Executive Summary:

The Department of Athletics sponsors 18 NCAA Division II sports. There are over 500 student athletes participating each year. Colorado School of Mines competes in the Rocky Mountain Athletic Conference with 15 other member institutions across the Mountain Time Zone. Our goals each year are to retain and graduate all of our student athletes, recruit high quality students to Mines, compete for and win RMAC conference championships, NCAA national championships, win the RMAC All Sports Cup, win the RMAC Sportsmanship Cup, finish in the Top 10 of the Learfield Cup rankings all while providing a signature student experience. This past academic year we also placed a special emphasis on strengthening our SAAC program, generating more revenue and balancing our budget.

Significant Department Accomplishments:

Finished 6th in the Learfield Cup Standings – Highest ever in school history
Won our third consecutive RMAC All Sports Cup
Second place finish in the RMAC Sportsmanship Cup
Won three Brechler Awards for highest team GPA in RMAC (Baseball, Men’s Swimming and Wrestling)
12 Academic All-Americans
Had a higher overall GPA than the student body in the spring semester
Ended the fiscal year with a budget surplus
Generated $110,600 in sponsorship dollars (In-kind and cash combined)
Generated $116,696 in revenue through our auction, golf outing and A-thon
SAAC program greatly enhanced including many community outreach programs added

Challenges:

Finding the resources to provide our student athletes with more education regarding nutrition, wellness (mental and physical), alcohol and drug education.

Position needs in baseball, softball and strength and conditioning.
Keeping facilities updated and maintained.
Rising travel costs.

Future Directions:

Facility upgrades for Baseball and Softball
Continue to build strength and conditioning program
Increased ability to forecast budgets
Executive Summary
The Rec. Sports Department continues to strive for “Excellence In Everything” as we find new ways to innovate, improve and accommodate additional events and students. Demand for Recreational Sports facilities and programs continue to grow and are at an all-time high.

Learning Outcomes/Mission Statement/Core Values
Individual programs within Rec. Sports have learning outcomes; however, I will not list them all here. As a department we strive to adhere to and achieve our Core Values which are Passion, Well-Being, Service, Excellence and Community.

Significant Department Accomplishments
- Nate & Rob were selected from a nationwide pool of applicants to take part in a 9 day trip to Ecuador. We spent the trip (and pre-trip) doing S.W.A.T analysis for our Outdoor Rec. Program as well as our Rec. Sports Department. We met with our higher ed. colleagues to discuss trends, challenges and successes.
- ORC Totals for 2017-18 include: 40 trips, 82 trip leaders, 1556 participants (up 9%), 80 field days, 2,270 User Days
- We hired two semi-new professional staff members in 2017 – 2018. We hired Adam Hickle as the Director of Intramurals. We also hired Kevin Langlois as the Assistant Director of the Outdoor Recreation Center.
- The ORC also ran its first international trip in several years. It was also their first large trip that was specifically designed to engage current students as well as alumni. The trip was huge success and included notable Alumni Association board member Stu Bennett.
- The Rec. Sport Department facilitated credit for 700 students this year. These credits came in many ways including, rock climbing classes, club sports, a partnership with the Adventure Leadership Community, Intramural Officials etc.
- We hosted a very large number of internal & external special events, varsity games, club games, camps etc.
- Club Sports and Intramurals worked with Stadium Medical to add athletics trainers to nightly practices improving student athlete care.
- Fitness added a number of new programs including the 1st ever Mental Health Fair, No Media Monday’s, “Embrace” a documentary, a new group exercise class etc.
- Rec. Sports hired a consultant and spent a good deal of time refining our brand & learning how to be more efficient and effective in our marketing efforts
• 10 of the 18 Club Sports qualified for regional competition including Woman’s Rugby which was ranked as high as #4 in the country
• 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

Challenges
• Increased facility usage means more things to repair, replace, clean and move with less time to do said work. The campus is in a constant state of construction and there are more and more outages for electrical updates or other campus wide shutdowns (CCIT). Scheduling repairs, cleaning, set ups and tear downs for and around said events and around the numerous closures and outages is becoming increasingly problematic. A lack of female employees in the FM department also impacts repairs when we need work completed in female specific areas of the SRC (woman’s general locker room).
• Setting up & tearing down for events is becoming increasing tighter and the frequency of them has far reaching impacts on the campus community. More events equates to less time for students to utilize the Student Rec. Center.
• The Rec. Center is regularly modifying its hours to accommodate various events including but not limited to three commencement ceremonies a year, convocation, the presidents distinguished lecture, Evening of Excellence, the Golden Civic Foundation Gala, the Wright Awards, Orientation, E-Days etc. Many of these modifications have a negative impact students and regular SRC patrons.
• Since we host so many events in a year and the turnaround times are so tight if and when things break or leak (Lockridge Roof) it becomes an emergency to get repairs done since there is most likely an event happening or about to happen. Again, these problems impact various people across the campus community.
• Finally, we have limited space for a growing on campus population of students.

Division\Campus Wide Initiatives
• We have been working on initiating a campus wide comprehensive wellness solution. We have met with several possible vendors as well as campus partners. We will begin the RFP process shortly and hopefully move forward with said project this year.
• As mentioned, we are serving as the campus events center for any event that requires seating for more than 300 people. Additionally, Rec. Sports is expanding the campus’s relationship with the Golden Community. We are hosting the Golden Civic Foundations Gala & Auction on Sat. Oct. 20th. This will result in a complete closure of the facility to Mines students and staff. The expected attendance for the event is 500 community members. I anticipate that we will continue to add additional non-campus events as our partnership and relationship with the city of Golden continues to grow.
• We successfully hosted several E-Days events as well as numerous campus wide events.
• The Rec. Sports staff served on & supported numerous committees & programs outside of our department throughout the year.

Future Directions
• We will continue to work with various campus partners to expand recreational opportunities for students and staff. We are in the planning or construction process for
two new satellite recreational facilities. Both of these new facilities will be supported by
the Rec. Sports Department and will be coming online in the next few years.
- We are in the process of hiring a new Director of Facilities & Aquatics as well as a new
  Director of Fitness. We are looking forward to having a full staff in the near future.
- This spring we will start offering PA credit for individuals who participate in Intramurals.
  This will be a great opportunity for Mines students. I hope that at some point we will also
  be able to offer PA credit for students who participate in group exercise classes.
- We have a few capital planning projects in the works. Included in this list are replacing a
  large percentage of the cardio equipment in the FitLab as well as purchasing new cycling
  bikes. We are also working on replacing the Lockridge Arena Floor in the summer of
  2020. We are also hoping to modify some office space in the SRC to better meet our
  needs.
Public Safety

Executive Summary

We focus on our campus visibility and campus involvement, a priority for our department, which also results in doing more police work. Officers that are 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 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.

Significant Department Accomplishments

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 2017-18 with staff medical leave and resignations. One new Police Officer was hired in 2017, and a new Administrative Assistant II in 2018.

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. The Mines PD provides a variety of community services and educational programming to the campus community, to include striving to fulfill any reasonable requests. In 2017 & the spring of 2018, the department provided the following presentations to students, staff & the campus community: Active Shooter Awareness, Alcohol & Drug Awareness, Orientation, Launch, Discover Mines, Making the Connection, Gun Safety, Presentations to Greek Life, and General Safety & Awareness Training (to name a few).

Some notable Community Service Events include; Participation in CARE, “Take Back the Night”, Recognition of Golden Dispatch during LE Communicator’s week, event security, EDays, 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 workplace security, Taser demonstrations, and various community event involvement and participation (to name a few).
Challenges

Mines PD is now dispatched by Jeffcom 911 in 2018, after planning in 2017, or assigned calls through our department by calling the Mines PD directly. Officers track their activity through the department Computer Aided Dispatch system. Records are dependent on officers entering accurate daily activities in addition to assigning and investigating all case reports. Based on records for 2017, Mines PD recorded 6,833 activities for the year. This ranged from criminal reports, assists, presentations, traffic, training, proactive patrols, department interaction, and other duties. The department documented 252 case reports, ranging from felony and misdemeanor investigations to various assists, alarm responses, property reports, medical assists, and information reports. There were 95 subjects arrested, where a subject was either charged by summons or jailed, or a Welfare Placement. There were 187 violations that were cleared by warning. Our biggest challenge is our facilities and making due.

Future Directions

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. In addition to police services, the Mines PD will continue to provide a variety of community services and educational programming to the campus community, to include striving to fulfill any reasonable requests. In 2017 the department provided the following presentations to students, staff and the campus community: Active Shooter Awareness, Alcohol & Drug Awareness, Orientation, Launch, Discover Mines, Making the Connection, Gun Safety, Presentations to Greek Life, and General Safety & Awareness Training, and will continue these endeavors in 2018. 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. The Mines PD will continue to work with the campus community to make this campus as safe as possible.
Executive Summary

2017-2018 was a foundational year for the new organization of Campus Life and Student Success (CLASS) within Student Life. The CLASS leadership team (“Triad”) is the AVP of Student Life, Dean of Students, and Assoc. Dean of Students. In addition to supervising 12 CLASS departments and administrators, we manage responsibilities that broadly impact the Mines community and student learning. We do so through support of campus-wide initiatives, intentional collaboration with campus partners, student advising, crisis intervention, staff development, policy development/implementation, and program management.

CLASS Vision: In partnership with our campus community, we inspire students to climb to new heights, empower authentic leadership, and strengthen pride in Mines.

Core Competencies: 1) Live Responsibly, 2) Think Critically, 3) Engage with Community, 4) Communicate Effectively, 5) Practice Wellness, 6) Value Difference, 7) Empower Self & Others, 8) Ignite

Learning Outcomes

The CLASS Triad has not defined specific learning outcomes, but rather has empowered all 12 CLASS departments to do so. Those department-specific learning outcomes are intended to directly correlate and to and support the eight CLASS Core Competencies and are addressed within each CLASS department’s annual report

Significant Department Accomplishments

- Developed and presented to key stakeholders CLASS vision, core competencies, and learning outcomes, which contribute to Mines@150 and signature student experience
- Implemented CLASS Directors and All-CLASS meetings to improve communication, reduce silos, increase employee engagement and professional development
- CARE Team managed >350 concerns (40% increase over prior year)
- Developed Administrative Withdrawal/ LOA/ Return (pending) and Maximum Withdrawal policies
- Developed Veterans Engagement Team (VET); Mines was named as a Top Veteran Friendly School
- Developed Alcohol and Substance Abuse Prevention (ASAP) team and implemented NCHA national student health survey
- New advising model for USG
- Redesign of Student Life / CLASS website
- Student and family accessibility compliance efforts
- Process improvement for tuition leniency, Readmissions Committee, and full withdrawal
- Strengthened financial stewardship and accountability for all fund manager
- Implemented CLASS-wide Big Cheese professional development effort

Challenges
Division of Student Life Annual Report 2017-2018

- Student mental health and overall wellness
- Employee wellness and engagement
- CARE Team lacks a practical and consistent case tracking mechanism and dedicated case manager
- Acknowledged (and potentially addressed) staffing needs in smaller offices.
- Significant FTE turnover and change in past 18 months, which will ultimately prove to be a strength.

Division/Campus-Wide Initiatives

- Ongoing support of diversity, inclusion, and access (DIA) initiatives and support of President’s DIA Council
- Support of Mines Online and new website initiatives
- CLASS Triad served on multiple Sibson teams, Meridian, Total Compensation Benchmarking Advisory, BATAc, EMPOWER, Campus Master Plan, Housing Master Plan, Library BAC, Parking Garage BAC, 1750 Jackson planning, Res Hall VI BAC, and other related projects.
- Reevaluation of minimum academic standing requirements.
- Necessary updates to academic misconduct policy as well as best practices and proactive prevention.
- ADA compliance in collaboration with IT, Trefny, Compliance, and DSS.
- Mental health and community health support, education, and services.
- Fall 2018 No Show (retention) efforts/plan.

Future Directions

- Continued organizational assessment and employee engagement efforts within CLASS
- Continue to implement CLASS vision in support of the Mines@150 Strategic Plan, including learning outcomes assessment and improvement
- Mental Health/ Suicide Prevention task force
- Ongoing planning for expansion of campus housing goal to double housing for Mines@150
- Implementing DIA best practices in staff hiring, performance planning, and student programs.
- Hiring, onboarding, and strategic goal setting for new CLASS positions in Counseling, DSS, MEP, and Wellness Promotions
Executive Summary

During the 2017 – 2018 academic year the BlasterCard Program continued efforts, using established CLASS learning outcomes, to develop processes and services that would assist the ever growing and changing MINES Community. CLASS learning outcomes provided a roadmap to review current operational methods which allowed us to determine processes that were successfully serving their designated purpose and which needed to be enhanced, adjusted, replaced, or even discarded. Additionally, new MINES campus initiatives have served as a springboard to new ideas for meeting campus community needs. Changes to the MINES Launch program opened the door for implementation and completion of the electronic ID photo process. This process not only enhances the carding process efficiency, but brings MINES more in line with the best practices of other universities.

Continued evaluation of the BlasterCard website (addressing learning outcomes “c” and “d”) has spurred not only the development of updated content, but also an increase in possible electronic services. Day to day operations continue to run efficiently and effectively thanks, in large part, to the professional staff of the departments within the Campus Living Office (Residence Life, Sodexo, and New Student and Transition Services). Updated training and communication (learning outcomes “a” and “b) have provided improvement in customer service. While the mission of the CLO continues to evolve, I believe the BlasterCard Program continues to be a valuable part of that mix.

I look forward to the advancements in the “WebOne”, “Affirmed Identity”, and “Online Educational” programs that the next year promises to reveal.

Learning Outcomes

a. CLO Staff has ability to create all forms of cards – Initial training was refined and provided to all staff members regarding card types. Areas of improvement were pinpointed and addressed through observation, staff interviews, and subsequent training.

b. CLO Staff will have knowledge and resources to provide short term solutions to BC Function issues. There has been a noticeable drop in the requests for guidance by staff regarding simple customer service solutions.

c. Campus Community will have ability to determine correct contact for assistance with access issues. – Basic updates were made to the BlasterCard website. Additional updates are in progress. I do believe there is still work to do on this as I still receive a number of contacts from building proctors regarding door access.

d. Campus Community will have access to listing all current BlasterCard Functions. – See “c”
Significant Department Accomplishments

- Completed, successfully tested, and implemented the BlasterCard Photo Submission Program. This program allows for any member of the MINES community to download a photograph for use in producing a BlasterCard.
- Touchnet/Heartland Development has progressed. The Onecard system that we utilize (provided by Touchnet) has begun making use of additional function to include web admin functions that allow access to the graphic interface from remote locations.
- Developed and implemented newer and more efficient carding process for the Launch program.

Challenges

- RTD Program – The RTD program continues to offer challenges and it is expected that these will increase with the possible inclusion of summer sessions to the operational contract. However, we are encouraged with strides we have made in communication and documentation. This along with current planning should go a long way towards making that transition easier for everyone.
- Access System – While there are still many challenges associated with building access and the relationships between the departments involved in assigning and tracking, there has been significant improvement seen in this area. Student Life and Facilities Management have worked together to create a more understandable link between door access and the BlasterCard. We have also developed new procedures that have simplified granting access to nontraditional students.

Division/Campus-Wide Initiatives

- Working with multiple campus departments to lay groundwork for Initial Authentication of the Online Programs.
- 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.
- Continuing to work with New Student and Transition Services to improve the “Launch” Program.
- Working with various Academic and Administrative departments to provide a more streamlined and efficient process for identifying and credentialing REU program participants.
Future Directions

- Most future directions are tied to the “Web One” platform.
- Web Functions (Reports, lost card deactivation and replacement, commuter meal plan purchases)
- Mobile event tracking

Use of “affirmed name” use on Blastercards, in line with Title IX requirements and Colorado statute.
Executive Summary

The Campus Events team manages events in the Student Center, Green Center as well as summer conferences. In FY18, the department focused on the student employment experience, implementing a marketing plan and streamlining operations. Emphasis was placed on polishing our image by redesigning websites and creating quality printed materials with professional photographs. Efforts to ensure positive guest experiences through effective planning and onsite support, including a seamless AV experience, continue to be an important value for the department.

During FY18, the department successfully managed changes to personnel, office locations and closing our largest event facility for a two year construction project. The team thrives on creating efficiencies and a big win was implementing a web-based contract management system. We intend to continue this momentum by implementing conference management software next year to support the growth in conferencing that will come in 2019-2020 with the re-opening of the Green Center and the addition of a new 500-bed residence hall.

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

- Student employees will think critically as part of their interactions with Campus Events staff and guests. This will be evidenced by confidently using available resources and expanding thought processes in a friendly but assertive manner to provide satisfactory customer experiences.
  - Added assertive communication training for summer conferences
  - Weekly staff award for RAP (resourcefulness, assertiveness, proactiveness)
  - Added first 30-days evaluation for student staff in addition to semester evaluation
- Campus Event staff will engage with community as part of their interactions with our clients and partners. This will be evidenced by facilitating ongoing meetings and implementing marketing initiatives that create awareness of our services and venues.
  - Joined Visit Golden conference committee, created & deployed marketing plan, added Unique Venues marketing tool, re-vamped venue websites
- Campus Event staff will communicate effectively as part of their interactions with campus partners and external clientele. This will be evidenced by delivering professional and comprehensive customer service while setting clear and consistent expectations to achieve annual revenue goals.
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- Adjusted event portfolio to better align events & conferences with department & campus goals
- Established profit margin guidelines
- Added event planning guide to website to communicate clear expectations & processes
- Added scenarios and role playing to customer service training

Significant Department Accomplishments

- Developed a strong team while undergoing significant change: new Assistant Director, temp Event Operations position ended, Green Center staff transitioned to Student Center, added 2 event schedulers
- Developed and implemented marketing plan to expand our customer base including: social media, printed marketing materials, professional quality photos of venues, added Unique Venues marketing subscription, joined Visit Golden conference committee which brings referrals from members & new RFPs from Destination Colorado, attended catering fair
- Transitioned 4 dept websites to WordPress with new design and updated content including event planning guide and electronic forms to increase efficiency.
- Implemented contract management software for all external rentals and internal MOUs
- Closed up Green Center operations in Dec 2017 for construction: moved staff, offices & equipment, developed customer retention plan for 2020
- Contributed to Green Center building advisory committee and provided a plan to fund Metals Hall renovation
- AV Engineer continues to maintain AV system stability resulting in positive customer experiences as well as FCC compliance. AV upgrades included: new zoom cart for video conferencing, wireless mics, projector, output audio to record presentations, laptop replacement plan, ballroom lighting plan, improved security
- Completed planning & testing for event scheduling software upgrade 44.1
- Participated in campus master plan and meridian focus group initiatives
Challenges

- Largest event facility (Green Center) is offline for 2 years which impacts revenue stream and has created facility conflicts in the Student Center and Rec Center for internal events
- Reliance on student staff for critical department operations- marketing and administrative support
- Competing priorities for space at Green Center
- Student staff hiring: shortage of student availability due to internships & academic coursework
- Significant marketing efforts required to retain and attract new business during Green Center closure
- Shortage of campus resources in FM & CCIT to support ballroom lighting project & conference management software
- Denver market rates and minimum wage continue to increase-conference & event prices are set competitively- some clients are looking elsewhere in the country for more affordable options
- Competitive salaries for professional staff in a market with increasing costs of living
- AV: Insufficient capacity for guest wifi network and equipment theft

Future Directions

- Implement conference management software to increase efficiency and capacity for growth
- Programmatic changes will be needed if the Green Center event venues are going to be used as a conference center. Need all event venues to be available to attract and support multi-day conferences for plenary, breakout, meal and vendor space.
- Utilize Bunker Auditorium for art, theater and music performances in the evenings & weekends
- Marketing/Sales Manager and Administrative Coordinator positions will be needed in 2019 to support conference growth with Green Center and new residence hall openings in 2020
- Ramp up marketing efforts (trade shows, conferences, mailings) and conference assessment
- Create professional staff development plan to grow student supervision skills so that student employment is a signature experience
- Hire contractor to complete Student Center lighting project. This project will have a major impact on the quality of experience for presenters & guests.
- Continue EMS software upgrades as they are released
- Install front desk and staffing model in the Green Center lobby to improve customer service & improve student employment experience
- AV improvements in Student Center: ballroom speakers, AV system upgrade (currently at capacity), electronic screens, videoconferencing
- Upgrade AV in Green Center with automated AV controls
- Stay connected with campus master plan regarding plan for campus conference center (office & event space)
Executive Summary

Colorado School of Mines Career Center completed a productive year of student outreach activities, employer diversification and engagement, as well as the restructuring and expansion of recruiting events. Although staffing levels were a challenge in the first half of the year, new positions were added which put the department in the position to exceed outcomes and recruiting goals by 2019.

The Career Center Staff, Career Day Logistics Taskforce, the USG, with the support of the President and Executive Directors, collaborated and brainstormed to create a successful “signature event” at Mines. This enhancement included a new graduating student networking breakfast, expanded footprint to eliminate the company waitlist, and collaboration with other departments to help staff the event and enhance the experience for the students.

One of the continued challenges this year was the on-going economic factors 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. A strategic plan was executed to increase and diversify industries has been implemented.

The following is a partial list of Career Center accomplishments during the past academic year. The 2017-18 Career Center Graduate Outcomes and Annual Report will not be finalized until Fall 2018 and will be available in October at https://www.mines.edu/careers/salary-survey/

Learning Outcomes

The following is a list of Career Center learning outcomes designed to support the CLASS Core Competencies. The CLASS Core Competencies include: Live Responsibly, Practice Wellness, Think Critically, Value Difference, Empower Self & Others, Engage with Community, Communicate Effectively, and Ignite Curiosity.

- Students will be aware of the tools, coaching, and resources available that will enable each individual to conduct a strategic, ethical job search highlighting their passions, skills and strengths. Through this, each student will be empowered to successfully take responsibility for the management of their own careers and give advice and encouragement to their peers.
- Through a variety of forums, students will gain an understanding of the appropriate types of communications impacting a job search and career progression. Students will work with CC to connect with external stakeholders using these appropriate communication tools, thus achieving a higher rate of outcomes success as well as increasing the positive feedback from employers.
- As an element of participating in employer information sessions, recruiting events, career panels, applications, and interviews, students will demonstrate the applied knowledge and use of tools acquired through their professional development to engage with prospective employers, contacts, and institutions of higher learning. This is evidenced by the
professionalism and preparation executed during the transition from a student into a productive professional in the workforce.

- Employers will be informed and inspired on the variety of opportunities to brand their recruiting initiatives; thereby being effectively and proactively connecting with students and grads through an inclusive environment that provides interactive recruiting activities.

**Significant Department Accomplishments**

- Reorganization of Career Center, separated into teams (Advising & Recruiting). Added 3 new staff members.
- Collection of data for 1564 BS, MS, and PhD 2017-18 graduates, with weekly outreach to all actively seeking grads. Over 6200 contacts with students and grads. Implemented new electronic appointment scheduling module.
- 64 job searching workshops and new presentations in academic classes for HASS and expanded Field Sessions, Launch, Discover Mines.
- Successful execution of career industry panels and speakers including CEO of ULA.
- Expanded CSM 250 to two sections, piloting 1-day a week class. Implemented Career Peer Advisor program.
- Largest Career Day events in Mines history with 287 companies in Fall 2017 (PY 234) and 249 companies in Spring 2018 (PY 220).
- New Signature Career Day Event programming, including signature breakfast networking reception for graduating Seniors, Master’s, and PhD students; SL staff volunteers to act as Connection Coaches, Flow Assurance Monitors, and Navigators; expanded physical footprint of the event, and increased interview space.
- 2925 total individual interviews were conducted on-campus in 2017-18 (PY 2757).
- 120 company information sessions (PY 109).
- Revamped WIRED, adding student requested speed networking and table talks.
- CC staff member was featured STEM panelist at national NACE conference.
- Development and diversification of industries through employer networking events, outreach activities, company site and campus visits.

**Challenges**

- Career Center staffing levels and reorganization was a challenge in the first nine months of the 2017-18 academic year. However, this has been resolved with new positions and intentional reorganization. This has positively impacted the Career Center outcomes and activities during the 4th quarter.
- Funding the expansion of CSM 250.
- Logistics for the expansion of Career Day presents a few challenge with limitations in facilities and HVAC. These are currently being resolved.
- The downturn in energy and mining had affected the number of on-campus interviews and information sessions. Diversification of industries and new recruiting positions should help this rise in 2018-19.
Future Directions

• Developing professional development programming, employment opportunities, and recruiting events for online students; increase in Industry Career Panel workshops with cross department collaboration.
• Fully integrate the new format for WIRED.
• Strategic outreach and programming for underrepresented students, international students and petroleum students.
• Developing and implementing marketing initiatives to reach new employers and emerging, diverse industries.
• Revitalizing the Career Center Faculty Relations program and outreach.
• Create new web-based reporting / visualization initiatives should allow the department to continue to service the ever-increasing demand (internally and externally) for outcomes, salary, diversity, and recruiting data.
• Implementation of Phase II initiatives of the Career Day Signature Events
• Review and revise the Coop Program in the requirements as well as the efficiency of forms.
• Expansion of CSM 250: Engineering Your Career Path Class - Integration of specialized “themed” courses, tailoring materials/coursework around strengths and unique skillsets (graduate level course, athletes, international students, non-traditional students, veterans, underrepresented groups, etc.).
• Finalize new branding / recruiting practice guide for 2019 distribution.
• Develop a new stakeholder version of the Annual Report.
• Develop a large variety of custom web podcasts for faculty, students, and employers.
• Expand work with the NACE and the STEM Coalition.
Executive Summary

The 2017-2018 year brought about significant growth and change for CASA. A new academic advising model was designed and implemented to focus on the needs of first-year students in a group workshop format and over 500 students were in attendance. The change in advising opened up time for CASA advisors to meet with continuing students and those with specific advising needs. Other advising changes included Major Mondays to streamline declaration, early proactive outreach to PIN advisees with GPAs below 2.5, and a redesigned, informative, and engaging Launch presentation. Learning outcomes were developed as part of the larger CLASS initiative and a critical evaluation of programs and services was completed. This evaluation resulted in the removal of CSM151: Spatial Visualization and Modeling from CASA to Cornerstone and will be integrated into EDNS151 coursework. Small and medium programs were reduced to allow for a greater focus on larger programmatic offerings. The Bounce Back curriculum was redesigned and new instructors were added to teach the course, which drew a record number of students. In addition to these changes, two staff members joined CASA and training was a focus throughout the year. As a relatively young team with four of the six members having been in CASA for less than two years, new perspectives and fresh ideas are in the midst of being developed and implemented in the year ahead.

Learning Outcomes

CASA created two learning outcomes for 2017-2018 that focused on our two pillars of academic advising and academic support:

- students will create/update/finalize an educational plan with the help of their academic advisor through CASA (Think Critically, Communicate Effectively)
- students will utilize academic support services which strengthen their efforts to achieve academic goals (Self Empowerment, Engage with Community)

Evidence in support of the first learning outcome included providing a variety of outreach opportunities and tracking student participation in advising initiatives:

- CASA advisors sent proactive, advising-specific emails to students throughout the year.
- A required registration class designed by CASA was taught as part of each of the 46 sections of CSM101.
- Students responded to outreach efforts: 980 instances of individual academic advising meetings, 45 advising workshops offered in the fall with 508 attendees and 5 during the spring with 86 attendees (594 total), and a total of 1,163 students declared their major during the year.

The tracking measures for the second learning outcome were instances of students using CSI (768), tutoring (1,984), coaching (49 students in 278 meetings), faculty in CASA (1,538), and Bounce Back (120).

Coaching is a growing trend in CASA. We are exploring the best ways to track academic performance and will be implementing a pre/post-coaching assessment to help inform our coaching practice.
Significant Department Accomplishments

CASA set six significant goals for last year, and all of the goals were accomplished. The following includes information on the goals as well as other departmental accomplishments.

1. The introduction of First-Year advising workshops provided timely advisement to first-year students. We offered 55 workshops throughout the year and nearly 600 students took advantage of the workshops.
2. We created Major Mondays as a way to streamline declaration. We invited students to CASA on the last Monday of each month to complete their declaration paperwork and simplified the process for students.
3. CASA advisors outreached to PIN advisees (students with lower than a 2.5 GPA) with a request to meet during the first several weeks of the semester to ensure they had a plan for success for the semester.
4. The advising portion of Launch was redesigned and is now a one-hour presentation for both students and their families. The information provided is relevant and is interactive for all; people have commented that we are the most engaging Launch presentation.
5. The Bounce Back curriculum was revised for the 2017-2018 year and instructors from across campus were invited to teach. Enrollment nearly tripled for the year in comparison to 2016-2017.
6. CASA staff assessed all of the current offerings and practices and made the decision to no longer offer CSM151: Spatial Visualization and Modeling. It is now housed within Cornerstone and will be an integrated part of EDNS151: Design.

Challenges

2017-2018 was a year of focused attention to CASA's day to day responsibilities. We hired two new advisors in July and January, and covering advisees, searching, hiring, onboarding, and training was a main focus of time and attention throughout the year.
With personnel changes came a focus on the day to day tasks to ensure our services were offered and students were unaware of the transition happening within the office.

- We did not spend as much money as we allocated to student hourly due to student supervisor transitions and lower student employees, yet budget forecasting will be an area of focus for all CASA professional staff next year.

Future Directions

CASA’s future directions focus on items from a three-year plan developed last year:
- Coaching interest is increasing and we are proactively planning for future growth. Advisors are reviewing our coaching model to ensure we are offering a systematic process for students interested in coaching. We will also be exploring the possibility of a peer coach program similar to our peer advising program.
- Advising efforts will be focused on fine-tuning our new practices, including the first-year advising workshops, utilizing Canvas for advising information, proactive outreach, and
our declaration process. The declaration form will be processed through workflow during the year and we will revise our processes to reflect this change. In addition, there will be a greater focus on our faculty connections across campus.

- We will utilize our Peer Advisors (PAs) in new and innovative ways; PAs in the Hall (holding hours in the Residence Halls) and PAs on the Plaza (tabling on Maple Plaza) were new last year and will continue, and PAs by the Fire (videos on timely topics related to advising and academic support) will be launched.
- Erica Mahan attended the national CSI conference and will implement best practices with the goal of increasing participation.
- We have purchased tutor training software with the goal of becoming CLRA certified in the next 2-3 years. We will also offer more course-specific review sessions as a part of our tutor offerings.
Executive Summary

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

Individual psychotherapy continues to be the most highly requested and utilized service provided to students. With the heightened volume and severity of need, this model has become more challenging to sustain in regards to meeting multiple problem levels and providing rapid access within the current staffing model. We have begun efforts to expand our service menu to provide alternate assistance based on level of need, with some positive outcomes in attendance at our new Emotional Wellbeing Workshop series and usage of online therapeutic support. We continue to build our offerings with the goal of moving towards a Stepped Care model that would match need with type of service rather than placing all student service requests with the same intensive individual therapy modality.

While we saw higher volume and complexity, we were able to competently serve students, build buy-in for group-based psychoeducational sessions, and introduce alternative online platforms. We also saw increased engagement overall via attendance at outreach events, many of which were delivered in partnership with student groups and other campus entities. Our work ahead will involve building and integrating mental health awareness into the campus community as a shared priority and responsibility.

Learning Outcomes

1. Students demonstrate awareness of counseling services as evidenced by knowing ways to access care and make an appointment.
   -Evidenced by high usage #s as follows:
     New Intakes = 740
     Total Counseling Visits = 1720

2. Students articulate the value of seeking help and share this knowledge with peers.
   -Evidenced by outreach requests, total attendance and feedback highlights:
     Total #s requested Wellness Workshops =28
     Total # attendees of Wellness Workshops =467
     Total # requests for all outreach events combined =129
     Highlights of feedback from Mental Health 1-in-4 Fair:
       -Out of 94 responses, 51% indicated they feel more able/confident in asking for help.

3. Students demonstrate ability to make use of resources to support self-care and wellness behaviors.
   -Evidenced by usage of online mental health screens and TAO web-based program:
TAO usage = 110 logins for therapy assisted work; 65 logins for self-help
Online Mental Health Screen usage: 95
Highlights of feedback from Mental Health 1-in-4 Fair:
- Out of 94 responses, 84% who attended Fair indicated they wanted to see more
  mental health and wellness related events on campus.

**Significant Department Accomplishments**

The Counseling staff saw heightened severity and need, with lessening stigma and increase in
help-seeking behavior:

- During the 2017-18 academic year, 740 students walked through our office doors for an
  appointment and were seen by professional counseling staff. This resulted in 1720 total
  therapy sessions (office visits).
- Increased urgent walk-in requests and crisis response led to full implementation and
  updated documentation of our Triage system to assess safety risk and provide quick
  access to care. We performed 30 triage sessions.
- Implementation of TAO (Therapist Assisted Online) tool for students to access modules
  for mild to moderate anxiety and depression. Working to increase its impact and
  accessibility.
- Addition of multiple outreach and programming efforts in collaboration with campus
  partners, to include Mindful Mondays, Grad Final Fridays, Wellness Worship request
  form and offerings, Suicide Prevention efforts; 1-in-4 Mental Health Fair; showing of
  Embrace film in support of positive body image.
- Implementation of 3 different Emotional Wellbeing Workshop series for students,
  reaching 50 attendees.
- Planning and design of new Stepped Care model to increase capacity without pulling
  more resources.
- Requesting and developing plans for 2 new positions to help implement new service
  delivery and program systems.
- Making strategic decision to terminate the Counselor Referral Network and reallocate
  resources to a case management model to serve more students.

**Challenges**

- Working towards termination of the Counselor Referral Network and transition to other
  local referral options for students exhibiting higher levels of need.

- Responding to and managing changes in the nature of student presenting problems,
  higher numbers and more demonstrated immediate need.

- Challenging and complex student presenting problems being seen in the center with
  higher volume and more crisis visits (Intakes up 48%; sessions up 47% from 2016-2017
  AY).
• Introducing new service options and getting buy-in from students who may be accustomed to more traditional therapy models. Attempting to increase interest and attendance in group and workshop offerings.

• Response to student tragedies; how to alter responses to fit each unique situation while addressing various forms of grief and trauma of students and staff

Future Directions

• Expansion of the TAO modules to include groups for students, usage during orientation, and access for wider range of presenting concerns.
• Transition from CRN to Case Manager and Stepped Care model in which students receive services in line with their needs and are assisted in accessing community care as clinically appropriate.
• Hiring two new positions of Associate Director and Case Manager within the Counseling Center to offer wider range of services.
• Development of supervision program to offer practicum experience for counselors in training.
• Exploration of accreditation through IACS.
• Expansion of programming to include single-session workshops to complement the Emotional Wellbeing Workshop series.
• More training for staff and faculty around suicide prevention and assisting students in distress.
Executive Summary

The mission of the Health Center is to assist students in achieving their educational goals by meeting their healthcare needs while at Mines, to advance health and build a healthy campus community. All students enrolled in four or more credits are eligible for services within the Health Center and Dental Clinic regardless of their insurance plan. Care is provided by compassionate and caring healthcare providers in both nursing and medical disciplines. A focused approach with each student is utilized to educate them regarding the correlation between healthy lifestyle choices and level of wellness.

Services were provided to approximately 7000 students during the 2017-18 year which was a 2% increase from the previous year. Staff noted an increase in the complexity of issues presented to the Health Center with a strong connection to a mental health component. A concerted effort was initiated to work collaboratively with the Counseling Center staff to provide a more holistic approach in addressing some of these issues. The addition of a psychiatric nurse practitioner has facilitated this approach.

The Dental Clinic implemented an Electronic Medical Record - Medicat. The goal of the implementation is to increase the efficiency and standardize documentation of services provided.

The SHIP continues to provide an insurance plan that is affordable and comprehensive, and to advocate for students with insurance issues. An RFP was completed this year and a new insurance provider chosen.

Learning Outcomes

1. Demonstrate awareness of services available in the Health Center

   Accomplished by:
   - HC staff members attending all orientations to describe services within HC/Dental clinic.
   - Social Media - posting 2-3x/week with information, fun health facts, inspirational information
   - Monthly e-mag delivered to all first year students - contains information on common issues encountered by college age student. Describes campus health resources/services available.

   7000 Health Center visits
   1456 Mental Health visits included in the above number
   840 Dental Clinic visits

2. Students will develop awareness that preventive and healthy lifestyle choices support wellness which enhances academic and personal success.
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- Dispersed info via social media, daily blast and at office visits.
- Involvement in campus programming – 1 in 4 Fair, ASAP committee, Be Well Committee
- During each visit/encounter provider’s strive to assist students in understanding the connection between healthy eating, adequate sleep, stress reduction techniques and a feeling of wellness.
- Encourage self-sufficiency and adult responsibility when it comes to their healthcare - how to fill a prescription, how to call a specialist for an appointment, and why follow up is recommended.

Significant Department Accomplishments

- Provided quality health and dental care in a compassionate and caring manner.
- 7000 visits to HC, 840 visits to Dental Clinic.
- Assisting student in their healthcare needs, providing convenient access to care in and outside of clinic, helping with understanding insurance charges and payments and the transition to assuming responsibility for their health care needs (a role parents were responsible for in the past)
- Comments from student in an anonymous survey available in the HC waiting area were 95% positive for health services.
- On Site STI testing 3x/semester - 60 students took advantage of this free testing.
- On Campus dermatology services - Sixty students were seen on campus by the dermatologist.
- Grand Rounds with counseling staff to discuss students of concern. Providing a holistic approach to students with physical and mental health needs.
- Psychiatric NP as a provider and resource to counseling and health center staff.
- Successful RFP for Student Health Insurance Plan
- Transition to Medicat in Dental Clinic.

Challenges

- Increase in number of mental health issues encountered in Health Center - depression/anxiety/panic - time consuming yet student's value the time spent with them.
- Impact of recent suicides - are we missing signs, what can we do to reach all students who are in despair
- Collaboration with Counseling Staff.
- Retirement of staff - initiation of new staff - a challenge and an opportunity
- Implementation of EMR in Dental Clinic - Medicat not specifically made for dental clinics - adapting to clinic use.
- RFP for SHIP - new carrier after 10 years with present carrier
- Encouraging staff involvement in CLASS and campus activities without disruption of services to students.
• Schedule - scheduling student who want/need to be seen without overburdening staff and turning away students that should be seen.

Future Directions

• Develop Point of Care testing - student can request STI testing without seeing a provider if symptom free.
• Develop informational handout and programming re: sleep, healthy eating when living in a resident hall or on your own for the first time.
• Decreasing number of hours of MD presence on campus with an increase in NP hours which hopefully will lighten the daily schedule for Nurses.
• Using data from the ACHA- National College Health Assessment - using data collected about Mines students habits behaviors, and perception on the most prevalent health topics and planning future programs in areas of need
Executive Summary

The Multicultural Engineering Program (MEP) was established in 1989. Over the last 29 years, MEP has played a significant role in the ongoing commitment Mines has to create a more diverse and inclusive learning community. We work to recruit, retain, and graduate under-represented students, and continue to build a community of support through our many partnerships and advocacies. MEP helps to build a community of support through cultural connections, academic enhancement, and the promotion of leadership through personal and professional development. During the 2017-2018 academic year, MEP gratefully partnered with other Mines departments, offices, faculty and staff to provide support to undergraduate and graduate students who are historically underrepresented in STEM. Over the last year, our professional societies along with their dedicated faculty advisors have worked to increase organization membership, were successful in efforts to raise funds to send students to National and Regional conferences, and SHPE, NSBE, and SASE have expanded their pre-collegiate initiatives in DPS high schools and K-12 outreach efforts within the Golden community. In an effort to be more proactive in support of Mines’ first generation college students, MEP partnered with Undergraduate Admissions and the Center for Academic Services and Advising (CASA) to create First@Mines. The First@Mines initiative includes a pilot Welcome reception for new students and their families, as well as a resource guide for parents. Initiatives also include plans for a pilot program for Mines faculty and staff to mentor first generation college students. MEP hosted forty students for the 2017 Challenge program. Of the program participants, 36 successfully completed their freshman year; the other four students enrolled at other universities. MEP continues to assess the curriculum for the Challenge program, and we have implemented minor changes for the 2018 program that we feel will enhance the experience for participants.

Learning Outcomes

MEP continues to build community for all students, with a particular focus on providing a welcoming space for students that are traditionally under-represented in STEM, including but not limited to ethnic and racial minorities, first-generation college students, and students that are members of, or allies with the LGBTQ community. Within MEP students are surrounded by others that share a common culture and similar life experiences. Beyond the academic rigor of Mines, many of our students have the added challenge of being part of underrepresented populations on campus. MEP is a place students feel at home, which is an important aspect of helping to retain our students. We often hear students describe MEP like a family where they can be themselves. Students know they will find a familiar and welcoming environment within MEP. MEP supports students in all aspects of life during their time at Mines. This goes beyond the support of our professional staff, and includes peer-support as well. One of our student shared that “By getting support from MEP, I’ve learned how to give support.” This is an extremely important skill for our students to develop as they navigate their way and provide mentorship for new students. MEP supports students in their efforts to value differences, and thoughtfully engage with the MEP community, as well as with the entire Mines community.
The connections that students find through MEP empower students to recognize when they need help, and when they have the opportunity to offer help to others. These connections enforce the notion that students are not alone in their journey, and that they are capable of overcoming any challenge while at Mines. Students learn that their stories of persistence can be extremely influential, and the comradery they have with their fellow MEP students helps to build confidence in others that they too can persevere.

**Significant Department Accomplishments**

- Mines Chapter of the Society of Hispanic Professional Engineers (SHPE) received the 2017-2018 Regional 3 Chapter of the Year award.
- Mines Chapter of the Society of Asian Scientist and Engineers (SASE) received the 2017-2018 Colorado SASE Chapter of the Year award.
- Established the First Generation College Student First@Mines initiative with collaboration between Undergraduate Admissions and the Center for Academic Services and Advising (CASA).
- Successfully guided 40 students through the 2017 Challenge summer bridge program.
- Hosted two distinguished speakers for campus community, Dr. Dawn Duval for Martin Luther King, Jr. annual luncheon (220 in attendance), and Dr. Karl Reid for Black History Month inclusive excellence workshop (40 participants).
- Hosted two-day Leadership planning retreat for MEP professional society Executive Boards, supporting Mines signature experience for student development.
- Received the Applied Mathematics and Statistics Honor Fund for Excellence in Teaching and Learning ‘Learning and Perseverance Award - Faculty of Influence’ award.

**Challenges**

There are deficits within the current staffing structure of MEP that limit the opportunity to fully execute the mission and intention of the program. Limited time and resources are dedicated to the development and implementation of new and/or enhanced retention efforts, as well as diverse advocacy and education programming for Mines faculty, staff and majority student populations. The need for additional staff was addressed with Administration, and a new MEP Assistant Director position was successfully approved. The new position will be filled early in the 2018-2019 academic year.

**Future Directions**

MEP will hire an Assistant Director early in the 2018-2019 academic year. Along with the MEP Director, the new hire will serve students to the best of our abilities and strive for excellence in all we do. With the addition of a new staff, MEP will have the opportunity to further develop the undergraduate research experience through our National Science Foundation CO-WY AMP grant. MEP will continue to strengthen the Challenge curriculum and explore new ways to enhance the Challenge student experience. MEP will continue to work closely with Undergraduate Admissions and the Center for Academic Services and Advising to develop a formal mentoring program for first generation college students.
New Student and Transition Services (NeST)
Executive Summary

This year started with each member within Residence Life in a new role and four new additions to the offices 10-person staff. It also started with a very large first year class to accommodate in housing and the collaboration on a housing master plan resulting in the plans for a new residence hall and a new opportunity with Confluence Construction to build apartments both breaking ground soon.

Many student staff issues and health related concerns came up this year. Cases often entail collaboration with other offices, which takes time, sometimes resulting in students not feeling supported. As a result, we are working to create more support for student staff after a crisis, as well as more in-depth training for our RLC and student staff. The programming in the halls as well as the follow-up on resident issues was more thoughtful, intentional and focused than it has been, leading to student satisfaction and staff morale at very high levels.

As our operations team grew and we were able to build in redundancy in needed areas, the communication and efficiency of everything from banner input to newsletters improved. With the addition of the operations coordinator we are better able to intentionally approach all of our processes and better communicate to all stakeholders. As we approach our second year as an intact team, more confident in our abilities, we will better serve our students, colleagues and other stakeholders as we grow to serve more students.

Learning Outcomes

Engage with Community
Programming Model provides guidelines that encourage students to participate in social programming specifically designed to build relationships with peers.
  o 424 programs offered during the academic year with an average of 75% student attendance.

Use of sociograms to maintain positive connections with residents

Live Responsibly
Follow up meetings for behavioral issues, always have a component of reflection on how a student's behavior impacts their community.

Value Difference
Programming specifically around social justice topics on each floor, per semester and yearly as an entire residence hall. Also, individual and small group discussion assessed through sociograms.

Practice Wellness
All mental health, alcohol and drug incidents were followed up within three days of the incident and a second follow up occurred with every incident. All student follow-up included resource sharing.
  o Alcohol cases: 64
  o Drug cases: 15 (all marijuana)
  o mental health referrals or People of Concern: 277
Empower Self & Others

Creation of videos and intentional communication helped to guide students through the housing process. This resulted in far less confusion for returning students. First-year students also were encouraged to be in touch themselves with questions or problems and 60% of the phone calls we received were from students themselves, which is more than in the past, when parents called for their students.

Significant Department Accomplishments

This is not a list of everything your department has done in the past year. Rather, the accomplishments included should describe efforts that tie closely to your department mission, goals and outcomes, and have had substantial impact. Strive to list in order of importance or priority. Using brief bullet-points, highlight your department’s outcomes which may include:
  o Growth, expansion and enrollment – tie these to impact
  o Services and programs to students – focus on new or most impactful
  o Efficiency efforts (in terms of fiscal, physical, and human resources) – tie these to impact
  o Staff accomplishments, including awards, recognition (formal or informal), publications and presentations
  o Of what programs and efforts are you most proud? Why?
  o What, if any, are the programs in your area that contribute to a “Mines signature student experience”? Explain.
  o Program Highlights: Quantitative and/or qualitative data on impact of particular programs and services (i.e., important data points, trends, narrative statements, focus group results, etc.)

Significant Department Accomplishments

- Housing 1235 first year students in the residence halls. 158 beds over our capacity, and 122 students more than we'd housed the year before. With students in triples retained at higher levels and with higher GPAs for both semesters than their peers.
- Programs like Neurodiversity, regular Mines Park paint nights, wine tasting with faculty, talent showcase and art show all reflect our competencies, encourage vertical integration and give students a signature experience.
- Creation of a comprehensive annual timeline to accomplish goals and better communicate with colleagues and students creating a more collaborative department, thus serving students better.
- Compromise to increase rates for new residents of Mines Park and residence halls enabling much needed repairs and maintenance of buildings.
- Planning for a Residence Life master plan as well as two residence halls including student needs and input in design.
- Co-sponsorship of numerous campus initiatives including leadership of Helluva Service event and Rock the Lock.
- Multiple IACURH awards: Advisor of the Year, Student Staff of the Year & Program of the Year as well as Student Life New Oredigger, Emilie Nemchak.
- Involvement in campus committees and programs by every single staff member
- Regional and national leadership and executive roles as well as committee involvement by staff
- Intentional relationship building and intentional regular meetings with campus partners improving communication and student support.

**Challenges**

- Tripling rooms as numbers continued to come in high adding students to rooms where doubles had already been established: Opportunity for improved communication strategies and intentional with programming.
- 9/10 Residence Life staff started new positions last year. Required us to be more collaborative and communicative.
- Budget and rate increases needed to maintain and build led to strain on residents: opportunity to communicate strategically with residents and collaborate to find a solution to both issues.
- Full staffed in January 2018, allowing some relief to operations folks. Director is handling all operations and building BAC meetings for two new halls as well as all other facilities and operations.
- Team dynamics and staffing issues (mental health, crisis response) with ResEd team gave new opportunity to learn, train, and evaluation more intentionally and with more structure and context.

**Future Directions**

- Strategically plan for a new operations person, and the most efficient streamlining of operations.
- Construction will begin on two new halls next year. Diligent collaboration with construction and ownership is a priority.
- Strategically approach departmental timeline to more effectively conduct some procedures, such as student staff hiring
- Continue to assess facilities, to build a deferred maintenance budget and cycle for refurbishment, repair or replacement of carpet, furniture, or fixtures.
- More intention in training and supervision for student staff to be as prepared as possible for crisis they may encounter. Including documented follow up procedures that include an assessment at the counseling center.
- Continue to document departmental practices and procedures
- Work to move StarRez software off of Mines servers and to the cloud. This will be a budget adjustment but will allow for less service interruptions and delays as well as most up to date software available.
- Give more structure to TLC student staff and faculty for better communication and ability to meet expectations.
- Develop a 3-year professional development plan for RLC staff
- More in-depth assessment of competency goals
- Continue to work on team dynamics, and staff development through next year. We have a strong start, but continued cultivation is needed.
Executive Summary

Overall this was a year of growth and development for SAIL. There have been significant accomplishments department wide with Kelsi leading the LDI training for the Division of Student Life. The remaining SAIL staff participated in this great effort rounding out completion of this incredibly valuable program by all staff members. Their ongoing projects will have positive and lasting effort on the student experience. The quality collaborations across campus from the SAIL team speaks directly to the mission, vision and values of the department and continue to have grown connections; specifically, in the ongoing development and creation of Professional Development opportunities and contributions to the signature student experiences. Learning outcomes were developed in the fall and though they sound great, some of the assessment strategies were not as accessible or tangible as originally envisioned. With that, the outcomes will be refined so more appropriate assessment can be accomplished. Some of the other challenges for SAIL are not new; the most notable, being limited administrative support for policy and compliance from outside the department. The expectations of the broader university on spending and student fees is cumbersome and time consuming, ultimately detracting from the core mission of SAIL; student development and engagement. The future plans include more intentional alignment of SAIL's direction with the CLASS core competencies and MINES @150.

Learning Outcomes

SAIL outcomes identified Fall ‘17

- Students will live responsibly as part of their interactions with SAIL. This will be demonstrated through sound financial responsibility and thoughtful risk management planning for their organizations activities.
  - Competency(ies): 1. Live Responsibly 3. Think critically

- Students will engage with their community as part of their interactions with SAIL. This will be evidenced by articulating knowledge of existing involvement opportunities; active participation with 1-2 organization, and participation in a leadership role and recruiting new students.

- Students will ignite curiosity by actively seeking out experiences through membership in student organizations and communities, engaging in the signature student experience through campus wide programming and traditions, exploring new interests. Students will exhibit growth and curiosity through further involvement, self and community exploration, and the pursuit of greater leadership opportunities.
As noted in the executive summary the assessment for these outcomes were not as accessible as originally anticipated.

SAIL's Alignment with Mines @ 150:
Great Community
Professional Development
Signature Student Experience
Vertical student experiences
Programmatically:
- Fraternity and Sorority Life
- Campus Traditions
- Community Service

Significant Department Accomplishments

- Staff involved in LDI developed two different capstones impacting different campus needs
  - (Mental Health Social Norming and First-Year Assessment Project)
- Successful Leadership Summit again addressing diversity, adversity and resilience
  - Students rated their overall satisfaction with the Summit an 8.5 out of 10
- Mines Activities Council increases attendance at campus traditions
  - (Homecoming Bonfire: over 1000 students & alumni), Tailgates, Oktoberfest (Family
  - Weekend 800+) E-Days (largest attendance at Tesla Coil, Cardboard Boat Race, Carnival, FNE, Saturday Headliner
- FSL rose to 17% of student population (up from 15% Spring 17)
- FSL Community GPA rose to 3.194 (up from 3.116 Spring 17)
- On average 92% of FSL members are involved in other campus organizations and 32%
  - hold leadership positions
- Successful implemented financial responsibility training and accountability for clubs
  - through SAIL Points System
- OrgSync had an average of 708 monthly users with the peak at 1097 daily views
- Broad Departmental involvement in campus committees and initiatives (CLT, Be Well, Homecoming, Leadership Summit, SL Assessment, Professional Development
- Committee, ASAP, Oredigger Camp, CSM101, and more)
- Highest organization attendance at Celebration of Mines with over 180 clubs present
- Family Weekend attendance and programming growth (1000 family participants with
  - 300+ families for fall 17)

Challenges

- Expanding expectations of programming efforts without expanding budget (E-Days, Homecoming, Leadership Summit, Family Weekend)
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- Student population, need, and involvement continues to expand and SAIL has limited time and resources to offer beyond current offerings
- Financial burden--transactions and the amount of money coming in and out of the office
- Paperwork, processes, and policies can hinder staff from engaging in SAIL's objectives well and in a timely way
- Limited universal policies and broad compliance with SAIL financial standards(from dept)
- OrgSync was bought out, leading to a new system that does not have the same capabilities, specifically in regards to the financial processes
- Still lacking access to card swipe capabilities for collection of student participation data to aid in further assessment and revision
- Broadly undefined signature student experience with Mines 150 has hindered comprehensive effort to align SAIL's objectives with the institutional vision

Future Directions

- Consciously programming to include diversity and inclusion initiatives
- TIPs training in FSL and offered to campus
- Changed name of Greek Life to Fraternity/Sorority Life (ongoing effort to solidify usage)
- Hiring a student financial team to help with the high volume of transactions, aid in holding organizations fiscally responsible, and will help keep our outward facing financial documentation up to date
- Growth in defining and offering Professional Development opportunities tied to Mines @ 150
- Make and implement a comprehensive assessment strategy based off of Leadership, Engagement and Community Connection assessment taking place in aspects of SAIL
- Align all positions (re-writing and creating) to more directly correlate with CLASS core competencies and SAIL objectives; assess student professional performance with use of evaluations
- Continued broader alignment of SAIL related efforts with refinement of Mines @ 150 and CLASS core competencies.
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 the Mines Testing Center Coordinator was created in 2015 to address a need for providing testing accommodations and administrative support in this area. In summer 2018 a move to an expanded Testing Center space is anticipated. This will allow for increased operations potential and a better testing experience for accommodated students. There has been growth in overall numbers for registered students (academic and housing accommodations), as well as providing increased support to student with temporary needs.

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. To do this, the Disability Support Services office needs more resources; this has been identified as a priority area by CLASS administration.

Learning Outcomes

- The campus and outside community will increase knowledge related to disability support, including being able to find contact information and registration process information, for student disability assistance at Mines.

- Students will demonstrate increased awareness of, and communicate effectively regarding, their disability-related needs and make progress towards their individual academic goals.

- Disability Support Services will contribute to diversity initiatives and efforts at Mines, recognizing ability as a valuable aspect of students' individuality and bringing their true selves to our campus community.

- Students registered with Disability Support Services will engage with department staff and have an efficient, supportive experience that meets individual needs.

Assessment of learning outcomes was not strategically done this year; however, the department did focus on goals which supported the outcomes. Moving forward on AIM implementation was a focus that supports outcomes #1, 2, 3. Responsive, personalized, ongoing communication was a priority for staff, as related to disability inquiries with current and incoming students -- a focus that supports outcomes #1 and ultimately #4 above. The Disability Support Services office engaged in diversity townhalls and requested to be part of the Diversity Council - focus should remain on training, awareness, campus initiatives, and communication to focus on outcome #3.
Significant Department Accomplishments

- In the 17-18 academic year, Disability Support Services (DSS) served students and faculty/staff as the primary contact for disability-related student support, including testing services, primarily for accommodated students.
- Total number of students who received services in 2017-2018 (academic accommodations, housing accommodations, temporary accommodations): 215. Overall numbers have increased which impacts proactive communication sent out from DSS, as well as follow up communication/management.
- Initial implementation efforts on Accessible Information Management (AIM) software system. Temporary, part-time administrative faculty employed. Departmental and Foundation funds were used for initial purchase of AIM in Summer 2017, departmental funds were used to provide administrative support for keeping the project moving forward in Spring term 2018.
- Contributions to Signature Experience by supporting individual need.
- Testing Services facilitated 1289 individual exams this spring expanding our reach to assist faculty with makeup exams as well as serving students that receive accommodations from DSS and the Title IX office. Increase related to more students registering with DSS who qualify for testing accommodations and, the MTC is becoming better known for assisting with makeup exams, etc. This will increase further in the new, expanded space.
- Efforts on supporting forthcoming move to new space; minor construction needs to space, furniture, software/programmatic needs

Challenges

- During several months of this year, the DSS office was one full-time staff member supporting the DSS population (current, incoming, potential students, faculty, staff, & campus initiatives) and maintaining operations of the Mines Testing Center. Depth in staff is a challenge.
- Unknown needs of incoming students is a challenge; it is difficult to anticipate budgetary and staffing needs well in advance. Budgetarily, the DSS office has been supported and provided a zero-based budget to provide accommodations; however, significant costs may exceed what is budgeted in any given year. If multiple significant accommodation needs exist in one term/year, the DSS office will be significantly stretched; this would happen immediately and is not easily predicted.
- Expectations of incoming students and families, specific to disability-related accommodation requests and support needs are increasing.
- Significant turnover in proctoring staff due to graduation.

Future Directions

- Increased FTE support for the DSS office has been identified as a priority.
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- Number of registered students is increasing, as are complexity of accommodation requests. Communication with faculty/staff and the broader campus related to disability needs is becoming more farreaching and there is increased overlap with CARE team, housing, athletics, financial aid, etc. While accommodations are not always requested or appropriate, expectations are increasing around the DSS office role in communication, facilitation of connecting to resources, campus processes expectations are increasing. In order to meet the needs of this population and the campus, resources are needed.

- Campus-wide training also needs to be a focus moving forward; bringing outside training resources related to compliance, universal design, and diversity as related to disability should be considered. Disability should be a focus of the campus diversity initiative and appropriate resources and training provided.

- Continuing to be involved in conversations around online course offerings and programs. Disability Support may be significantly impacted.

Launch new Mines Testing Center location and operations. It is anticipated that the MTC will be able to offer more options for test administration in new facility.
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 ensure Mines students and staff are well prepared for learning and development leading to success inside and outside of the classroom. SLBA’s motto is Supporting Success. We continue to experience success from Mines Dining participation and bookstore patronages.

Learning Outcomes

Students will practice wellness with Mines Dining by gaining knowledge of a well-balanced meal and exercise the knowledge by choosing foods that support their personnel and educational goals.

Assessment: Satisfaction rating for Dining Services was measured in the NACUFS Survey. 59.78% were satisfied and 23.39% were very satisfied. A number of workshops were held throughout the AY2017-2018 with low attendance. The Food Service Committee will continue to look at ways to improve attendance. An additional survey is planned for Fall of 2018.

Students will empower self and others with Mines Bookstore by obtaining the required materials and resources in timely manner to be successful in their coursework.

Assessment: The ratio of professors participating the Enlight Program and adoption of textbooks has increased to 100%. The textbook unit sales has increased by 13.4% over last year. A formal survey is planned for Fall of 2018.

Students will engage community with Student Life by accessing a facility that allows time and space to study and socialize in a welcoming environment.

Assessment: No formal survey or measurement has been completed but have observed the traffic flow remains high and all the study rooms are consistently busy. The Student Center Activation Committee will be looking at how to improve the activity levels at lower times and definite ways to measure the satisfaction of the students.

Budget managers will communicate effectively with Student Life to gain the necessary data to be successful users of departmental resources.
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Assessment: No formal measurement has occurred but the communication between Directors and Financial Staff has increased and the understanding of the processes and resources available has improved.

Significant Department Accomplishments

Mines Dining (The number are all for the academic Year only)

• Increase in voluntary meal plan sales - $5,264, 1% increase year over year.
• Increase in retail sales - $113,548, 7.3% increase year over year.
• Increase in commissions - $5,042, 2.4% increase year over year.
• Implemented a new website design.
• Students donated 331 meals for the food pantry between January – March 2018

Mines Bookstore

• Increase sales by 2.4% over last year.
• 100% adoption for Fall 2018 by June.
• Increase web orders by 45% over last year.
• Textbook unit sales increase by 13.4% over last year.
• Reset the bookstore layout.
• Successfully implemented a new graduation gown program.
• Continued to have success with price match, rental and digital programs.

Budget and Administration

• Implemented a monthly accounting reporting process.
• Changed Vending Companies for the 2nd time in two years.
• Worked with CLASS departments on Annual Budget processes.
• Contracted with a new vendor for Genius Juice Water.
• Tainted to be a back-up for Blaster Card Program.
• Increase level of responsibility for the management of the contracts for Sodexo, Barnes and Noble and Vending.

Challenges

Mines Dining

• Tight Labor Market which required implementation of new incentive programs, increase in overtime and use of temp labor.
• Continued changes in the management staff with 3 open positions.
• Lack of enough storage space with the increase number of food deliveries.

Mines Bookstore

• Ability to send out a survey to all faculty, staff and students.
• Storage space for textbook pre-orders and web order processing.
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Budget and Administration
- Increased construction cost causing delays in projects.
- Accelerated budget process timeline.
- Enough office and storage space.
- Clean-up of logo and trademark policies and procedures.

Future Directions

Mines Dining
- Introduction of Peking Plate and Sub-connections
- Mines logoed gift cards
- Mines logoed reusable bags
- Fro-yo robotic yogurt machine in Blaster Brew
- Mobile Phone ordering system for retail location
- Design and construction of Zime Café in Residence Hall VI

Mines Bookstore
- Doctoral Gown Rental Program
- Mines Logoed Gift Cards
- Mines Logoed bags
- First Day Program (pilot: EBNG 201 Class)
- Bookstore student committee (BIG program)
- Ignite the Alumni Connection
- Ignite partnership with various groups and clubs

Budget and Administration
- Construction of Cheuvront Memorial
- Student Center Remodel
- Partnership with Blaster Card Program
- Updated Logo and Trademark Policy
- Implementation of RTD Ride Program for Summer School Students
- New Kitchen Equipment technician
- Student Center Activation Committee
Executive Summary

The Alcohol and Substance Abuse Prevention (ASAP) Team was created in the summer of 2017 with a stated goal to "Reduce high-risk drinking, substance abuse, and the misuse of prescription medication within the Mines Community". The 13-member committee includes representatives from Student Activities, Athletics, Fraternity and Sorority Life, Health Center, Public Safety, Counseling Center, Residence Life, and Student Government. The committee was able to set and achieve several goals throughout the year and is ready to make considerable contributions moving forward.

Significant Department Accomplishments

- Implemented the National Collegiate Health Assessment (NCHA) and received over 1100 responses from students. The data obtained will help Mines to address issues and be better prepared for challenges.
- Received a grant from Colorado Coalition of Campus Alcohol and Drug Educators (CADE). The grant is for two-years in the amount of $2,500/year to assist with education dissemination.
- Helped students to establish a student organization, Students for Recovery, that meets as a support group weekly
- Created a resource guide for students in recovery listing area businesses and services that address alcohol and substance abuse issues
- The committee is in the process of developing some passive programming (posters and brochures) that addresses responsible drinking and partying smart. This programming will be launched in the Fall 2018 semester.
- The committee helped fund the "Think About It" course for all incoming students. This course addresses alcohol and consent issues.

Challenges

- Our biggest challenge is a lack of the TIME resource. We have a significant budget from CADE, Health Services Fee, and Public Safety. Unfortunately, we all are doing this work in addition to our own jobs so we have not been able to take on producing any workshops or other programming. The committee is excited about the addition of the new Student Wellness Promotions position as this will help provide direction for the group and will be able to take on a significant portion of the work.

Division/Campus-Wide Initiatives

As we are a committee, all of our work is division wide collaboration.
Future Directions

- Launch of the passive programming process
- Communicate out the results of the NCHA survey to the campus community
- Work with the Director of Student Wellness Promotions to create some workshops and programs that can be implemented with student groups or departments
- Continue to bolster resources for Students In Recovery by working with the Counseling Center to establish better community connections and to train counseling staff on addiction issues
Executive Summary

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. Our vision statement is "Developing a positive culture of assessment within the Division of Student Life."

We improved the format of the annual report template, providing more structure and clarity for the annual report. We also intend to use the 2017-18 Student Life Annual Report as a tool to highlight the outstanding efforts of our Student Life colleagues to support student learning outcomes. Committee challenges are related to a generally immature divisional culture and lack of dedicated resources for assessment. Indeed, filling that gap is largely why our committee exists.

Committee members include Becca Flintoft (chair), Colin Terry, Isabelle Jeffries, Jenny Nichols, Paul Carey (new in 2017-18). Lauren Jensen stepped down from the committee in March.

Learning Outcomes

- 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 Department Accomplishments

One of our primary goals was to assess and improve the effectiveness of the annual report process for the Division of Student Life. We focused on improving the format of the annual report template, with assistance from Akoko Omofoma, providing more structure and clarity for the annual report. The new template was released in March, giving an additional six weeks to department directors and committee chairs. Our goal is to work toward a more year-round assessment perspective throughout Student Life; some departments already have this mindset, while others see it as a largely once a year requirement. Following the submission of the 2017-18 Student Life annual report, the committee intends to review the entire report, and to take steps to make the assessment cycle and annual report an iterative, ongoing process that is focused on student learning and continuous improvement. We hope to help humanize the annual report so that it is better understood as a tool to promote improvement and learning, rather than as a stand-alone, administrative annual assignment.
Challenges

No central Assessment Coordinator or expert on assessment within Student Life, and limited institutional assessment support.
- Time limitations of committee members, and the challenge of scheduling regular meetings that can achieve adequate attendance as to be productive, considering the small number of committee members.
- Lack of participation by any Student Life staff outside of CLASS, especially Athletics. This is a missed opportunity to support Athletics in supporting their intended student learning outcomes, as well as to expand and emphasize the impact that Athletics has on student retention, success, and learning.

Future Directions

The committee will be using the book *Coordinating Student Affairs Divisional Assessment* as a guide in implementing additional and ongoing assessment initiatives in 2018-19, related to our vision of developing a positive culture of assessment within the Division of Student Life.

We also intend to use the 2017-18 Student Life Annual Report as a tool to highlight the outstanding efforts of our Student Life colleagues to support student learning outcomes. We have had extensive conversations about developing a Student Life “showcase” for outstanding Student Life programs, either in person or via newsletter, web, etc., to help “tell the story of Student Life” to the broader campus community. Such highlights should emphasize the process and the outcome, as well as a focus on improvement.

A related idea is to encourage departments, individuals, and particular Student Life programs to showcase their work via submitting programs for regional, national, and campus professional organization conferences, including the Student Life Professional Development Day in January 2019 at Mines, as well as through journals, social media, and campus community recognition opportunities. The committee will use the 2017-18 Student Life Annual Report to identify promising programs, efforts, or individuals, and work with Student Life leadership to specifically encourage and support the responsible individuals or departments to generate such submissions and nominations.
Executive Summary

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. Below is a list of some of the larger events held and coordinated by BeWell during the 2017-2018 school year. An Entire list of events and activities can be provided if needed.

Significant Department Accomplishments

Below are in order the larger accomplishments for the BeWell committee in 2017-2018. These needed to be highlighted to show just a portion of what BeWell has been able to do for not only the students on campus but, the staff and faculty as well. Every school year BeWell grows more strength- with the type and variety of events that we support and put on. As well as our committee members new and old being dedicated to creating wellness that all can be a part of.

- Brand new logo and mission statement created for the 2017-2018 year. "Inspiring the Mines community to embrace, practice and champion holistic health & wellness."

- Created a brand-new website in summer of 2018 for BeWell- to align with Mines branding and create a better marketing effort for BeWell. Also, began working on a resource folder for Canvas for wellness on Mines Campus.

- 1st ever Mental Health Fair for the Mines Campus in May of 2018

- 1st ever BodyLove Documentary Event - "Embrace" in February of 2018

- 30 Day Wellness Challenge- held in September of 2017-challenged campus in 8 different wellness areas- another successful event- which we will continue. Type Significant Department Accomplishments here

- No "Media Monday" Challenge- began and was a huge success. BeWell will continue this challenge in the 2018-2019 school year.
Challenges

- Again, in the 2017-2018 year- 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. With the additional positions that are in the works, we are hopeful that BeWell will become stronger in the years to come.

- BeWell and Centura's partnership at this time will not be continuing. Foundations and BeWell are exploring other opportunities of partnership to continue the great things that this committee has done.

Future Directions

Wellness on all college campuses is imperative and vital for student's health, quality of life and academic success. BeWell has witnessed tremendous growth with this campus collaborative in the years that it has been in existence. Each year it continues to become more persuasive and effective with additional and increased involvement from campus. The BeWell committee is excited that Mines is creating more positions to enhance wellness on campus.
On Boarding

Executive Summary

The committee has eight members from a cross section of SL - Health Center, Counseling Center, CASA, Career Center, HR, Athletics, Rec Center, Res Life. The purpose of the On Boarding committee is support the mission of the SL Division in building a great community by:

- engaging new employees early in their employment
- introducing them to the culture and history of Mines
- providing an opportunity to meet senior leadership
- fostering relationships with peers outside of their work areas,
- increasing job satisfaction.
- creating a community willing to mentor and role model.
- providing information on areas of potential campus involvement

The On Boarding committee has met monthly to evaluate and update the present program format based on feedback from past attendees and information obtained in researching other onboarding initiatives.

Significant Department Accomplishments

- Provided 2 orientation programs for 12 new hires within Student Life Division. Areas represented by attendees - CASA, Athletics, Resident Life, Career Center, Disability Support Services.
- Feedback from attendees has been positive. Responses:
  "The session was helpful, I enjoyed the overview and learning ways to be involved. Enjoyed meeting other staff.
  Was great!
  Started Jan. 1 - would have been nice to have it earlier to meet new people
  Liked the history/resources/new initiatives
  Liked the overview of programs and networking
  This was great, thanks
  It was nice to have a few weeks to settle before the orientation
  Liked the info on history and traditions at Mines
  More info would have been nice on "layout" of school - departments, majors"
- We have taken this feedback and plan to make changes to the upcoming programs.
- Two new members joined the committee this year - Michelle Darveau/Paula MacGeorge from Human Resources, and Lisa Anderson from CASA. All are welcome additions to the committee as they represent unique areas that will enhance the mission of the committee.
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Challenges

- Timing of orientation programs - new hires start at various times during the year. Providing the program in the first month of each person's hiring date is sometimes difficult due to the fact that they start at different times. Would new employees get the desired response if there were only 2 other participants?
- Keeping the program at an appropriate length/duration - engaging but not a waste of time.

Future Directions

- Coordinate efforts with HR in order to avoid duplication of information.
- Adjust the format to provide program to individuals in the first month of being hired.
- Plan a more robust program once per semester for new hires to meet other new hires and SL administration.
- Adding information on Colleges/Degrees
- Providing a tour of campus.
- Providing evaluation anonymously and on line (presently in paper format) - to garner feedback on ways to improve the program
- Adding a section for Supervisor orientation - evaluations, financial processes, resources on campus for new hires in this role.
Executive Summary

A. Army ROTC is part of an Army Battalion that includes 13 colleges and universities and is supported by 18 Cadre members. The University of Colorado Boulder is the host university, with Colorado School of Mines and Denver Metro and serving as partnership programs. The Cadre includes 7 active duty officers/non-commissioned officers, 1 Active Guard reserve officer, 4 government service employees and 3 contractors. The universities listed above each provide one liaison. Of the Cadre numbers above, Colorado School of Mines houses 2 active duty officers and 1 non-commissioned officer full-time, along with the university liaison. The Army pays for all salaries with the exception of the university liaison.

B. Air Force ROTC is part of Detachment 105 that falls under the Northwest Regional command. CU Boulder is the host university in the Denver/Boulder/Colorado Springs area grouped with 12 other colleges and universities. The active duty Cadre includes 6 officers, 3 non-commissioned officers, and 1 university liaison, housed at CU Boulder. Of the Cadre listed above, 2 officers teach at Mines on Tuesdays. The university liaison at Mines provides support services to both Army and Air Force ROTC programs. The Air Force pays for all salaries with the exception of the university liaisons.

Significant Department Accomplishments

• The program has grown by almost 30% within the last year as a result of consistent recruiting efforts. Both the Air Force and Army programs are expected to grow more in the upcoming academic year, reaching a potential total of over 80 Cadets.
• Mines Army and Air Force programs provide federally paid funds for in-state and out-of-state scholarship students along with funds for full time students who are active duty military that totals approximately $2 million annually. Additionally, each unit is the recipient of smaller scholarship awards from both benefactors and private organizations associated with the military such as the Military Officers Association of America and the Daughters of the American Revolution.
• A strong bond between the athletic department and ROTC continues to grow thru mutual support such as color guard and the annual military appreciation football game on Veteran's Day.
• Our Army ROTC Cadets have consistently earned the highest average PT scores throughout the Golden Buffalo Battalion.
• ROTC has a permanent space on campus with the ability to teach all ROTC classes within its own footprint on campus.

Challenges

• Recruiting at the high school level is always very difficult. The majority of Cadets coming into the program were not in their highschool's JROTC program.
Recruiting prior service Cadets is also very challenging. The majority of prior service Cadets usually attend university and ROTC in Denver.
Being able to utilize the gym and its equipment for all ROTC Cadets, including those who are not School of Mines students is not possible due to logistical and financial constraints.

Future Directions

- Continue to work with the Athletic Department to gain more routine and permanent access to a gym and its facilities.
- Increase the number of Cadets in the Army ROTC program through highschool outreach and increased presence during university club and organization sanctioned events.
- Continue to work with the Admissions department to increase awareness of ROTC on campus.
- Increase the Army resources during the annual military appreciation day football game such as providing mounted color guard and aviation assets.
- Work with a leadership club and/or organization on campus with the purpose of increasing ROTC awareness and working together to learn from eachother.
Executive Summary

The SHAPE Committee, in collaboration with the Title IX Office, 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) conducting bystander training for students, faculty, and staff;
3) striving to create a supportive environment for survivors (and others impacted by sexual violence) through programming efforts;
4) educating the campus community on consent and how to obtain it;
5) creating space for students, faculty, and staff to discuss how to positively impact our campus;
6) and combating 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).

Members:
Katie Schmalzel, Chair (A&O)
Amanda Davis (A&O)
Dixie Cirillo
Sadie Downs
Becca Flintoft
Kate Kelsey
Jessica Keefer
Danielle Lowry (A&O)
Jenn Mazzotta
Akoko Omofoma
Karin Ranta-Curran (A&O)
**Significant Department Accomplishments**

- Assisted with the coordination of a variety of campus wide programming initiatives, including Breaking Silence in the fall, and the Clothesline Project and Denim Day as part of Sexual Assault Awareness Month in April.
- Collaborated on a re-write of the Gender lesson plan for CSM101 for the fall 2017 semester.

**Challenges**

SHAPE was developed as a think tank and morphed into a programming group when there were no resources or dedicated prevention programming/education 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 more comprehensive Title IX Office and a dedicated prevention programming position, as well as a student organization that also focuses on programming, SHAPE will need to redefine its mission and goals.

**Future Directions**

With the Culture of Respect work ending in the Fall of 2018, the initial thought is to rework the SHAPE committee into an active Title IX working group. It will likely be a hybrid of the current version of SHAPE and the Culture of Respect team. The Title IX working group will take on any goals that the Culture of Respect team was not able to accomplish, and subsequently be on deck for anything else Title IX related that needs a team to look at and modify or feel gaps. Some future projects may include: continual review of related policies and procedures, continued environmental scans to ensure our campus is survivor supportive, etc. The Title IX working group can still be available to assist with programming initiatives as needed. I think this blend of responsibilities will give the group a lot of direction and purpose.