b. Coordinating with Student Life, CCIT, Sodexo, and other areas to move forward with the “Web One” development. Once completed this program will provide a myriad of services for both Mines students and departments across campus.
 - c. Coordinated with Student Life, Student Activates and the Campus Living Office to implement new carding processes for the “Launch” Program.

- 6) Future Directions – Most tied to the “Web One” platform.
 - a. Web Functions (Reports, lost card deactivation and replacement, commuter meal plan purchases)
 - b. Electronic Photo Submissions
 - c. Mobile event tracking

Campus Events

Executive Summary

The Campus Events department was created in 2015 and the team manages events in the Student Center, Green Center as well as summer conferences. In FY17, the Campus Events department focused on creating a sustainable model and structure for staffing, budget, and event operations. Emphasis was placed on developing a marketing plan, focusing on our student employee training and outcomes and restructuring job duties to allow event growth and balance.

Mission: Campus Events plans and executes events by turning our guests' vision into reality. We provide experiences that create meaningful connections to Mines. We coordinate facilities that enhance the guest experience by creating a space for fun and hospitality.

Vision: Campus Events transforms ideas into memorable experiences through effective communication and planning. We endeavor to be the key resource and one-stop shop for planning and executing campus events.

Learning Outcomes for 2016-17

- *Participants* in meeting, events and conferences provided by Campus Events will experience a warm and inviting facility, an organized and attentive staff and express a positive view of Mines.
- *Students* who work for Campus Events will demonstrate transferable work-related skills, such as customer service, problem solving, conflict management and project management that will enable them to be effective in their student employment role and future professional positions.
- *Meeting planners* who work with Campus Events staff to plan events will display competence and efficiency in utilizing resources that allow them to relax and enjoy their event.

Significant Department Accomplishments

- Created short-term and long-term sustainable organization structure to support growth in events and conferences while maintaining balanced workload: replaced Conference Coordinator position with Assistant Director of Conference Services, hired temporary Event Operations staff member to assist with staff transition, cross-trained staff within department to prepare for facility & event changes during Green Center construction, increased student staff knowledge of event scheduling software to improve efficiency and manage event growth.
- Developed marketing plan, created Campus Events, Student Center and Reservations websites, re-branded Conference Services and Green Center websites, purchased collaborative room diagram software, created event planning guides and staged event spaces for professional quality photos for print and web marketing materials. Result is stronger presence on campus and online with a polished image and improved user experience.
- Created department assessment strategy to measure outcomes and effectiveness as part of short-term strategic plan for the department.
- Developed robust reports and processes to track revenue and expense data for budget management as well as short-term and long-term forecasting.
- Strategically increased revenue by attracting new and retaining recurring events and conferences that are the best fit with our institution.
- Significant effort and positive outcomes from operations improvements: EMS software implementation completed, renewed contracts that fit with strategic plan, participated in

configuring new contract database management software, met with campus partners to make alternate event plans during Green Center construction

- Event Data
 - Green Center: 822 event bookings, 6,700 total reserved hours in FY17
 - Student Center: 2801 event bookings, 12,850 total reserved hours in FY17
 - 45 summer conference groups, 34,500 Mines Market meals, 12,250 bed-nights in summer 2016
- Green Center achievements:
 - Green Center facility improvements: converted storage room to 15 person conference room to increase amenities and sales, implemented digital signage to enhance guest and staff communication
 - Streamlined hiring and onboarding process for student employees
 - Improvements in organization and communication with student staff include: Google calendar for scheduling staff, Google doc communication log and staff time tracking, GroupMe texting app, EMS setup worksheets readily available online
- Student Center achievements:
 - AV Additions: panel discussion microphone system, laser projector in Ballroom A, audio output to record events in all ballrooms, updates and maintenance created stability for entire AV system
 - Collaborate with dining and bookstore staff to set hours that will best serve our students especially over break periods
 - Improvements in student staff training and service quality
- Staff awards
 - Director nominated for Student Life Outstanding Employee award

Challenges

- No centralized Campus Event office on campus, limited event presence on campus, some confusion about roles and responsibilities between Continuing and Professional Events office & Campus Event office for event clients
- Retaining event business at Green Center after 18-month construction project starting in 2018
- Ending contracts and relationships with customers that no longer fit in the strategic plan
- Shared use of Green Center facilities by academic classes creates many space conflicts and limits expansion of on-campus events and conferences.
- Reliance on student staff for core features of our operations especially event scheduling and the ongoing training and management that are required due to natural turn over and lack of continuity.
- Transition during professional staff vacancy.

Division/Campus-Wide Initiatives

- Contribute to Student Life strategic plan and support goals of SL realignment
- Collaborated with Residence Life staff to have joint summer staff training sessions and social activities to further integrate the Residence Life and Conference Services professional and student staff
- Collaborated with catering crew to stage rooms for photos that are used in marketing materials to increase sales/services for both departments

- Assisted CASA, Parking Services, Residence Life and other departments by contributing (chairing, search committee, campus partner) to the search process and onboarding for new employees in those departments

Future Directions

- Purchase & implement conference management software for summer 2018 conference season
- Grow conference revenue (and residence hall utilization) at a sustainable pace (5-10% annually)
- The combination of Green Center renovation, parking garage construction and changes to academic scheduling in event venues should increase ability to grow event business at Green Center.
- Manage signature campus events in Student Center whenever possible during Green Center construction
- Collaborate with departments to grow our involvement with campus signature events
- Contribute to Student Life and campus master plan
- Hire additional staff to support growth in summer conferences and Green Center events. Organization plan includes hiring an administrative assistant and marketing coordinator.
- Student Center renovations which include new information desk area and renovations to bathrooms should improve customer service and guest experience
- Student development for all of our student employees will continue to be a priority
- Emphasis on assessment strategies to measure outcomes
- Build Campus Events office

Career Center

I. Executive Summary

“The Colorado School of Mines (Mines) Career Center supports the mission, academic programs, and advancement of the Colorado School of Mines. The Mines Career Center mission is to assist students in developing, evaluating, and implementing career, education, and employment decisions and plans. Career development is integral to the success of Mines graduates and to the mission of Colorado School of Mines. All Mines graduates will be able to acquire the necessary skills and tools to enable them to successfully take personal responsibility for the management of their own careers.”

In the 2016-17 academic year, the staff in the Career Center came together to decide upon a vision that would not only support the Student Life Core Values and President Johnson’s Spring 2017 Campus Conference Presentation, but also give the department a clear, straightforward vision. This vision is comprised of five key aspirations for serving all of the Career Center and university stakeholders:

COMMUNICATE | EDUCATE | COLLABORATE | EMPOWER | CONNECT

Colorado School of Mines Career Center completed an industrious year of student engagement activities, professional development programs, strong recruiting events, stronger campus outreach, and strategies for future programs. The number of workshops with departments, in classes, and through student organizations has continued to be robust. New round table formats allowed staff to serve student walk-in times more efficiently. Feedback from the Mines external and internal stakeholders has been very affirming of the department’s efforts.

One of the continued challenges this year was the on-going economic factors in the energy and mining industries. Although companies in these industries were still recruiting, the normally robust on-campus interviewing and hiring numbers were reduced. For 2017-18, the Career Center has started to see a positive shift in the projected hiring forecast in the energy and mining industries. Other industries, such as construction, computer / software technology, and aerospace, remained strong or grew drastically in campus engagement and recruiting activities. The growing opinion is that as weak as it was in 2016-2017, the market will come back strong. A strategic plan was implemented in 2016-17 to execute additional employer outreach and increase student calls.

This report will outline all of the various Career Center programs, current and future, which are designed to enhance the student’s professional development, increase career opportunities, and engage the stakeholders in a meaningful way.

II. Learning and Operational Outcomes

In summer of 2016, the Mines Career Center identified the following core learning and operational outcomes, which are vital to the development and success of the department’s and universities primary stakeholders:

Students and recent graduates who develop, utilize and apply the services offered by the Mines Career Center's will be:

- Educated, coached and empowered to conduct a strategic, personalized career exploration and ethical job search that highlights the passions, skills and strengths of each individual.
- Offered opportunities to engage with companies and organization in a variety of forums to enhance their professional knowledge and diversity of career prospects.

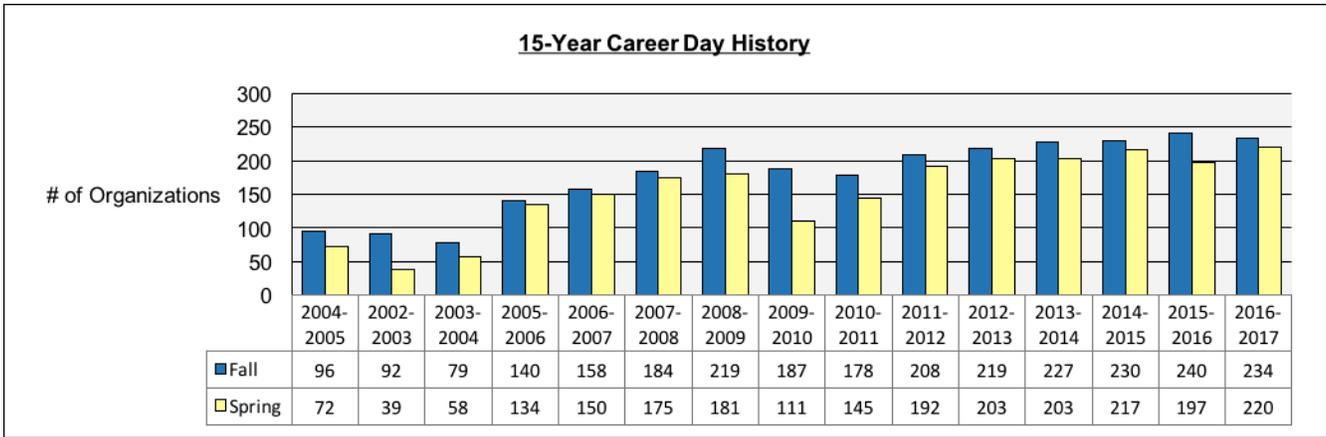
Employers who utilize and employ the services offered by the Mines Career Center's will be:

- Informed and inspired on the variety of opportunities to brand their recruiting initiatives to the Mines students and graduates.
- Effectively and proactively connected with students and recent grads through an inclusive environment that provides interactive recruiting events and activities.

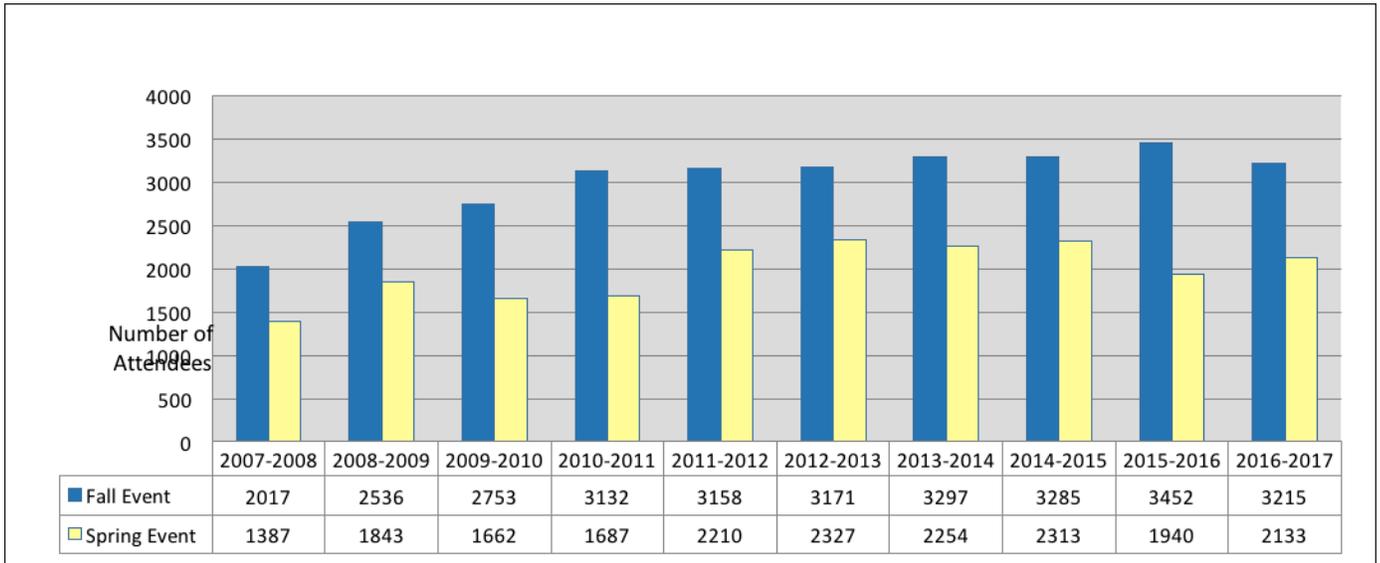
III. **Significant Department Accomplishments**

The Colorado School of Mines Career Center endeavors to be a vital center for the Mines internal and external community and an example of professionalism in career services. Because the 2016-17 Career Center Graduate Outcomes and Salary Survey will not be finalized until September 2017, the following is a partial list of services and outreach activities which the Career Center has performed during the past academic year to increase student professional development and employment opportunities. The aforementioned outcomes and salary report will be available after September 16th at <http://careers.mines.edu/Salary%20Survey.html>.

- Service to just under 6400 students and graduates. Walk-in job search assistance. These contacts ranged from very quick questions/help to more extensive meetings. This does include multiple services/meetings for individual students and covers career exploration, job search skills, utilizing the Mines DiggerNet system, effective company research, thousands of resume reviews, CV, and cover letter reviews, practice interviews, direct coaching methods, contract evaluation, and more.
- Collection of data services connection to 1458 BS, MS, and PhD 2016-17 graduates. Weekly outreach to all recent, actively seeking graduates through phone calls, electronic medial sources, and emails.
- Over 60 career skills workshops for students, including open attendance, student organizations, residence life and faculty-requested classroom presentations.
- Successful execution of five career path industry panels with student attendance ranging from 42 – 124. These panels featured key executives and top leaders from major corporations.
- Expanded enrollment of the "Engineering Your Career Path" course by 16%. Instructed 99 students, who attended during the fall and spring semesters. Received many positive testimonials for the course. Created new Career Peer Advisor pilot.
- Second largest Fall Career Day event in Mines history with 234 companies (versus 240 prior year). Largest Spring Career Day event in Mines history with 220 companies (versus 197 prior year). Employers were surveyed and stated that this event continues to be one of the best career fairs in the country. Implementing new programming for 2016-17 to expand the student and employer experience.



- Huge Career Day attendance by students, recent graduates and alumni in the Fall 2016 with 3215 attendees. Spring 2017 Career Day had 2133 students, grads, and alumni attend.



- 2755 total individual interviews were conducted on-campus during the academic year (compared to 3082 in 2015-16, 4007 in 2014-15, and 4602 in 2013-14). Although this number is significantly down, proactive measures are being implemented to increase participation, including a new strategic staffing model.
- 109 company information sessions were held for students (versus 106 the prior year).
- Conducted an educational workshop for employers on best practices in ethical campus recruiting and branding. Received very positive verbal feedback. Used this as a springboard to present a branding workshop for employers at the national NACE conference.
- Development and diversification of industries through attendance at employer networking events: Colorado Biosciences Networking Fair, Colorado Oil and Gas Association Expo. Increased the effort for employer outreach activities including electronic media campaigns, calls and outreach, company site and campus visits to educate and advocate for Mines' majors, ensuring continuance as a "top tier" school for recruiters.

IV. **Challenges**

- The downturn in energy and mining has affected the number of on-campus interviews and information sessions.
- Career Center staffing levels continued to be a challenge in 2016-17. A staffing analysis was conducted in 2017. This resulted in the future reorganization of the Career Center, with two additional positions approved for 2017-18.

V. **Division/Campus-Wide Initiatives**

The Colorado School of Mines Career Center strives to be engaged in many initiatives across campus. The activities listed below are the results of both individual and departmental efforts.

- The Career Center Team is integrated as an important component of various academic field sessions (Chemical Engineering, Applied Mathematics & Statistics, Engineering Physics, and Economics). Physics Field Session and Applied Mathematics & Statistics combined the students for the 1-day professional development format that had great feedback and participation from the students and the team.
- Currently working with Corporate Relations Committee initiatives (phase II to be rolled out in 2017-18).
- Participation as one of three core departments for Student Assistant Job Fair and Training Capstone project team. Implemented two fairs in 2016-17 with very positive feedback from campus departments. Planning two events for 2017-18.
- Staff assisted with Graduation and E-Days.
- Three staff members are Faculty Advisors of student groups (APO, Visioneers and Yarnengineers).
- Career Center team members presented at expanded programs for Making the Connection, Discover Mines, Physics REU panel, and Launch.

VI. **Future Directions**

New staffing reorganization, additions, and intentional initiatives will allow the Career Center department to offer new and expanded signature experiences for students, employers and other stakeholders.

The Career Center has been working with a Career Day Logistics Taskforce to make Career Day one of the “signature events” at Mines. The 2017-18 includes expanding to new sections and reworking the physical footprint of the event; creating a new signature student networking experience for graduating Seniors, Master’s, and PhD students; addition new interview spaces for the next day; and collaborating with other departments to help staff the event and enhance the experience for the students.

The Career Center will continue to be dedicated to providing professional development instruction and assisting students with such skills as resume and cover letter writing, interviewing, networking, and using resources for in-depth employer research. We are looking to create new career development programs for veterans, students with disabilities, and oSTEM students. The Career

Center is investigating the expansion of the bandwidth for the Engineering Your Career Path course, as well as seeing to revise this for a higher level graduate class.

The Career Center will continue to build upon and greatly expand the Faculty Relations Program, student organization outreach initiative, and recruiting events, while looking for new and/or alternative programs and opportunities.

Finally, the Career Center is continuing to keep an eye on the current and future hiring trends and employment opportunities for Mines students and graduates. A proactive plan of action which was originally implemented in 2015, will continue into 2017-18. The Mines Career Center will also strive to expand and develop the network of dedicated employers related to the Mines "Earth, Energy and Environment" mission, through continued diligent efforts to ensure that the growth which Colorado School of Mines has had in recent years will help students and recent graduates to move forward on their career paths. In order to keep up with the rising demand of graduate outcomes and the shifting market, the Career Center will continue to employ proactive, multi-faceted, outreach and marketing programs.

Center for Academic Services & Advising (CASA)

Executive Summary

CASA's purpose is to support students in their pursuit of academic success at Mines. Academic advising, academic coaching, academic support, and peer education are provided to all students. This past year was a year of significant change for CASA with personnel changes and department redesign, yet a great deal of effort was made to make the transition seamless to students. CASA looks forward to a new year as a fully staffed team committed to student success.

Learning Outcomes

CASA will be creating learning outcomes specific to programs, services, and offerings in the coming academic year. The staff looks forward to aligning the outcomes with the Student Life Vision and Core Competencies.

CASA's foundation is based on four pillars:

1. We are an office of yes.
 - a. We strive to say yes to all that is asked of us. We take pride in being a collaborative office and work hard to do all we can to support Mines.
2. Get your work done.
 - a. We work hard and get the work done that has been assigned to us. We also recognize that at times life happens, and in those times we update our team and ask for assistance.
3. Genuine cheerleading with students.
 - a. Students lean on us for critical academic information. We encourage students towards success, yet know we may have to share difficult information or tell them no. When this happens we continue to support them in their future endeavors.
4. You get what you give.
 - a. We believe that the hard work and energy you display will be returned to you, so we encourage hard work and positive attitudes.

Our overall work supports academic success for all students at Mines. We provide academic assistance through tutoring and core supplemental instruction, accurate course and major guidance through academic advising, and support with students struggling academically through coaching and Bounce Back. We also offer a course designed to assist students with their engineering skills in CSM151, Spatial Visualization and Modeling.

Significant Department Accomplishments

- CASA experienced a great deal of transition throughout the year, yet students were unaware of the changes due to the diligence and dedication of the staff.
- CASA was tasked with designing and implementing the advising portion of Launch, the newly redesigned Orientation program. An academic advising overview, an introduction to the Core Curriculum, and the opportunity for students to fall course preferences was presented at the six Launch sessions.
- Students registered themselves for their fall semester classes throughout summer 2016. CASA advisors hosted fourteen live webinars to over 1,000 attendees. These webinars reviewed the

Core Curriculum and guided students through the registration process. A virtual academic advisor tool was created to aid in this effort and helped students create their schedules. Summer Academic Advising Assistants (AAAs) were hired to assist with phone calls, emails, and live chat to incoming Orediggers and their families.

- 111 students attended CASA's Lunch & Learn workshops throughout the year. These workshops addressed academic support topics and included a free lunch for attendees.
- CASA's social media platforms were redesigned and an integrated plan was implemented. Likes and followers increased through the use of monthly topics and contests.
- CASA was asked to save 5% of the annual budget, and this was accomplished due to conservative spending and thoughtful planning.
- Amanda Davis, Academic Advising Coordinator, was presented with the New Oredigger Award at the Student Life Award Ceremony.
 - Amanda was also asked to present two professional development sessions on Social Media usage to Student Life professionals.
- CASA is proud of all of its programs and services to help students at Mines succeed. Advisors appreciate making a difference in the lives of students and helping them grow in their academic pursuits.

Mines Signature Student Experiences

- Faculty in CASA is an incredible program that connects students with their faculty members in a welcoming and academically neutral environment. The program has won an award from the National Academic Advising Association.
- Academic Advisors strive to provide a supportive environment for students as they become familiar with the Mines curriculum, develop coursework plans, and identify their major. Students can work through the Core Curriculum individually or with the help and guidance of their advisor, understanding that some students prefer independence and others need additional support.
- Peer Advising provides a unique support offering for all students. Peer Advisors offer academic assistance to students from a peer perspective, complementing the advisement professional advisors provide their advisees.

Program highlights

- 1,070 students declared their major throughout the year (fall and spring). These students are progressing in their majors and now have a faculty advisor.
- Four sections of Bounce Back, a course for students who are struggling with their academic success, were offered in 2016-2017 to 46 students. 22 students had a semester GPA increase of 1.0 or more.
- CASA's social media has a significant amount of followers and likes:
 - 757 followers on Twitter.
 - 558 likes and 549 followers on Facebook.
 - 247 followers on Instagram.

Challenges

CASA went through significant change this past year:

- Two staff members were out on family leave during summer and fall
- Two staff members left CASA; one went to another institution and one was promoted to another position at Mines.
- Three new staff members were hired; one was a new position and two were hired to replace existing positions.
- CASA was able to execute a 5% savings in the overall budget. This was achieved through careful planning.

Division/Campus-Wide Initiatives

- Faculty in CASA is a coordinated effort with Academic Affairs. Faculty hold office hours in CASA to meet with students in a welcoming environment. This award-winning program would not be possible without the commitment to this program from Academic Affairs.
- Launch has been a true campus-wide effort. CASA has worked collaboratively with the Registrar's Office, New Student and Transition Services, and Academic Affairs to provide a welcoming advising experience for all incoming Mines students.
- CASA works with the Challenge program through the Multicultural Engineering Program (MEP) annually. CASA provides academic assistance workshops for students participating in Challenge and enjoys creating relationships with all Challenge students.

Future Directions

- CASA is redesigning Academic Advising to create a sustainable, supportive model for all first- and second-year students at Mines. CASA advisors are targeting support for specific student populations to ensure their timely success through the Core Curriculum and declaring a major when they are ready.
- Tutoring and Peer Education will be evaluated and researched throughout this upcoming year. The goal is to have a plan for implementation by fall 2018.
- Bounce Back will be taught by staff (and open to faculty) this coming year, similar to the CSM101 model of instruction. The curriculum has been redesigned and an entire course shell has been created in Canvas.
- CASA is piloting a second year mentoring program, designed to connect second year students to faculty and staff on campus.
- CASA will participate in the Mines Foundation #digmines fundraising campaign this coming year.
- CASA will be fully staffed at the end of July. The team looks forward to working together to provide academic assistance to all Mines students.

Counseling Center

Executive Summary

The Mission of the Counseling Center: Assist students in resolving issues that interfere with their ability to successfully navigate the Mines journey.

We have strived towards this mission through the provision of quality professional mental health services to enrolled students seeking assistance. Services are confidential and voluntary, as we believe care is best accomplished as a collaborative effort between the student and counselor in treatment planning and goal achievement. Empowering students to access care, take responsibility and learn skills to move beyond their struggles is paramount.

The Counseling Center continues to service a wide range of students presenting with complex issues. Trends move towards heightened severity of mental illness in addition to the stress and adjustment most students experience in a rigorous STEM institution. Staff were challenged to respond to higher volume and severity, with smaller percentages of acute conditions taking up larger percentages of staff time (see appendix).

While individual therapy has been the crux of our services to students, such a model is not sustainable with growing student populations, increased demands for service and complexity of need. We have made headway in expanding our service menu with the addition of an outreach coordinator position to address prevention and psycho-education, as well as online therapeutic tools in a high-engagement, low intensity helping model.

Learning Outcomes

The following learning outcomes are being developed and reviewed for the 2017-18 academic year:

- Students learn how to better use supportive resources on campus.
- Students recommend counseling services to a friend.
- Students report feeling welcomed and comfortable during their counseling visit.
- Students learn to create better balance in their lives.
- Students report improved ability to cope with or overcome concerns that might have interfered with their education

Significant Department Accomplishments

Staff were busy with the primary focus of responding to student distress and providing a caring venue for them to be heard and helped.

- During the 2016-17 academic year, 557 students walked through our office doors for an appointment and were seen by professional counseling staff. This resulted in 1170 total therapy sessions (office visits).
- Increased urgent walk-in requests and crisis response led to full implementation of our **Triage** system to assess safety risk and determine need for hospitalization.
- Online anonymous screening tools for students were utilized by 300 individuals during the year, allowing access to resources and services.
- Continued oversight and teaching of PA201 Personal Wellness class with positive reviews and high registration numbers.

- Addition of CCAPS (Counseling Center Assessment of Psychological Symptoms) tool to the electronic records system to determine baseline symptoms and monthly progression of students seeking care.
- Addition of Outreach Coordinator position and initial implementation of expanded mental health programming, campus partnerships and increased ability to respond to program requests.
- Filling a full-time 12-month Counselor position to replenish staffing shortage and supply increased summer coverage.
- Internal management and oversight of the Counselor Referral Network (CRN) provider service to all eligible students.

Challenges

- During a time of increasing service needs for students seeking care in the Counseling Center, the center faced a difficult staffing shortage that required creative usage of contract providers and heavier than usual reliance on the CRN. Despite such challenges, services to students were not interrupted and wait times for initial visits were not higher than typical operating times.
- Numbers of students needing triage, crisis or immediate assistance increased, but was suitably managed by available staff. Counselors were trained to initiate and complete M1 Holds to expedite the process in partnership with Public Safety.
- Multiple workshops, lunch and learn programs, and psycho-educational groups were piloted in spring semester in varying locations and time slots on student-relevant topics. Attendance at all events was minimal given the time and resources that went into planning, marketing and curriculum development. As we continue to find alternate ways to reach students on a preventive level, response to such attempts continues to be lacking on the campus.

Division / Campus-Wide Initiatives

- Counselors contribute to orientation programs for new students, parents, graduate students, residence life student staff, and new faculty members.
- Counseling Center oversight and mentoring of the Active Minds at Mines student chapter.
- Counselors have become involved in division committee work to include Professional Development, Onboarding, Veteran Engagement (VET) and Sexual Assault Prevention (SHAPE).
- Participation in Stress Less weeks during midterm and finals weeks.
- New partnership endeavors with Library, Greek Life and Graduate office in mental health outreach.
- Representation on the CIC team; Trainings provided for Public Safety Officers.
- Participation in Phase II Leadership Development planning and training.

Future Directions

- Implementation and launch of Therapist Assisted Online (TAO) to increase capacity with high-engagement low intensity online services for students.
- Monitor and manage usage of CRN system within new budget constraints to determine sustainability of this program for students.
- Increased outreach and programming offerings to campus partners, and increased ability to respond to requests for trainings and workshops.
- Implementation of off-site Let's Talk program to allow consultation contacts with counselors in varied campus locations.
- Continue to grow workshop and wellness program offerings to targeted audience groups.

Appendix

The following is a snapshot of presenting concerns (top 5 and most acute) of students seeking services at the Counseling Center during the 2016-17 year:

Presenting Concern	% of Students Seen
Anxiety	54
Depression	49
Stress management	42
Relationship issues	35
Academic struggles	34
Suicide issues	9.2
PTSD / Trauma	7
Non-suicidal self-injury	4.4
Sexual assault/Relationship violence	4
Hospitalization / M1 hold	1.4

Health Center

Executive Summary

This report briefly summarizes the accomplishments and challenges experienced during the 2016-17 year by programs within the Health Center. The activities/programs describes continue to enhance our mission of assisting students to meet their educational goals by providing **high quality healthcare** in a **non-threatening** environment. Each program has contributed to this mission in their own unique way as well as working collaboratively in providing health related services to Mines students.

Learning Outcomes

1. Students will advocate for their healthcare needs, independently schedule appointments, and notify the office when unable to attend. Will know their insurance carrier.
Outcome: 98-99% of visits are scheduled by students. Occasionally a parent will call or staff will reach out to a student of concern.
5 % no show – started tracking in January
75 % of the time students have insurance information with them at time of office visit.
2. Students will be able to access the health care system outside of the Health Center.
Outcome: Anecdotally approximately 10 % of students do not complete follow-up as recommended by provider – x-rays not done or did not see specialist
3. Understand the correlation between diet and physical and dental health.
Outcome: All new dental clinic patients complete a dietary assessment which is reviewed with them at time of visit. Dietary issues and their impact on certain health conditions are discussed with students when indicated.
4. Demonstrate self-care techniques
Outcome – evaluated at each visit

New Learning Objective

5. Students will understand process for follow-up, such as obtaining lab results, radiographic results and follow up of recent illness.
 - a. **Outcome** – this next year focus with appropriate student to explain verbally and in writing how to check the health center portal for communications from their provider.

Significant Department Accomplishments

I. Health Center

- Meeting the Health Care Needs of Students
6800 visits, 1 % increase from 2015-16
972 Mental Health visits
(See Attachment A of services provided)
- Implementation of Health Portal
 - Allows student to upload required forms into their health record
 - Able to obtain a copy of their immunization record
 - Communicate test results and follow up via secure messaging
- Addition of Psyche Nurse Practitioner
 - Sees students with complicated mental health issues
 - Resource for health center and counseling staff

- Allowed students with complicated mental health issues to receive care on campus
- Initiation of free STI testing on campus
 - Collaboration with Jefferson County Public Health Department to provide this service
 - 3 clinics this year – 4 hours each clinic
31 students participated
- Implementation of 2 step depression questionnaire with all students.
 - Students who responded yes to either question were counseled and referred to appropriate provider if appropriate.
- Developed Customer Satisfaction Survey – implemented in January
 - 99 % were very satisfied and 1 % was somewhat satisfied with services
 - 100 % would return
 - 100 % would recommend to a friend

II. Dental Clinic

- Student Government voted to provide funding to continue this program
- Addition of services to increase funding – night guards,
- 1082 visits this year - 64 % Domestic students, 36 % International students. 5% decrease in visits from 2015-16
- Revenue increased by approximately \$30,000

III Student Health Insurance Program

- 60 % decrease in the number of student who were passively enrolled in SHIP
- Number of students enrolled in plan
 - Fall Semester - 1755
 - Spring Semester - 1648
- International students were allowed to waive/enroll on line – decreased the amount of foot traffic in Wellness Center at start of each semester
- Four informational sessions were held to describe insurance program and answer any questions students had regarding coverage.

Accomplishments

- Two employees were nominated for Student Life Awards
- Director received SL Employee of the Year Award
- Health Center nominated for Outstanding Program or Service
- Dr. Courtad presented at American Dental Association meeting

Challenges

- Initiation of Health Portal – worked with multiple campus partners to implement this program. Delayed for several months as CCIT could not dedicate necessary personnel to project
- Obtaining funding for dental clinic
- Communicating with students outside of clinic
 - Determining best and most efficient manner to reach students
 - Education new students on immunization requirements to decrease number of holds placed on accounts
 - Waiving and enrolling early in insurance program

- Meeting the Mental Health Care needs of students

Division/Campus Wide Initiatives

- Be Well Committee
- Take Back the Night program
- E-Days – provided supplies for “gift” bags.
- Immunization Monitoring
 - MMR – 98 % adequately vaccinated, 2 % Exemptions
 - Meningitis – 86% vaccinated, 13 % waived
 - Flu clinics – 1000 students vaccinated
- Assisting Club Sports research and hire Athletic Trainer for club sports athletes
- SANE training for Wellness Center Staff
- Collaboration efforts with counseling – allowing each department to view schedules to facilitate coordinated care
- Orientation Program – Health Center and SHIP staff attended all orientation sessions
- Presence on Metro Foothills Healthcare Coalition – Emergency Preparedness
- Member of Jefferson County Family Planning Coalition
- Increased Social Media Presence – now on Twitter, Facebook and Instagram with weekly posts.

Future Direction

- Evaluate usage of health portal – consider enhancements
- Website Improvements
- Initiation of monthly meeting with counseling staff – Clinical Rounds
- Develop a way to query students regarding their experience in the Health Center.
- Track utilization of 2 step depression screening questionnaire.

New Student and Transition Services (NeST)

Executive Summary:

The Office of New Student & Transition Services (NeST) was established in April of 2017. This office oversees all aspects of transition programming and support, such as orientation events and the first year and transfer seminars. Prior to this date, these projects were carried out separately by staff within SAIL (previously SAO) and CASA. The goal of this upcoming year will be to truly establish NeST as a department, and to design an office identity and corresponding programming that will best serve our students and our campus. In the meantime, established programs are being carried out, and students and families are being welcomed to the campus community with warmth and professionalism.

Mission

While orientation was housed in SAIL, the following missions were developed:

Peer Mentor Mission

We the Peer Mentors promise to aid the next generation of Mines students by inspiring an authentic community based in a love of learning, personal growth, and kindness. We will strive to embody, to the best of our ability, balance, respect, and determination in order to encourage our First Year students to better themselves and the Mines Community for years to come

Mines Orientation Mission

Student Orientation at Mines supports and complements the mission of the institution by preparing new students with the necessary support and information to be successful. Orientation programming is student-centered and assists students to begin utilizing campus services, take advantage of educational opportunities and support services, meet academic requirements, and become part of the Mines Community. New students are also introduced to Mines' rich history and traditions at orientation.

The goal for NeST during its first full year is to develop a mission, vision, and values statement for the department as a whole, to include or address all internal programs.

Learning Outcomes:

While orientation was housed in SAO and CSM101 was housed in CASA this year, the following learning outcomes were developed and worked toward:

Orientation/Student Transitions

New students, transfer students, and their families who engage in the orientation programming sponsored by the Student Activities Office will be able to:

1. Know and complete the necessary tasks in preparation for being a Mines student
2. Identify and be able to utilize the many programs, services, involvement opportunities, and facilities available at Mines
3. Engage in inclusive opportunities to meet each other and form important social connections
4. Establish key connections to Mines faculty, staff members, and student leaders
5. Reflect on and prepare for the complex transition ahead
6. Become knowledgeable of the support structures in place as they navigate these important personal and social changes

First Year Seminar: CSM101

The following learning outcomes are assessed yearly through the online student evaluation. In fall 2016, approximately 80% of the 548 responding students believed these learning outcomes were met.

1. Feel further **connected** and comfortable with the campus community of students, faculty, staff, and administrators, and have the tools to interact in meaningful ways.
2. Demonstrate active **engagement** in the campus community and Golden area at large, via social, academic, service, and personal involvement.
3. Be able to articulate an **awareness** of campus resources and policies, including academic, administrative, and student services, as well as personal identities and respect of others.
4. Formulate and revise academic, personal and career **goals**, understand different types of goals, and articulation of steps to achievement.
5. Gain an **understanding** of learning styles, team building skills, and strengths necessary for integration into the academic and social culture at Mines.
6. Be able to identify and communicate personal values and needs related to **wellness**, balance, healthy choices, and community

Outcomes for next year are being written, and while many will be program specific, the focus will be outcomes for the department in its entirety.

Significant Department Accomplishments:

- The obvious accomplishment this year was the NeST being established. This change allows for a more cohesive and seamless approach to the services provided to our incoming students and families.
- Under the Director of SAIL and with support of Academic Affairs, the new Launch orientation program was established. Seven sessions were offered between the months of February and July. In total, 850 families attended a Launch event, and 12 Mines departments presented a Launch session. This also included partnership with the City of Golden who staffed a booth at the afternoon Community Social.
- NeST in conjunction with SAIL is developing Oredigger Camp, the first Mines overnight camp experience targeted at new incoming students. Two Oredigger Camp sessions will be offered between July 31-August 4. At the time of this report, 190 students are registered to attend a pilot camp session. Additionally, Oredigger Camp is the recipient of a \$3000 grant from BP, and will be a featured program during the 2018 #digmines Annual Giving Day.
- The 2016 Fall Orientation (previously Oredigger Camp) offered a service component for the first time. 900 new students participated in 15 service projects across the Golden area. The Peer Mentor responsible for coordinating this effort won the GoldMine Award from the Mayor of the City of Golden. We will continue this new tradition as part of Fall Kick Off in August 2017.

Challenges:

- Because this is a new department headed by a new director, much is still being learned and developed. This period of newness and transition means processes are currently slightly bumpier than they will be in the future.
- Because many of these programs were already existing in other departments, there are occasional misunderstandings as far as where a responsibility currently lives and how it should be tackled.
- As a department of one, it can be overwhelming to accomplish large tasks, and creativity is slightly stifled. The hope is that once student staff and a possible Graduate Assistant are added,

event coordination will be much easier, and more focus can be placed on improving current offerings and taking on new endeavors.

Division/ Campus Wide Initiatives:

- NeST and SAIL will continue to collaborate on Oredigger Camp and the M Climb. Additionally, NeST is funding much of Welcome Week.
- NeST and Residence Life will more intentionally collaborate in order for Peer Mentors and Resident Assistants to have a better understanding of what our students are learning each week. This will allow for more cohesion and targeted conversations.
- The Director of NeST will continue to support and participate in Student Life and campus wide initiatives such as E-Days, the Transfer Committee, the Veteran Support Committee, the Culture of Respect Committee, and serving on search committees.

Future Directions:

- As addressed above within the challenges section, the hope is certainly that another full time staff person will be added to this office in the not so distant future.
- Within the first year, NeST would like to connect all aspects of transition programming, from Launch to Kick Off to CSM101 to establish common themes, allow for cohesive branding, and incorporate clear learning outcomes, so that students and families understand exactly how and why we administer our programming.
- NeST would like to establish a First Year Common Read program, as well as a more robust online orientation program.

Residence Life

Executive Summary

As the Residence Life team reflected on the 2016-2017 school year, we consider this year a great one. This was a year when we learned a lot, challenged ourselves with being even more of a positive impact on our residents, worked intentionally with our campus partners to support our students across campus, and worked through change with enthusiasm and renewed commitment to doing our very best work to give our students a residential experience that is second to none.

A new Assistant Director with vast knowledge about housing, brought a great deal of positive impact to our relationships with campus partners who we work with on housing operations. We had far fewer issues with our software systems in the fall as well and Amy was able to efficiently organize much of our housing process. We also welcomed a new RLC, Emilie Nemchak, who's enthusiasm and positive attitude brought new life to the RLC team. The goal on the residence education team was to really work with our professional and student staff to make sure that our residents felt like they were known as individuals by our team. Implementing 1:1 meetings with each residents in the halls and apartment meetings in Mines Park during the first month of the semester, helped to lay the groundwork for our staff to truly get to know their residents. Creative, educational programming followed throughout the year, continuing our goal of encouraging learning outside the classroom.

As we reflected further, it was also a year when we had to work through change and thus became a year of maintaining. We had to step back a bit from our normal attitude of "how can we consistently improve the experience of our residents" and go with "how do we work together to ensure that our students are getting the best experience we can give them". Not a huge change, but certainly challenging to us as a group who always want to strive to be great, we had to settle with making sure we had our bases covered and were doing a good job for our residents. When folks were called to leave Mines those of us remaining worked as a team to pick up where things needed to be picked up, so that residents never saw or experienced a change.

We were able to work on and complete learning outcomes to guide our work with residents, focusing on what we wanted them to learn and experience living in our communities. We also focused on what our values are as an office and how we live those values, focusing on how we can be transparent about what standards our residents and we are held to.

Student staff continued to amaze with a 3.2 cumulative GPA and averaged a 4.5 satisfaction (Outstanding/Very Good) rating, from our quality of life survey of their residents on a Likert scale of 1 to 5. These student staff members continue to be exemplary leaders in their areas, encouraging their residents to follow in their footsteps. We are proud of the work we did this year and of the team oriented and student focused approach we took with our work.

Learning Outcomes (explained more fully in Appendix 1)

- Students will have the opportunity to engage in programs, discussions, and immersive experiences with their diverse communities, challenging their perspectives, viewpoints, and ways of being. Thus, encouraging them to accept and respect members of their current and future communities.

- Students will gain interpersonal skills by learning to manage conflict in a healthy and productive manner. Residence Life views conflict as a positive learning experience that can lead to self-empowerment and advocacy through discussion and dialogue.
- Students will live in and engage in a community that fosters a lifestyle of healthy decision-making around personal behavior, relationships, health, and community health. Community health includes, but is not limited to responsible behaviors towards our physical, mental, and emotional health along with the health of our overall community, and exhibiting responsible coping skills in the face of adversity.
- Students will engage in learning outside the classroom as a part of their Residential Experience. Students will have opportunities to engage personal and professional development to enhance their lives as future Engineers and Applied Scientists.

Significant Department Accomplishments

- **Team work and dedication of the staff**
 - The spring semester of this year brought challenges with it. The staff who covered open positions, addressed student issues and kept up our excellent programs for students were exemplary to any department on campus. When a staff of 10 is short staffed 4 people, it takes everyone else picking up and volunteering to take on more to make things continue to work smoothly. The efforts of our staff enabled us to have a smooth closing of the halls, hire three new RLCs, and create spaces for a larger class than we have had in the recent past.
- **Creation of Values, Pillars and Outcomes**
 - A parent commented to Mary Elliott that he was relieved that there was no sign on Mine's campus that it was a place that valued inclusion, diversity or LGBT folks. This realization was a sad one to embrace and helped us to realize that we as an office needed to do more to let all of our stakeholders know that we value everything about them and that we work to create a community of respect and learning.
 - The Pillars are the result of the efforts put into this process, and were printed and will be displayed in the lobbies of all of our communities this summer.
- **Create efficiencies in labor to increase RLC compensation to a more appropriate level**
 - Assessing the hours that were busiest at the front desks in the residence halls we realized that we could cut desk hours and place RAs at the desks for the evenings.
 - Less money spent on DAs when the desks were not being utilized.
 - More time for the RAs to interact with residents while serving at the desks.
 - More than \$65,000 in savings
 - Increase the RLC salaries. While FLSA was not enacted, we saw a need to increase salaries to be competitive with other schools in our region and to provide wage that matched the level of work the RLCs do.
- **Programming**
 - RAs conducted at least 2 (once a semester) one on one meetings with their residents
 - CAs conducted at least 2 apartment meetings with their residents.
 - The emphasis this year was to create a greater feeling of community with our residents.

- 260 educational programs with outcomes related to self-awareness, interpersonal skill building, citizenship and service, social justice and inclusion and life skills.
 - 450 additional community building opportunities for residents to get involved and balance their academic lives.
- **Residence Hall Association**
 - 11 programs + 4 in collaboration with other students groups, from USG to Active Minds
 - helped to sponsor Helluva Service Event, Smash Hunger, International Night, and Goal Ball.
 - Awards/OTM
 - 50 OTM nominations for people and programs including 18 IACURH regional winners and 3 NACURH winners.
 - RHA has created relationships with two companies that offer services to our residents. College Products (refrigerators) and OCM (linens and care packages). The revenue from these partnerships has made traveling to conferences completely self-sustained, so no student fees go towards RHA members traveling to conferences.

Challenges

- Continued struggle with some system administration with Starrez and Banner. The need for support with our housing occupancy and technology management is very evident. We are currently making efforts to create positions that will allow our occupancy manager to focus on more of the big picture needs and projections that we need, while bringing in more talent to administer our software systems.
- Student mental health concerns continue to be a challenge as we work to support our students to success here at Mines.
- Requirement of adding 40 spaces in Mines Park housing for new graduate students. This required our department to move 30 students out of their current housing and into different accommodations so that new graduate students could be accommodated. This effort cost the department \$6000 in unanticipated moving costs and \$3000 in discounts on rent. It also delayed the unit turns of other Mines Park apartments during the summer, as these mandatory moves had to be completed before we could get to the graduate student apartments to clean and address any facilities issues.
- Creation of 124 additional bed spaces in our residence halls to meet the increased number of first year students. This year we were asked to create space for 100 more students in our first year student spaces. We worked alongside Admissions to tour students through our areas to accomplish this goal of adding and retaining more students. This worked well! We have about 129 new students (first year, non-waiver, freshmen), more than the 100 we had planned for. This has caused us to spend time communicating these changes to students and parents. We have also had to purchase furniture to meet the needs of these extra rooms. The cost financially has been \$80,000 in extra cost for furniture and moving costs and a lot of time talking to unhappy parents and students and working to place folks in rooms that will work for them for the year.
- Working through the spring semester with an increasingly decreasing number of professional staff in the residence halls. Requiring more hours and less ability to individually work with student staff. We met each student issue that came up the same way we always have, with individual follow through and attention. The exempt staff, however worked an average of 70

hours a week to accomplish this. While Debi and Jackie both put in extra time and effort to cover Mines Park and make sure that our increased first year class have places to live.

- Overall changes in every single person in the office's work. Positive change, but still a challenge that we will continue to work through this year.

Division/Campus-Wide Initiatives and Regional/National involvement

- Starting the summer of 2016 partnered with Admissions to offer daily tours of all of our residence halls. Working directly with an average of 6 prospective student families a day every day of the week.
- Collaborated with various departments to promote and support their efforts for students
 - Residence Life staff volunteered at Moonlight Breakfast, E-Days, Athletic events, Admissions special recruitment days, Leadership Summit, Homecoming, Alumni and development events, and more to support the efforts of our colleagues as we all support our students.
- CSM101 Facilitation: 2 RLCs, 1 Assoc. Dir. And 1 Director
- Collaborated with Admissions, MEP and summer conferences to train staffs on emergency procedures for staff
- SHAPE committee: Residence Life representation
- Diversity and Inclusion Office: provide feedback and collaborate on initiatives
- Counseling Center, Dining Services, Dean of Students, CASA, Mines Police Department, Health Center, MEP, Active Minds, SAO, International Student Services, Career Center: planning for student staff training and consultation
- Admissions: residence hall tours, update information for brochures and education on gender-neutral housing and working in admissions application
- Leadership class mentors (1 RLC, Assistant & Associate Director, and Director)
- Committees you and your team are or were on this past year
 - RLC participated on the following committees or initiatives:
 - WAM
 - Be-Well
 - Leadership Summit
 - LDI Cohort #2
 - SHAPE
 - Divisional Marketing and onboarding committees
 - Social committee for EMPOWER
 - Student Life Pro-Devo committee
 - Advisor: oSTEM
- Capital Planning and Construction: worked on 4 different projects
- Regional involvement: Chair elect of AIMHO College Committee, and member of CO-LEADS annual social justice conference planning committee. IACURH: delegations were brought to Utah State for the Annual Leadership Conference, UCCS for the Business Conference and Purdue University for NACURH.

Future Directions

- Move learning outcomes to be in sync with divisional competencies and assess those outcomes
- Focus on building our level of Professional Development for our staff and students through programming

- Re-align our operations team to be led by Jackie Garramone teamed with Director
- Move all business operations for our office to the Campus Living Office to improve our internal and external communication and consistency of service to students
- Comprehensive program plan for Mines Park including programming, visibility, and accessibility of CAs and RLC as well as focused programs for different communities that Mines Park holds.
- Develop plan for housing 1200 students in the future, without increasing our room/building count.

Appendix 1

Mines Residence Life Learning Outcomes

We developed learning outcomes this year when we committed to being more transparent about our Mission, Vision and Values with our students, colleagues, parents and other partners.

Developed through a series of working meetings with a few volunteers from the department we developed not only outcomes but 5 Pillars that we are placing on display in each of our residential communities and our office. We are still working on the outcomes to make them align with our new divisional competencies, but this is a start for us. This next academic year will provide us with more opportunities to align our mission and values with our larger Student Life division. These are the condensed outcomes with no strategies attached. Please see appendix for complete outcomes with strategies.

The Pillars of Community sustain and uphold the mission and vision of Residence Life. As members of our community, we experience life at Mines as a place where all are empowered to learn and grow. We are committed to honoring each other's identities and experiences. We value relationships by striving to see each other's point of view, and even through conflict, we learn from one another. We show our commitment to our community by working to uphold these pillars:

- **Inclusion**
- **Respect**
- **Community**
- **Learning**
- **Responsibility**

Students will have the opportunity to engage in programs, discussions, and immersive experiences with their diverse communities, challenging their perspectives, viewpoints, and ways of being. Thus, encouraging them to accept and respect members of their current and future communities.

- Students live in a community of diverse identities. (race, gender, sex, sexual orientation, religion, ability, nation origin, etc.)
- Student Staff are trained in inclusion, diversity, and social justice concepts and practices to serve the student population
- ResEd programming model incorporates D/SJ education for all residents.
- Student Staff encourage residents to engage in dialogue and discourse in their communities while upholding community standards.

Students will gain interpersonal skills by learning to manage conflict in a healthy and productive manner. Residence Life views conflict as a positive learning experience that can lead to self-empowerment and advocacy through discussion and dialogue.

- Residence Life views our students as adults, and continually works to empower students to approach challenges, work through differences, and dismantle perceived barriers they encounter in a residential experience.
- Interpersonal skills are developed through roommate mediations, living agreements, and development of community expectations.

Students will live in and engage in a community that fosters a lifestyle of healthy decision-making around personal behavior, relationships, health, and community health. Community health includes, but is not limited to, responsible behaviors towards our physical, mental, and emotional health along with the health of our overall community, and exhibiting responsible coping skills in the face of adversity.

- Students will be held accountable for their actions, through a tailored sanctions process, which involves a reflection of their contribution to their community.
- Students will recognize the value in self-care and holistic wellness in their tenure living on campus.
- Students will engage in programming around various topics of health.
- Students will have opportunities balance their academic experience with personal passions outside of the classroom.

Students will engage in learning outside the classroom as a part of their Residential Experience. Students will have opportunities to engage personal and professional development to enhance their lives as future Engineers and Applied Scientists.

- Students will actively participate in programming. The Residential Education model consists the themes of: Life Skills and Leadership, Interpersonal Skills, Civic and Community Responsibility, and Understanding and Appreciation of Cultural Differences.
- Students will work collaboratively with peers on material from classes as well as learning about different ways of being from their peers.
- Students will gain and understanding of what it means to take responsibility for one's actions and experiences.
- Students will learn life skills that will equip them to be positive and helpful members of future communities.
- Students will gain an understanding of the role servant leadership plays in community living

Appendix 2

Mission

Colorado School of Mines Department of Residence Life is dedicated to student success through a superior living and learning experience that recognizes the unique challenges and opportunities our students face in their Oredigger experience. Our staff is committed to providing intentional learning through quality services and facilities, student support, as well as a safe, secure, and academically-focused environment. We believe campus is living, in collaboration with the Mines community, fosters personal growth and development, encouraging students to become critical thinkers and civically engaged leaders in a diverse global community.

Vision

Creating welcoming and inclusive environments where students come to live, live to learn, and leave to serve and lead a positive change the global community.

Moto

“Learning through living at Mines.”

Social Justice & Diversity Statement

Residence Life is dedicated to providing an inclusive community that fosters understanding and appreciation of all races, religions, national origins, socio-economic classes, gender identities and expressions, sexual orientations, physical and learning abilities, and ages. We are committed to playing an important role in the educational experience by providing students and staff with diverse educational and social opportunities so that they may become more justice-minded and educated members of society to address the needs of the world’s growing population. As an institution that is devoted to engineering and applied sciences, we call upon our communities to cultivate a passion for social justice and diversity and to develop the skill and knowledge set needed to take action for change within our global society.

- We will encourage the expression of different voices, perspectives, and ideas.
- We will challenge our own beliefs, opinions, and viewpoints.
- We will advocate for an accessible, safe, and respectful environment to enhance the living, learning, and working community at Colorado School of Mines.
- We will acknowledge and respect the multiple identities represented in each.
- We will show our commitment to our voice and our conduct.

Appendix 3

Housing Occupancy

Residence Hall Occupancy: 1124 bed capacity

- 135 students lived off campus with approved waivers
- 85 folks cancelled before arriving on campus, 3 cancelled before the start of second semester
- 24 students withdrew during the first semester, 35 withdrew second semester

Fall	Spring
<ul style="list-style-type: none"> • 1108 students • 98.5% 	<ul style="list-style-type: none"> • 1078 Students • 96%

Occupancy: 494 Bed capacity

- Waitlist for Mines Park: Fall: 87, Spring: 4
- Graduated in Dec.: 41

Fall	Spring
<ul style="list-style-type: none"> • 478 students • 97% 	<ul style="list-style-type: none"> • 456 students • 92%

Greek Owned): 84 bed capacity

Life (Mines

Fall	Spring
<ul style="list-style-type: none"> • 82 students • 97.6% 	<ul style="list-style-type: none"> • 79 students • 94%

- Average on campus GPA = 3.1
- Average GPA for TLC members = 3.1

Appendix 4

Student Staff

- Average GPA for live in student staff members = 3.3
- RAs and CAs receive 142+ hours of training in community building, programming, interpersonal skills, conflict management, social justice, crisis response and helping skills as well as information about campus resources.
- All student employees of residence life work throughout the year in an outcome based professional development plan.
- 88% of residents stated that they strongly felt known as an individual by their RA. 66% of residents at Mines Park stated that they strongly felt known as an individual by their CA.
- 109 students applied to be an RA or CA for the 2017-2018 school year. We had 34 spaces available for those positions.

Program highlights from the different Residential Communities

- Story Time: Each week once a month a new guest star came in to read their favorite stories to the students. Students came in their pjs, and had snack and story time with Faculty, staff and other students across campus
- Free Pour Friday with Jerry Bourne – took Nucleus to free pour Friday
- Murder Mystery scavenger hunt across campus
- Escape room challenge. The RAs and RHA created three escape rooms for students to compete to have the fastest time to get out of their room.
- Weaver Social Justice Olympics: Students competed in floor teams through different stations throughout the building where they were challenged in different activities that helped them to reflect on their own identity, inequality in various forms and privilege.
- 5K chocolate run with our Faculty Friends.
- Myers Briggs Type ID test for all the floors in Elm
- Physics and Pancakes: work with CASA to do study hours for the physics exams

Student Activities, Involvement, and Leadership (SAIL)

Student Activities has changed its name to SAIL: Student Activities, Involvement, and Leadership to better encompass all that the office does. This change allows SAIL to be more intentional in campus initiatives, programming, and collaborations while being more specifically focused on students' involvement and leadership development in all facets.

Executive Summary

In the past year, SAIL has gone above and beyond to continue to improve ourselves and the programs and services we offer. We live out our mission daily by advocating for our students, helping them engage at Mines, and encouraging them to create their own community. We truly believe that co-curricular education is an essential and signature part of the Mines experience. Through various collaborations with the campus and community (Athletics, Student Life, Diversity and Inclusion, Academic Departments, Residence Life, Title IX and Equity Compliance, Office of International Programs, Counseling Center, Disability Support and Services, Center for Academic Services and Advising, Student Recreation Center, WiSEM, MEP, Mines Career Center and Orientation Programs/New Student and Transition Services) we maximize our programming efforts, support the students we serve, and unify the student experience. SAIL feels a responsibility to educate our students as leaders, scholars, problem solvers, and global citizens through our guidance, programming, and one on one interaction. Living to the standard we have set for our office, students, and employees, pushes us to continually grow in our ability to be excellent in everything we do.

The following are the Mission, Vision, and Values statements of SAIL and our programs:

Mission Statements

Student Activities, Involvement, and Leadership Department

The SAIL department provides an environment for students to test new ideas, develop leadership skills and create community at Mines, while advocating for and affirming their identities. Through co-curricular opportunities and experiences such as student organizations, events, Greek Life, new and transfer student transition, civic engagement and leadership development, students gain invaluable skills and experiential knowledge that they will continue to develop during their time on campus and beyond as future leaders.

Mines Greek Life

Greek Life is an influential and proud community committed to helping students Thrive At Mines through inclusive support, growth, and development of all chapter members and organizations. We provide and develop an experience, which promotes passionate and impactful leaders bonded by the ideas of mutual respect, tradition, civic and social responsibility, and academic excellence.

SAIL Vision Statement

The SAIL Department promotes student success by supporting the development of one's whole self via co-curricular growth opportunities. We enhance student learning through social, cultural, and community engagement and leadership programs. Through a variety of involvement opportunities, we strive to instill the following:

- An awareness of self and others
- The development of social and leadership skills
- A sense of service and citizenship
- The development of critical thinking skills
- The importance of being inclusive
- The value of living a purposeful life

SAIL Values Statement

- **Collaboration** is fostered through outreach and partnerships across our student groups, the Division of Student Life, Colorado School of Mines, and the greater community;
- **Inclusion** is evident in the affirmation of identities within the context of mutual respect;
- **Excellence** is cultivated through the diligent effort of both the individual and collective, to be satisfied with no less than the highest goals we can envision;
- **Engagement** is demonstrated through active conversations and bringing awareness and community building to the forefront of quality experiences and involvement;
- **Leadership** is inspired at all levels through guidance and reflection by creating new opportunities for personal and professional development that will benefit the Mines community and transcend beyond their college career;
- **Innovation** is promoted through designing and supporting programming that fosters student expression, encourages disruptive thinking, and applauds experimentation

Learning Outcomes

The learning outcomes for the SAIL Department are broken down into our specific focus areas to more accurately depict and assess our programs and initiatives and provide the best possible support for our students.

SAIL/MAC Programming:

Students who engage in programs, activities, and services provided by MAC and SAIL will or will be able to:

1. Choose opportunities for involvement that empower them to collaborate with other organizations and within the community
2. Develop leadership skills (such as conflict resolution, organization, and team management) that are transferable to campus and professional goals
3. Identify leadership as learned and developed skills that are integral to the student experience
4. Employ critical thinking skills through the development, participation, implementation, and/or assessment of programs
5. Recognize the significance of engagement on campus in their overall success at Mines

Greek Life:

Students who engage in Fraternity and Sorority Life will or will be able to:

1. Illustrate personal responsibility and make informed decisions that are consistent with the core values of their national organization and the Mines Student Code of Conduct
2. Recognize their individual strengths and passions to serve in leadership capacities to accomplish chapter and community goals and expectations
3. Employ critical thinking skills to assess current systems, develop relevant questions, inspire change, and assess current and past practices to constructively form the goals and vision of each chapter and the Greek community

4. Develop relationships and support structures within their chapters and the Greek community through IFC, Panhellenic, chapter social, and all Greek activities
5. Implement self-governance and be able to consistently display a reasonable, flexible, and collaborative approach to leadership

Leadership & Professional Development:

Students who interact with the leadership development programs provided by SAIL will be able to:

1. Develop leadership skills (such as conflict resolution, organization, and team management) that are transferable to campus and professional goals
2. Identify leadership as learned and developed skills that are integral to the student experience and professional development
3. Employ critical thinking skills through the development, participation, implementation, and/or assessment of programs
4. Recognize the significance of engagement on campus in their overall success at Mines and elsewhere
5. Identify self-awareness as vital to the student leadership experience
6. Demonstrate understanding of critical thinking and reasoning as a leader and part of a larger team

Student Clubs and Organizations:

Students who are involved in various student organizations on campus will be able to:

1. Exhibit responsible decision-making and accountability for themselves and peers
2. Develop critical and reflective thinking abilities throughout their programmatic efforts
3. Exhibit the ability to work effectively with those different from themselves
4. Demonstrate an understanding of group dynamics and effective teamwork
5. Develop a range of leadership skills and abilities such as effectively leading change, resolving conflict, and motivating others
6. Grow in understanding of institutional knowledge from a range of areas including policies, procedures, finances, and the like.

Significant Department Accomplishments

Growth, expansion, and enrollment:

- 19 New Organizations -leading to more opportunities for our students
- 112 Officers at President Round Table (a 18% increase from Spring 2015 and a 42% increase from Spring 2014)-provides leadership growth, and resource development
- New sorority: Kappa Alpha Theta -positive growth and contributions for the Greek Life community
- New Coordinator for Greek Life-full-time administrative faculty staff position added in October 2016. This allows our office to focus our attention fully and purposefully on each of our unique specialty areas, which make up the whole student experience.
- E-Days packet sales have increased over 40% over the past two academic years which indicates growing interest in this incredible campus tradition
- Homecoming expanded with the addition of a Bonfire & Pep Rally boasting 850+ attendees including Mines students and alums
- Created and implemented New Student Success webpage for incoming students - more forward facing support
- Guidebook use and implementation was hugely beneficial for events. We had over 1000 users interact and use Guidebook during E-Days

Staff Accomplishments:

- Student Activities transitioned several times this year accomplishing two different times of being fully staffed with different staff. This transition finally allowed them to function at full force and start to develop larger initiatives and programming
- Helluva Service Event, which SAIL significantly contributes to through Greek Life, Organizations, and USG, received the Outstanding Program/Service Award for the Division of Student Life
- Jenny received an MEP award from oSTEM as Outstanding Staff
- Kelsi completed the Leadership Development Initiative for the 2016-2017 Cohort and is heading the Planning Committee for the 2017-2018 Cohort
- Isabelle, Jenny, and Begoña were nominated and accepted to participate in the 2017-2018 LDI Cohort for 2017-18
- Jenny and Kelsi took part in the Women's Leadership Institute
- Isabelle was approved for a \$25,000 budget specifically to benefit Title IX and alcohol prevention and education programming for Greek Life
- Jenn successfully transitioned the new Launch Program, and Fall Kickoff to Jessica Keefer.

Efficiencies:

- Front desk processes being streamlined in several different ways and include a new training model
- Collectively there is now tracking of hourly needs at the SAIL front desk to better assess and maximize the use of the student staffing as assets and resources
- Greek Housing processes including assignments, booking, and applications now completed by the Coordinator of Greek Life instead of through Residence Life. This provides a more efficient process and better direct service for students.
- SAIL will be utilizing Acuity come fall to alleviate scheduling issues with students and the various professional staff, it also allows the students to better control the meetings and their schedules- an all around win

Services and programs to students:

- Leadership Class: Once of the best ways to help our students develop is to connect them with campus administration to get a broader perspective beyond Mines and academics. Administrative faculty (21) serve in mentor roles and are assigned students to work with on an individual basis throughout the semester, one of who was President Johnson.
- Greek Presidents Retreat: For the second time, the incoming and outgoing presidents of the eleven Greek organizations, Panhellenic Council, and IFC spent the weekend together transitioning, team building, and strategizing for the upcoming year. This retreat has lead to major changes and an impact on the Greek Life community and a recognition that they are one large community.

Points of pride:

Of what programs and efforts are you most proud? Why? How is it a "Mines signature student experience"? Explain.

- Leadership Summit: Leadership Summit has become a staple for students on campus to attend as the ultimate leadership training opportunity. Enrollment filled within ten days of registration release, and experienced the lowest attrition rate since the Summit began. It is a Mines signature experience because it is literally built for and by Mines people, considering a cross campus collaborative approach and the needs of our students.

- Leadership Class: The Leadership Class has become competitive to get a spot and has a majority of seniors in the class. The assessments rate the class at a 91% average with various areas of impact including mentor/mentee relationship, leadership readings, leadership assessments, and in-class activities. This leadership growth opportunity is a signature experience because it helps students reflect and evaluate their current and past impact on Mines and how to serve the community better as well as prepare them for life beyond Mines.
- E-Days: The weekend grows every year and continually adjusts to growing attendance and desire to innovate. The Carnival had over 2600 attendees including students, staff, faculty, alumni, and Golden community. This is a well known and successful Mines signature event due to its rich history and wide attendance by alumni and current students alike.
- Homecoming: It has been an aspiration for many years to make Homecoming a campus tradition that students would look forward to. By bringing back the parade and implementing other student-centered events like tailgating and the incredibly popular bonfire, Homecoming successfully merged with Alumni Weekend for the second year running. The committee has put together a cohesive and eventful weekend for all Mines students and alumni to connect. It is a Mines signature experience due to its ability to bring students and alumni together to celebrate history, tradition, and Oredigger pride.
- Greek Life Involvement: Over 15 percent of our student body is a part of Greek Life. Greek Life involvement also serves as a jumping off point for additional leadership in the Mines Community. Of 102 survey participants in Greek Life, they indicate involvement in 292 student organizations outside of Greek Life and hold leadership/executive positions in 76 of those organizations.

Challenges

- Our office requires our professional staff to work large campus events, Mines traditions, and new student programming, which means we are not always able to be as present at division wide events as we would like. Unfortunately, it is not always clear to our colleagues and the division what our responsibilities are to our students and that our time has to be shared elsewhere. Our concern is that this can come across negatively or that we do not value the division or being part of the team. With limited staffing but a desire to serve the campus and division, we are working towards a solution of how to best represent ourselves university wide without sacrificing the quality of our current programming and responsibilities.
- Collaboration is one of the values which we live by, which means we see it as our responsibility to partner with other departments across campus to make the student experience as beneficial as possible. We love that we are able to help with resources, knowledge, and staffing in order to make the campus a better and more welcoming place. Unfortunately, because of our broad knowledge base and experience with so many other departments, we have become a “catch all” for new endeavors, initiatives, or projects that need a home. This is a great problem to have, but, with our already very full schedules, we are not always able to prioritize our own initiatives and events let alone maintaining a healthy work/life balance, which is an ongoing work in progress.

Division/Campus-Wide Initiatives

- Oredigger Camp (Fall Orientation)
- Fall Kick-Off
- Welcome Week
- Homecoming
- Tailgating

Division/Campus-Wide Initiatives... cont.

- Parent and Family Weekend
- Leadership Summit
- Leadership Workshops
- Leadership Class
- Mines Fund (Foundation) committees
- Weekends At Mines
- E-Days
- CSM 101
- Peer Mentor Training/Retreat
- SL Marketing Committee
- SL Assessment Committee
- SL BeWell Committee
- We have moved several of the initiatives that were originally housed in SAIL to other departments that have better capacity to take them on, i.e. Stress Less Week.

Future Directions

Based on data or observations from 2015-16, what future changes, goals, or directions do you plan for next year or beyond? Provide a bulleted list.

- Student Activities is still redefining and shifting roles as we continue to be under staff transition. As the office settles after being fully staffed for a year, we anticipate more defined roles and focus areas addressing clear student need.
- Greek Life will continue to assess and focus on areas of need for the Greek community specifically in risk prevention and reduction. With additional funding from Student Life, Greek Life will pursue increased programmatic and educational efforts, which will benefit not only our community but also campus as a whole.

Disability Support Services

Executive Summary

Due to multiple factors, the number of students registered with Disability Support Services (DSS) has doubled in the last five years. The position of Mines Testing Center Coordinator was created in fall 2015 to address a need for providing testing accommodations. It is anticipated that growth will continue in this department, related to volume, accommodation type, and service/support expectations. In line with visioning at the division and institutional level, there is potential for providing expanded, targeted services to this population at Mines.

Mission for Disability Support Services (draft form): Our mission is to provide leadership to the Colorado School of Mines community in achieving access for students with disabilities. We aim to serve students with varied abilities to participate fully and thrive on our campus.

Learning Outcomes

Disability Support Services and the Mines Testing Center will embark on the process of creating learning outcomes in the coming year. In draft form, outcomes for the coming year are below:

- Assist inquiring students/families with registration for disability support in a timely, supportive, and individualized manner.
- Assist faculty, staff, and campus constituencies with questions and/or concerns regarding student disability accommodations.
- Proactively support registered students and faculty/staff regarding varying abilities at Mines; contribute to overall campus education efforts around diversity and inclusion of all learners.
- Serve students registered with Disability Support Services related to academic testing; support faculty in providing testing accommodations.
- Train, support, and integrate student staff into the mission, goals, and day-to-day operations of Disability Support Services and the Mines Testing Center.

Significant Department Accomplishments

- Total number of students who received services in 2016-2017 (academic accommodations, housing accommodations, temporary accommodations): 184
 - Overall numbers have increased which impacts proactive communication sent out from DSS, as well as follow up communication.
- Increase of 43% of individual exams administered from 15-16 to 16-17 academic year (1678 individual exams to 2,396 individual exams)
 - Tied to the increase in number of students registering with Disability Support Services, awareness of faculty/students, and an increase in make-up exam requests for non-accommodated students.
- Process initiated and supported to acquire Accessible Information Management (AIM) software:
 - Departmental and foundation funds were used to purchase AIM at the end of 2016-2017.
 - AIM will increase the ability for DSS to manage and track requests, accommodations, and student/faculty communication. Human resources put

towards implementation will be significant; intended use will increase efficiency and transparency of process significantly.

- Academic Coaching Coordination for CASA/DSS:
 - Creation of a coaching intake process to streamline new student appointments; Testing Center Coordinator is point person for all new coaching inquiries
 - Testing Center Coordinator is lead for students registered with DSS
- Efforts towards more effectively communicating the DSS registration process with campus entities and students/families:
 - Proactive referral process: campus training, syllabus statement approval.
 - Standardized communication with students/families: follow up communication standard, form/policy updates, website efforts.
 - Appeal/grievance process reviewed and updated with input from legal and compliance.
- Increased communication to registered students related to campus business and program supports:
 - Registered students received regular communication from DSS regarding follow up items, academic deadlines, and additional campus resources.
 - Increased outreach and referral of DSS students to additional academic support, such as academic coaching.
- Staff accomplishments:
 - Director of DSS participated in both Leadership Development Initiative (Student Life) and Mines Leadership Institute (institution-wide).
 - Both Testing Center Coordinator and DSS Director were nominated for Student Life awards.
 - Informal recognition of increased intentional efforts in both the MTC and DSS.
- Of what programs and efforts are you most proud?
 - Testing Center increased utilization. Proctors are well-trained and serving many students/faculty in a high-level student role. This is a service that students and faculty appreciate immensely.
 - Institution-wide initiative and collaborative efforts. It is essential for DSS to continue to partner, raise awareness, and support larger endeavors.
- Contributions to a “Mines signature student experience”:
 - Personalized and individual attention to accommodation needs and support.
 - Referrals to academic support are proactive and direct. This could be expanded to become more programmatic/incorporate peer mentoring or other supports.

Challenges

- Increased numbers and variation of requests will continue to be a significant time demand for DSS. Parent/student communication for incoming students is significantly starting the fall term of the year prior to enrollment. Accommodation communication will continue to require increased conversation between campus entities.
- Due to the increase in exams being administered in the Testing Center, space continues to be an ongoing challenge. There is a need for a 2nd room to be acquired for sole use.
- Restriction of travel during this academic year limited connections with disability and testing center professionals in the region on best practices, policies, procedures, etc.
- As some accommodation requests are difficult to anticipate, resources and staffing needed to provide necessary accommodations is an ongoing reality of this department.

Division/Campus-Wide Initiatives

- Campus accessibility conversations are gaining awareness and interest. Contributions coming from DSS on campus-wide initiatives such as: electronic accessibility plan, master planning, and library renovation. Approval for a syllabus statement regarding disability access/support (per Provost).
- DSS has done training/partnered with Residence Life, Parking, Student activities, Public safety, Facilities, CCIT, Trefny, Equity and Compliance, Care team, Counseling Center, Wellness Center, Title IX, CASA, academic departments/new faculty, Legal, Library, Career Center, and Health Center.
- Testing Center Coordinator provides significant faculty support through test administration.
- In fall 2016, DSS Director taught CSM101. In spring 2017/Summer 2017, DSS Director supported efforts in LAIS/EPICS courses related to disability. In the fall 2017 term, both Testing Center Coordinator (Bounce Back) and DSS Director (CSM101) will teach courses.
- Testing Center Coordinator initiating introduction of mindfulness techniques to Bounce Back class, as well as students engaged in academic coaching.

Future Directions

- Implementation of AIM software.
- Expansion of the Testing Center, short-term and long-term.
- Continued growth in partnership with CASA for Academic Coaching efforts (trainings, workshops, Lunch n' Learns).
- Continued growth in partnership with the Career Services Center:
 - Connection with the Career Center and the Department of Vocational Rehabilitation (that serves people with disabilities seeking a career), has been made.
 - Identify collaboration between units related to Career Day and mutual referrals.
- Partnership with Counseling Center to present once per month on "Mindfulness Mondays"
- Continued efforts for campus education – faculty, staff, & students.
- Furthered collaboration with MEP and Trefny.
- Investigate initial efforts/interest around peer mentoring/support within DSS.
- Investigate initial efforts around building community within DSS – possible honor society?

Student Life Business Administration

Executive Summary: Student Life Business Administration consists of dining services, bookstore management, trademark administration, construction coordination and budget and fiscal management. Our mission is to provide excellent services, which will ensure Mines students and staff are well prepared for learning and development leading to success. SLBA's motto is Supporting Success. We continue to experience success from the Student Center renovation. We foresee continued success in all areas.

Highlights:

- Mines Dining continued to be successful even with the change in the operations manager and the loss of the catering manager. They effectively worked together to ensure that the customers did not experience any decline in service. This success was demonstrated with an increase in customer satisfaction scores according to NACUFS and Sodexo's surveys. They continued to improve their services by adjusting operating hours to meet the needs of customers. The Periodic Table continues to show improvement through a sales increase of 5%. In order to continue to provide excellent services the recruitment and retention plan for their hourly employees remained in place. As part of this program, they paid out over \$7,000 in retention bonuses and over \$25,000 in employee incentives. The new meal plans implemented in FY16 were well received and will continue for FY18.
- Mines Bookstore's management team continues to improve their services by changing the store lay-out to accommodate the increase in items offered. The store has been sectioned into two major parts school-spirit/gifts and textbooks/academic supplies. The store introduced Price Matching for the Spring semester. The store will price match Amazon and Barnes&Noble.com with in-store prices. The store experienced its first textbook sales increase in over two years. The bookstore has seen an increase in participation in the rental and digital textbook options. The bookstore staff has continued to encourage participation in the Faculty Enlight Program. The program streamlines the process for textbook adoptions. The bookstore experienced its largest number of early textbook adoptions.
- In partnership with the Budget Office we have created a comprehensive budget process that included additional training for Student Life staff and provided improved reporting capabilities. We have worked with the Office of Design and Construction to begin the design process for a remodel of the Student Center lobby. In conjunction with the remodel of the Student Center lobby we have designed a memorial for the newly dedicated Cheuvront Commons.

Significant Department Accomplishments:

Mines Dining:

- Voluntary meal plan sales have increased by 15%, \$55,716
- Pure cash and credit cards sales are up 5%, \$59,178

Sodexo Survey:

Category:	Scores:
Mines Satisfaction	90%
National Average: Satisfaction	77%
Mines likely to recommend to a friend	80%
National Average: Likely to recommend to a friend	73%

NCUFS Scores:

NACUFS Customer Satisfaction Survey Results				
Factor	2013	2014	2015	2016
Food: Overall	3.76	3.61	3.44	3.81
Taste	3.72	3.52	3.37	3.74
Visual Appeal	3.83	3.52	3.52	3.76
Freshness	3.70	3.43	3.31	3.65
Nutritional Content	3.59	3.28	3.16	3.51
Value	3.50	3.18	2.87	3.37
Availability of posted menu items	3.95	3.86	3.68	4.03
Variety of menu choices	3.65	3.52	3.38	3.74
Variety of healthy menu choices	3.56	3.23	3.17	3.49
Variety of vegetarian menu choices	3.58	3.38	3.32	3.44
Service: Overall	4.34	4.22	4.11	4.40
Service: Speed	4.04	3.97	3.95	4.2
Hours of operation	3.95	3.71	2.95	3.37
Helpfulness of staff	4.45	4.30	4.24	4.48
Friendliness of staff	4.56	4.42	4.45	4.62
Cleanliness: Overall	4.16	4.10	4.25	4.45
Cleanliness: Service areas	4.25	4.10	4.35	4.46
Cleanliness: Eating areas (tables, chairs, etc.)	3.98	3.84	4.18	4.29

Mines Bookstore:

- 28% increase of online sales
- Increased overall merchandise sales
- 1000% increase in digital books sales compared to the previous year
- Lowest Shrinkage rate in our Barnes & Noble district
- 90% participation in Faculty Enlight Program

Logos and Trademarks:

- 15% increase in Royalty payments

Construction Coordination:

- The Student Center lobby remodel and the Cheuvront Memorial were designed
- Worked with Contractors and Office of Design and Construction to determine a solution for multiple flooring issues in the Periodic Table and Mines Market

Challenges:

Mines Dining:

- Multiple Issues with kitchen flooring in Mines Market and Periodic Table
- Vacancy in the Director of the Catering position
- Not enough kitchen storage space

Mines Bookstore:

- Reducing the promotion of alternative sites for textbook purchases
- Disintermediation (Publishers going around the bookstore)
- Not enough storage space for the variety and quantity of merchandise

Administration:

- Vending services contract issues
- Office relocations associated with Student Life reorganization

Division/Campus – Wide Initiatives:

Mines Dining:

- Continued to improve communications with Athletics to better understand their needs for summer camps
- Partnered with RHA for programming
- Reestablished the Food Service Committee

Mines Bookstore:

- Improve the understanding of campus Branding Concepts
- Expand knowledge and usage of Faculty Enlight Program
- Assist faculty in using the Bookstore to its maximum potential

Administrative Initiatives:

- Tax issue with the City of Golden
- Improved Mines logos and trademarks usage through training
- Create voluntary meal plan online purchasing program
- Implementation of new travel and procurement software

Future Directions:

Mines Dining:

- Social media
- Marketing- drive student satisfaction and sales
- Employee Retention
- Hiring a new catering director

Mines Bookstore:

- Implementation of First Day program- providing affordable course materials
- Ignite the Alumni Connection
- In-store VIP events
- Social media presence
- Increase faculty knowledge of Barnes & Noble contract restrictions

Administrative:

- Successful completion of the Student Center lobby remodel and Cheuvront Memorial
- Continued financial stability for Auxiliary funded areas
- Resolve contract issues for vending services
- Implement new budget status reporting procedures

Student Life Committee Reports 2016-17

Assessment Committee

Members: Rebecca Flintoft (chair), Kevin Caputo, Isabelle Jeffries, Jenny Nichols, Colin Terry

Purpose statement: *The Student Life Assessment committee provides strategic direction, framework, and resources for Student Life division and departments and employees to undertake assessment and evaluation efforts within Student Life departments, programs and the division overall, including the Student Life annual report process. The committee also gathers and shares research on best practices and models for assessment efforts, and provides recommendations based upon that research, in order to foster a positive student experience and support student success.*

Learning outcomes for 2016-17:

- *The committee will develop a positive culture of assessment within the Division of Student Life.*
- *The committee will provide resources to build capacity for assessment within the Division of Student Life.*
- *The committee will empower Student Life departments to make informed, data-driven decisions.*

Significant Accomplishments:

- Evaluated the Student Life 2015-16 annual report process and effectiveness, and facilitated the 2016-17 annual report process.
- Provided a division-wide professional development session “Practical Assessment: A Hands-On Workshop” during the Student Life Professional Development Day on January 3, 2017.

Challenges:

- The membership of the committee has always been small in number but strong in commitment. All of the committee members are from CLASS only, and we lack participation from Public Safety, Athletics, and ROTC, despite multiple invitations to participate.
- The committee took a 6-month hiatus from March through August 2017, while the Student Life realignment was taking place and CLASS was beginning efforts to develop a strategic vision and plan.

Future Directions:

- Re-focus efforts on supporting a positive culture of assessment in Student Life, including professional development opportunities for staff.
- Consider whether or not to take on discreet assessment projects that fall outside the purview of any particular Student Life department.

Be Well

BeWell is a campus collaborative with the mission to promote, educate and enhance wellness on the Mines campus for all students, faculty and staff. The committee consists of several students, staff from a variety of different departments on campus and various faculty members from time to time. The committee meets twice a month to create programs and events covering a wide variety of wellness topics. One significant accomplishment of this committee is the continued partnership/sponsorship with Centura Health. Another is that **BeWell** took over Stress Less Week from Student Activities and then also created a Stress Less Week at mid-terms, creating more opportunities for students to keep “healthy” during these stressful periods. Below is a list of the many events held and coordinated by **BeWell** during the 2016-2017 school year.

- Healthy Mind at Mines survey, education and awareness- **BeWell** supports many of the Active Minds at Mines events
- Certified Nutrition speakers who provided the students education on topics that included; sports performance eating, healthy recipe challenges, suggestions on how to eat healthy on campus and staged fuel your brain meals and mason jar events
- BodyLove awareness which included; henna tattoos, appropriate speakers, art showcase and individual pledges
- Addressed Exercise by offering; mindful exercise workshop, individual student challenges, encouraged support for the **BeWell** Health and Fitness student club and more
- Meditation workshops and massages
- Education on Sleep and Depression

BeWell is facing two challenges:

- The committee would appreciate and benefit from more involvement from the faculty at Mines. Up until this point, it has been difficult to attain this participation on a consistent level.
- All of the **BeWell** committee members have their individual campus jobs as well as the commitment to this group. Having the consistent support and time commitment for planning and seeing through all these events and programs can be challenging at times.

Wellness on all college campuses is imperative and vital for student’s health, quality of life and academic success. I have witnessed tremendous growth with this campus collaborative in the few years that it has been in existence. Each year it continues to become more persuasive and effective and with additional and increased involvement from campus. Expectations are this influence will continue to increase with the proper administrative support and as a result, significantly benefit our students as well as the campus community.

On Boarding Committee

Members: Deb Roberge, Chair (Health Center), Jane Cain, (Career Center), Dixie Cirillo (Athletics), Margie Rogers, (Student Rec Center), Jenn Hannon (Counseling Center), Michelle Darveau (Human Resources) (new member)

Purpose: Assist in development of engaged and productive employees. Provide information on the mission, culture, and norms of Student Life Department and Mines.

Accomplishments:

- The committee met approximately 11 times
- Presented 2 formal orientation programs – November 18 – 8 participants, February 28 – 4 participants.
- Orientation Program Content
 - Mines History and Traditions
M-Climb, E-Days, Career Day,
 - SL Org Chart
 - Freshmen Class Data
 - Groups and Organizations on Campus
 - Nuances of High Achievers
 - Overview of HR Policies, Calendars, Employee Handbook, FERPA, Employee Benefits, Title IX, MEA System,
 - Places of Interest of Campus and in Golden
 - Campus Communication – Daily Blast, Directory
 - Get Involved – AFC, ACE, Student Life Committees
 - Lunch – allows new staff to sample a venue on campus and meet socially with other new hires and staff
- Mentor Program – voluntary program. 3 people participated.
- Campus Tour for all SL Staff 2/21/17 – 15 participants
- Collaboration with HR – met to determine what we could do to enhance the on-boarding process. HR represented joined committee in June.

Challenges: Losing key committee members and recruiting new members

Future Direction: Continue to update presentations, obtain feedback from participants, and work with HR to enhance each department's onboarding process.

Professional Development Committee

The Student Life Professional Development Committee had a great year. Our goal is to provide a variety of professional development opportunities to the department of Student Life as well as other areas of campus whose primary mission is to work with and serve students. We also include offices like the International Program in our offerings even though they don't fall within Student Life.

This year we planned and executed the following programs:

1. How to Give an Effective Presentation by Dr. Sam Spiegel
2. Mental Health First Aid by Centura Health
3. Social Media & Your Department by Amanda Davis
4. Tour of Red Rocks Community College as well as Meeting with the Transfer Director and the Director of Idea Lab
5. Pro Devo Day
 - Servant Leadership - Keynote Address by Jay Zarr (first keynote speaker at a Pro Devo Day event)
 - Practical Assessment: A Hands on Workshop by the Assessment Committee
 - First Generation Students & STEM by Amanda Davis
 - Outdoor Adventure: Myths, Lore & Legends
 - Contemplating Life Expedition by Jay Zarr
6. The Impact of Technology on Behavior and Happiness by Ocean Palmer
7. Social Media & Your Department Part II by Amanda Davis
8. Lunch & Learn with President Paul Johnson

This is the most programs the committee has ever put together in a year. Continually, we had an average of 25 attendees at our programs with Pro Devo day having many more. We feel that we have had a positive impact on the campus community by encouraging our colleagues to continue to grow & learn. We are excited about the upcoming school year and look forward to continuing to provide similar offerings to the campus.

Student Life Professional Development Committee

Rob Thompson

Lia Franklin

Brandon Samter

Amy Argyris

Jenn Mazzotta

Andrea Salazar Morgan

Sexual Harassment and Assault Prevention and Education (SHAPE)

Members

Katie Schmalzel
Karin Ranta-Curran
Amanda Davis
Becca Flintoft

Kate Kelsey
Jessica Keefer
Danielle LeClair
Jenny Nichols

Mission

The SHAPE Committee is the leading collaborative voice for programming and education working to prevent sexual violence on the Mines campus. We focus our efforts on:

- 1.) prevention and education to ensure the campus community is knowledgeable about issues/impacts of sexual violence and what the options are to report;
- 2.) striving to create a supportive environment for survivors (and others impacted by sexual violence) through programming efforts;
- 3.) educating the campus community on consent and how to obtain it; and
- 4.) Combatting rape culture (the societal systems that trivialize, rationalize, and normalize rape and other types of sexual violence, which manifest in victim-blaming assumptions and lack of support for survivors/victims).

Significant Accomplishments

First, SHAPE assisted with the coordination of a variety of programming initiatives, including Take Back the Night in the fall and the Clothesline Project as part of Sexual Assault Awareness Month in April. Second, SHAPE Members identified structural issues or processes that could prevent students from fully participating in the educational experience, including 1.) an outdated intramural policy regarding trans+ student participation, 2.) additional training needed for student organizations regarding risk and reporting, and 3.) identifying the need to develop a policy/procedure for changing one's name for trans+ students. Additionally, SHAPE Members collaborated on a re-write of the Gender lesson plan for CSM101. Finally, SHAPE Members identified a need to support faculty and staff who have vicarious trauma from working with students in crisis. A local therapist, with background knowledge and skills, was invited to campus. She hosted a workshop for 20 people in May, and we have another one scheduled for July.

Challenges

SHAPE was developed as a think tank and morphed into a programming group when there were no resources or dedicated programming on campus. A variety of individuals and departments pitched in time and money to ensure programming existed on campus. With the recent shift of a dedicated prevention programming position and a student organization that also focuses on programming, the group is still working to find its niche.

Future Directions

The fall will be dedicated to fine-tuning the mission of SHAPE, and determining a more specific niche for the group.