

NCA SELF STUDY REPORT DIVISION OF STUDENT AFFAIRS

EXECUTIVE SUMMARY

Mission

In support of the educational mission of the University of Colorado at Boulder, the Division of Student Affairs seeks to facilitate student learning by providing progressive, high-quality, student-centered programs and services while fostering an inclusive campus community. In pursuing a student-centered culture, the division is committed to building an environment where learning takes place anywhere, at any time, in many forms and by diverse means.

The division provides learning resources and student development programs that help nurture students' intellectual growth, sense of belonging, values clarification, identity, and appreciation for diversity and multiculturalism. These programs and resources include tutoring and academic counseling, study abroad opportunities, disability services and such personal support services as career, health, and counseling services. Distinctive residential academic programs that offer liberal arts, engineering and science academic work are also provided within our residence halls.

Also included in the division are such major student life services as the Wardenburg Student Health Center, Recreation Services, the University Memorial Center (co-managed with the CU Student Union), and Housing.

Directors of Student Affairs programs and services provide departmental leadership and report either to the Vice Chancellor for Student Affairs or to the Associate Vice Chancellor and Dean of Students. The departments are described on the Student Affairs Home Page: <http://www.colorado.edu/sacs/stu-affairs>.

In 1998, Student Affairs, in collaboration with the Division of Academic Affairs and the Division of Administration, initiated a plan to redesign and improve services to students, a plan now considered one of the major strategic initiatives of the campus. It is believed that the result, "A Student Odyssey," will put CU-Boulder at the forefront of innovative, effective and efficient student services in higher education and will inform the campus' annual strategic plan. "Odyssey" includes definitions and prioritization of 40 student service processes and includes analyses of such factors as transaction process activities, work flows, costs, and satisfaction levels. Among the ten key concepts identified are convenience centers, an operations center and expanded web interfaces. Beyond these, the project identified about 100 specific process-level opportunities for improvement.

The division conducts ongoing assessments related to the quality of service delivery with a wide variety of evaluation tools, including renewed internal and external program reviews, focus groups, suggestion boxes, student surveys, accreditation reports and advisory boards made up of students, staff and faculty. Across the division in a variety of ways, constituents and reviewers typically rate services from above average to outstanding. Several programs are award-winning. Through these and other assessments, a Student Affairs task team sought the most effective way to recognize and share quality concepts with colleagues; and to identify best practices. Principles include putting the customer first, obtaining and using feedback, staff training and involvement, working in teams and using data for decision making.

In 1997, a task team discovered 334 distinct partnerships or liaisons between Student Affairs and all other campus entities. The task team's work led to particularly important integrative liaisons with the UCSU Tri-Executives and the Council of Associate/Assistant Deans, and with other existing partnerships receiving renewed energy.

In 1999, a review was conducted of the role of Student Affairs in enhancing the campus student learning environment. A major outcome of the review was the clarification and articulation of Student Affairs' role in providing student development activities and in building a sense of community on campus. The clarification was intended to provide direction for establishing any new goals and relationships and/or validating current activities and programs within the division.

The Division of Student Affairs is a leader at CU-Boulder in its efforts to enhance diversity and equity, with a history of providing services and programs to meet the needs of underrepresented populations. All departments demonstrate a commitment to their diversity plans and are making progress toward their goals.

Achievements and Challenges

The division looks with pride on many achievements: strong, working liaisons and communication networks; exciting innovation in programming, collaboration, creativity; strong commitment, leadership and progress in promoting diversity and implementing student development concepts; excellent student peer advisors; and coordination with Academic Affairs and Housing to create new academic structures and Residential Academic Programs.

The Division of Student Affairs identifies a number of challenges, including changes in initiatives, organizational structure and administrative personnel across the university as well as within the division. Staff are finding a balance between dealing with students as "customers" and maintaining a focus as educators. The campus as a whole must fight its insular environment and seek real-world applications. Technology must be maintained better. Enrollment growth impacts staff and space that are already stretched. Like most, the division is concerned about implementing new management information systems.

Student Affairs enthusiastically anticipates the new concepts and opportunities described by the Student Development philosophy, Building Community Campaign, and the Student Odyssey Project. Based on these concepts and opportunities, Student Affairs has identified the following revised strategic goals for 1999-2000 and has developed objectives for their achievement:

1. Facilitate student learning and personal growth based on student development concepts.
2. Enhance a sense of community on campus.
3. Promote and support an environment where diversity is recognized and valued by all.
4. Develop cooperative partnerships with students, faculty, staff and constituent groups.

DIVISION OF STUDENT AFFAIRS NCA SELF STUDY REPORT

Unit Description, Goals and Purposes--Criterion 1: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

The Division of Student Affairs has a significant impact on the quality of student life and the quality of education of CU-Boulder students. The division's many programs and services help nurture students' intellectual development; commitment to life-long learning; moral, ethical and values development; sense of belonging; appreciation for diversity and multiculturalism; and personal identity and independence, so that they are capable of taking their place as responsible citizens of the state, the nation, and the world.

The student experience at the University of Colorado at Boulder is a rich and complex one. Though intellectual and academic goals are and will remain the core of the University for students, experiences outside the classroom are vital to student success and full participation in the life of the University. A whole person grows and flourishes in a supportive and diverse living and learning environment: what happens in the classroom impacts the quality of experience and participation outside the classroom; and what happens outside the classroom enriches participation and performance in the classroom. This is the essence of the Total Learning Environment.

The University of Colorado at Boulder has long been noted for its beautiful campus and setting, its outstanding student life facilities, and the range and quality of its services to students. As the institution has grown in size, complexity, and diversity, the need for facilities and services has grown as well, far in excess of available resources. The explosion in technology and on-line information and communications is transforming how students learn, talk to one another, and do business with their university and the world. Increasingly, students and their families are looking at not only what a university provides in the academic arena, but also at what it offers in services and programs that enrich and enable students to be successful. They want and expect a wide range of quality services, programs, and facilities that support the intellectual, personal, social, cultural, and physical well being of students.

Student Learning Environment

The Division of Student Affairs has moved away from an administratively centered culture, one where day-by-day transactions are for the benefit and ease of the worker, to a student centered approach based on student development and building community concepts. All aspects of service delivery and support are expected to be based on the needs of students. The staff is guided by what is best for the students when helping students or making decisions.

Creating such a culture means removing administrative barriers and deconstructing the bureaucracy within and beyond the current boundaries of the Student Affairs Division in order to provide convenient, seamless, high quality "one-stop service" whenever possible. Students' negative experiences with bureaucracy should be reduced, and positive experiences should increase through services that students will recognize as efficient, considerate, and responsive. Technological advances dictate that students should also have a maximum number of choices as to when, where, and how services are accessed, e.g., in person, by phone, on-line, etc. Students should also expect outcomes that are fair, accurate, prompt and consistent, responsible, user-friendly and caring, and that leave them with the sense that the division truly values them as individuals and appreciates the opportunity to work with them.

Beyond student transactions, the division's programs are being re-cast based on student development and building community concepts. The process of evolving in a formal manner to this philosophy has provided a shared perspective, common language and a greater sense of

collaboration within the Student Affairs division as well as an enhanced perception by those outside of the division regarding Student Affairs' role on campus.

Total Learning Environment

This student development orientation is consistent with the University's commitment to creating a Total Learning Environment, with its themes of being more responsive to our students and other constituents, and to using technology to improve our learning environment. It also supports the UCB Strategic Plan goals of enhancing student learning, serving our communities, evaluating proposals in the context of student needs, fostering a supportive campus community, enhancing the university's human, capital, financial, and organizational infrastructure, and developing a campus-wide program in technology, learning, and society. More specifically, Student Affairs' goals are to facilitate student learning and personal growth based on student development concepts; enhance a sense of community on campus; promote and support an environment where diversity is recognized and valued by all; and develop cooperative partnerships with students, faculty, staff and constituent groups. The division is committed to building an environment where learning takes place anywhere, at any time, in many forms and by diverse means. This approach within a total learning environment also enables students to be responsible for and involved in their education; it supports development of values and character in students by making them active partners in the academic experience.

Vision Statement

Student Affairs, in partnership with the University community, is a high-performing, multicultural organization that places student development as our highest priority.

Mission

The division of Student Affairs supports the educational mission of the University of Colorado at Boulder by providing progressive, high quality, student-centered programs and services, while fostering an inclusive campus community which contributes to the intellectual and personal development of students.

In 1995, the Division of Student Affairs began a strategic planning process, which enabled the division to clarify its vision and mission, and established five-year goals for the division and operating plans for all departments in the division. Based on a review of the division in 1999, the original six division-wide goals have been slightly modified to the following:

Goals

5. Facilitate student learning and personal growth based on student development concepts.
6. Enhance a sense of community on campus.
7. Promote and support an environment where diversity is recognized and valued by all.
8. Develop cooperative partnerships with students, faculty, staff and constituent groups.

The strategic plan builds on strengths already in place in the division while providing a road map for improving and focusing services to students.

CU-Boulder already boasts many strengths as a public research university, including quality student services, as well as fine academic programs and an outstanding campus location. By creating a student development culture, with truly innovative services and programs, with advanced technology and well-trained staff, CU-Boulder is moving to the forefront of American universities and undergraduate education.

Organizational Structure--Criterion 2: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.

The Division of Student Affairs is one of four major administrative divisions of the University of Colorado at Boulder, along with Academic Affairs, Administration, and Planning, Budget and Analysis. When the Vice Chancellor position became vacant in 1990, the Division of Academic Services underwent an internal evaluation and review. At the conclusion of the review, it was decided to give the division a focus and the title of Student Affairs that more clearly described its interest in and responsibilities for students. Structural changes included moving Computing and Networking Services (now ITS) to Academic Affairs, and returning Housing from Administration back to Student Affairs. In 1995, an Associate Vice Chancellor for Student Affairs and Dean of Students position was created to enhance the division's ability to respond to the increasingly important issues of student life.

The Vice Chancellor for Student Affairs is the administrative leader of the division, and serves as an advocate for students, and as liaison with the Chancellor and his cabinet, faculty, legislators, parents, regents, and other administrators throughout the campus. The Associate Vice Chancellor for Student Affairs and Dean of Students responds to the needs of the student population and facilitates a campus community that values human diversity. In doing so, the Dean oversees the Building Community Campaign.

Student Affairs is responsible for providing significant services and programs that affords all admitted students the opportunity to succeed. These efforts include academic support services such as tutoring and academic counseling; study abroad; disability services; and personal support services such as CU N' Me, counseling services, student health services, recreational services, and career services.

Residential Academic Programs (RAPs), developed in partnership with the Council on Academic Programs in the Residence Halls, continue to expand educational experiences of CU students. Several residence halls currently house distinctive liberal arts academic programs, as well as an engineering and science residential programs. These coeducational programs offer freshmen and sophomores the opportunity to enjoy the benefits of a small liberal arts college, while taking advantage of the resources of a large university.

- The Farrand Residential program emphasizes service-learning, highly participatory classes and student government, and the Western Humanities.
- The Sewall Residential Program focuses on American culture and society.
- The Kittredge Honors Program is designed to build a sense of community among a small group of high academic-ability students.
- The Environmental Residential Academic Program at Baker Hall offers courses in environmental studies, environmental sciences, or environmental subdisciplines in areas such as business, law, journalism, planning, and education.
- The Smith Hall International Program promotes the recognition of global interdependence; exposes first-year students to the many cultures of the world; encourages the study of foreign languages and international affairs; and emphasizes the value of international education.
- The Engineering and Science Residential Program offers residents specialized tutoring, extensive computer-system access, and professional counseling and advising.
- The Chancellor's Leadership program in Williams Village provides an introduction to leadership concepts and practices.

Other academic programs in the residence halls include a music enrichment program (Cheyenne Arapaho Hall); a University 101 course; a building-wide diversity program in Hallett Hall; a faculty luncheon program; informal activities that promote out-of-the classroom interaction between faculty and students; and special Arts and Sciences core curriculum courses presented directly in the halls. All programs facilitate greater interaction between faculty and students, and foster the integration of students' academic life with their campus residence hall life.

The Division of Student Affairs also includes major student life facilities such as the Wardenburg Student Health Center, Recreation Services, the University Memorial Center (in partnership with the University of Colorado Student Union), and Housing. The division also provides significant support for diverse populations through departments such as the Cultural Unity Center, the

Women's Resource Center (in partnership with UCSU), and the Gay, Lesbian, Bisexual and Transgender Resource Center, as well as through diversity plans in place in all departments. More than 1,000 professional and para-professional staff in 21 departments are responsible for programs and services that touch every student during his or her career at CU-Boulder.

Directors of Student Affairs programs and services provide departmental leadership for the Student Affairs units, and report either to the Vice Chancellor for Student Affairs, or the Associate Vice Chancellor for Student Affairs and Dean of Students, as designated by the organizational chart (attachment). Student Affairs administrative leaders also work closely with the University of Colorado Student Union (UCSU) on policy, program, and service delivery issues.

Description of Services

The Division of Student Affairs provides support and services to new, continuing, transfer, graduate and nontraditional students in many major areas. The Division offers academic support through international education, tutoring, internships, as well as writing and math programs; and provides leadership and mentoring opportunities; and support for diversity. Through liaison offices, Student Affairs nurtures close working relationships with Academic Affairs, student government, the Greek system, and parents. The division is proud of the high ratings that students give to many student services, and constantly strives to improve in all areas. In collaboration with the Student Odyssey Project, the division strives to increase students' use of technology to access services, while maintaining a sensitive balance between "high tech" and "high touch" service delivery methods.

Following are brief descriptions of the Student Affairs departments (Student Affairs Home Page: <http://www.colorado.edu/sacs/stu-affairs/>):

Career Services assists students in all aspects of their career development including decision-making, obtaining internships, and finding professional jobs after graduation. A career library with networking referrals to over 12,000 CU alumni is available. Examinations such as the GRE, MCAT, SAT, and GMAT are also administered through Career Services.

Counseling and Psychological Services: A Multicultural Center offers to all undergraduate and graduate students confidential individual counseling and problem solving to meet personal, academic, cultural, and career developmental needs and issues. Faculty and staff are eligible for center services. Staff psychologists and counselors also provide groups and skill-building workshops, crisis intervention and consultation about student issues, multicultural awareness consultation and training, team building and organizational problem solving, and personal educational testing and interpretation. There is no charge for services, except for testing.

Cultural Unity Center (CUC): The staff of the Cultural Unity Center provides undergraduate students of color with support in academic planning, career development, and cultural adjustment. The center also connects students to the university community through programs such as CU N' Me, First Generation Scholars Support Program, Hispanic Student Leadership Class, and the African American Student Partnership Program.

Disability Services (DS): This office works closely with students with disabilities to provide the support services necessary for equal access to the academic, social, and cultural life of the university. Services include: advocacy and support in implementing academic adjustments and auxiliary aids; certified interpreters; testing and classroom accommodations; volunteer readers; career service component; assistance with academic advising; writing lab; individual strategy sessions with Disability specialists, and learning disabilities diagnostic testing. DS also has an Assistive Technology Lab that provides computer access and assistive technology services to students with disabilities. Students are encouraged to become their own advocates and ultimately, independent learners.

Gay, Lesbian, Bisexual, Transgender (GLBT) Resource Center: The mission of the GLBTRC is to ensure equal opportunity for successful academic, social, and personal development for all GLBT students, staff, faculty, and their allies in a safe and supportive environment. As a central clearinghouse, the center provides information dissemination and referral; educational, cultural, and social programming; advocacy and a voice for the GLBT communities on campus; and networking for gay, lesbian, bisexual and transgender groups on and off campus.

The Office of Greek Liaison and Leadership Resources: Support for Student Organizations assists student organizations by developing programming and structures to help them achieve their goals, encouraging greater involvement from national offices, creating a positive relationship between the Greek organizations and the community, and offering leadership development activities.

Housing: Providing a safe and fulfilling residential experience for students is the goal of the Department of Housing. The office supports many residential programs to enrich the intellectual, social, and personal growth of students through academic programs and special facilities. The Academic Support Assistance Program offers a variety of academic support programs, including tutoring programs, walk-in help labs, English as a Second Language classes, Peer Help, Academic Advising, and Math Module Testing.

International Education administers study abroad programs for CU-Boulder students and hosts foreign students who come here for study and research. The program also provides support to faculty interested in international activity, and serves as a liaison for CU-Boulder among academic departments, foreign and U.S. government agencies, and foreign institutions. OIE sponsors the Smith Hall International Program, a residential academic program for first-year students, and houses the Center for International Research and Education Project.

Judicial Affairs helps maintain the general welfare of the university community by administering the nonacademic discipline system for the Boulder campus.

A Matter of Degree: A Robert Wood Johnson Foundation (RWJF) Supported Program: In September 1996 the Robert Wood Johnson Foundation awarded CU-Boulder a grant to “address the problem of alcohol abuse in college environments”. The grant to CU of \$860,769 was the largest of the six grants issued. The mission of A Matter of Degree is to reduce high-risk drinking and effects of such behavior by changing policies and practices that perpetuate the misuse of alcohol on campus and in the larger community.

Parent Relations: The Office of Parent Relations, in conjunction with the CU Parents Association (CUPA) serves as a vehicle through which parents can ask questions and offer suggestions about university programs and services, and sponsor activities in support of parents and their students. Parent Relations also serves as a connection for parents with faculty, administration, and students in support of the University of Colorado, and assists in other ways to enhance the CU-Boulder undergraduate experience through active participation in the university community

Recreation Services: In addition to running a complete athletic facility with a swimming pool and diving well, ice hockey rink, fully equipped fitness system rooms, tennis courts, gymnasiums, and an indoor track, Recreation Services manages intramural and club sports as well as fitness and leisure classes. The center is open to all members of the university community through a membership program. The Recreation Center is also a service department of the University of Colorado Student Union (UCSU).

Student Academic Services Center (SASC): The Student Academic Services Center helps students achieve their undergraduate educational potential and enables them to prepare for graduate school. Support programs include customized tutoring, collaborative study seminars, English-as-a second language course work, and programs designed to help low-income, first generation, and disabled students graduate successfully. The Center also hosts four federally funded programs that assist low income, first generation and disabled students.

Student Organizations Finance Office (SOFO): Serving as an on-campus bank for student groups, SOFO oversees the fiscal management of more than 700 accounts by providing financial advice, programming assistance, event planning, and travel arrangements for student groups going to regional and national conferences. The office is a service department of the University of Colorado Student Union (UCSU), and oversees other small cost centers, such as Legal Services, the Environmental Center, and Off-Campus Student Services. The Student Legal Service program provides students with a full range of representation in both civil cases and criminal matters. The Environmental Center is a branch of the UCSU student government whose purpose is to promote environmental awareness on campus. Directed by a student board, the Center sponsors conferences, speakers and films to educate people at CU-Boulder and beyond on environmental issues of local, regional and global scope. Off Campus Student Services helps over 18,000 UCB students find good housing. They offer assistance with landlord-tenant concerns, roommate conflicts, commuting, and budgeting.

University Memorial Center (UMC; Student Union): The official state memorial to those who died in wars, and a designated multicultural center, the UMC student union building serves as the social and out-of-classroom focal point for the university community. It provides programming facilities for speakers, special events, concerts, and films; houses student government and organizations; and offers a variety of student-oriented stores, food services, and the CU Book Store. The UMC is also a service department of the University of Colorado Student Union (UCSU).

University-City Liaison: The Division of Student Affairs supports students in the greater Boulder community by co-sponsoring a staff position with the city of Boulder. This position works on issues pertinent to students who are living, working, or simply spending their free time off-campus in the Hill residential neighborhoods. Personal safety, community development, neighbor-to-neighbor relations, and general quality of living issues are addressed in an ongoing effort to make the off-campus life of CU-Boulder students as safe, rewarding, and productive as possible.

Wardenburg Health Center (WHC): The Wardenburg Health Center is a comprehensive, on-campus, fully accredited health care facility that offers services and programs that include primary care, urgent care, physical therapy center, pharmacy, and x-ray and lab facilities. It also offers specialty services including psychiatry, minor surgery, women's health care, men's health services, a sports medicine clinic, a substance abuse program, and sexual health services. The Wardenburg Health Center is one of the service departments of the University of Colorado Student Union (UCSU).

Victim Assistance: The Office of Victim Assistance serves any university community member impacted by disturbing life events. This office, which is co-sponsored with UCSU, provides support, guidance to assistance, and contact to appropriate persons on campus if requested.

Women's Resource Center (WRC): The Resource Center serves as a resource for the university community and an advocate for women of all backgrounds, races, classes, ages, sexual orientations, political and religious beliefs, and abilities. Volunteers and staff provide referrals and information to women and men of the campus and Boulder communities, by offering a resource data base, events, peer groups, advocacy, and meeting space. The Women's Resource Center is a university and UCSU co-sponsored service working for women's equity on campus. The center offers a variety of services for women and men in addition to referrals to campus and community resources.

Criterion 3: The institution is accomplishing its educational and other purposes.

The Division of Student Affairs provides programs and services which are intended to promote student intellectual and personal development; intellectual interaction between students and faculty; encourage interaction between students, and the student and the civic environment; promote

diversity and equity among all student populations; and stimulate the examination and understanding of personal, social, and civic values. Student Affairs provides ongoing support for professional development among the staff and administrators of programs and services, and continually assesses the effectiveness of student service delivery.

In 1997, the Task Force on Accelerating the Adoption of a Student Centered Campus was formed to examine how administrative and support services were delivered to students, with the goal of improving service delivery. In April 1998, the Division of Student Affairs, in collaboration with the divisions of Academic Affairs and Administration, initiated a plan to redesign and improve services to students, known as "Designing Student Services for the 21st Century: A Student Odyssey." It is believed that the project, one of the top strategic initiatives of the Boulder campus, will put Boulder at the forefront of innovative, effective, and efficient student services in higher education. The student services redesign will lead to changes in facilities, staffing, training, technology, and student information systems, while maintaining accountability and efficient, effective operations. A broad range of students' experiences are under examination, ranging from a student's application for admission through his/her entire time at CU-Boulder, including graduation and status as alumni. The project addresses all facets of student services, and students are direct participants in all phases of the project. More than 40 processes are being evaluated. These include admissions, financial aid, orientation, and registration. The project was coordinated with the revamping of undergraduate advising in the College of Arts and Sciences. Staff from Student Affairs departments are involved with the project in leadership capacities.

With heightened attention now being given to student administrative transactions, the focus turned to the student development aspect of student life. In November 1998, the Chancellor asked that a review be conducted of the role of Student Affairs in enhancing the campus student learning environment. A major outcome of the review was the clarification and articulation of Student Affairs' role. The clarification was intended to provide direction for establishing any new goals and relationships and/or validating current activities and programs within the division. The focus of the review was on Student Affairs' contribution to student learning by providing student development activities and building a sense of community on campus.

One specific aspect of the review was the major Student Affairs' auxiliaries: Housing, the Wardenburg Health Center, the University Memorial Center, and Recreation Services. As auxiliaries, these departments provide student services and programs within a business context that is complimentary and necessary. It was important in this review to examine how these auxiliaries contribute to student development as well as to building community and how they conduct transactions as business operations.

Two outside consultants reviewed self-study documents prepared by the Student Affairs staff and various units within the Division regarding their mission, organization and aspirations. They interviewed faculty, students, campus administrators and members of the Student Affairs professional staff regarding the following: the position of Vice Chancellor; the mission of the Division; and the function and organizational location of the auxiliary services of the Division of Student Affairs. They submitted the following recommendations based on their review:

1. The position of Vice Chancellor for Student Affairs should be retained as a part of the executive management of the Boulder campus and report directly to the Chancellor.
2. The mission of the Division of Student Affairs is student development and should be closely aligned with the academic instructional mission of the university.
3. The educational mission and the unique role of the Division of Student Affairs must be clearly articulated to students and, most importantly, to faculty and the faculty leadership.
4. The Division of Student Affairs and the Division of Academic Affairs should engage in a greater variety of collaborative efforts to enhance student development and academic performance.

5. The educational programs and services of the Division of Student Affairs need to be extended to graduate students in a more intentional manner and in collaboration with the Graduate School.
6. The student auxiliary services should remain within the Division of Student Affairs.
7. The university and the Division of Student Affairs should examine the financial arrangements for each of the auxiliary services to insure their maximum effectiveness, achieve efficiencies and maintain their financial viability.

These recommendations have either been implemented or are in the process of being implemented. The review process also provided the division with the opportunity not only to consider its role in student learning, but also how the departments work together on behalf of student learning. The emphasis on student development and community building has encouraged greater collaboration within the departments of the division because they can see more clearly how their individual activities are mutually supportive of the common themes. Developing intellectual competency; personal identity; moral/ethical values; multicultural perspective; an appreciation for lifelong learning; and a sense of belonging are themes that fit within the roles of the departments. The articulation of these themes and the role of Student Affairs in addressing them provide clarification to the campus of the role and mission of Student Affairs. Consequently, the review and the emphasis on student development and community building has also been an opportunity for the campus to better recognize and articulate Student Affairs role and to help shape it within the general campus effort of education students.

Quality Service Delivery

The Division of Student Affairs conducts ongoing assessments related to the quality of service delivery. The goal is to ensure that quality in service delivery is implemented and evident. Examples of specific actions that have been achieved or are currently in practice since 1995 include:

1. Re-institution of a “program review” of departments to permit structured self and peer examination.
2. Development of a periodic series of focus groups involving campus-wide front-line staff with the results compiled for use by all campus departments.
3. Refinement of the regular cycle of student surveys to include collection from entering students, and longitudinally comparable surveys of seniors and alumni at least every other year, on particular topics such as major efforts on diversity and advising. Major efforts to assess regularly the quality of services provided by Student Affairs departments will include students’ expectations, usage, etc.
4. Benchmarking information will be obtained on student services at institutions nationwide and tracking of significant success indicators for each department will be developed.
5. Accommodation of student schedules by extending office hours of direct service departments outside of normal office hours through the use of flextime for staff.
6. Improvement of communication links between inter-related departments, both inside and outside the division to make processes seamless for students and parents.

In Fall 1996, a Student Affairs Task Team was formed to complete an inventory of quality management programs that were in place within the division. The team members interviewed Student Affairs directors related to their quality initiatives. The final report concluded that the most effective way to recognize and share quality concepts with colleagues was to identify a few “best practices”. The four guiding principles were: (1) Putting the Customer First; (2) Getting and Using Feedback; (3) Staff Training and Involvement, and Working in Teams; and (4) Using Data for Decision-Making. Specific examples of “best practices” currently in practice in various departments were distributed to the directors group via the written report, and shared with the Student Affairs staff in a Student Affairs Monthly Meeting (January 1997).

Following these reviews, the strategic objectives continue to focus on the need to improve, monitor, and recognize quality service delivery practices:

1. Design various student transactions to improve efficiency and effectiveness of service delivery.
2. Use surveys or other qualitative means to assess our contributions to increasing student learning/student success and communicate results.
3. Use reinvestment process to fund strategic objectives of the Division.
4. Assess and evaluate the cost of implementing all new initiatives, whether originating within or outside of the Student Affairs division.
5. Acknowledge staff contributions toward excellence in student service delivery in both formal and informal ways. Continue to recognize and reward quality programs and services within the Student Affairs Division.

The Division of Student Affairs quality initiatives regularly involve integration with other campus units and increased use of technology. Professional development for staff is an ongoing component of quality initiatives as well.

Following are examples of recent quality initiatives and practices in Student Affairs:

Design various student transactions to improve efficiency and effectiveness of service delivery

Cultural Unity Center (CUC):

- CUC initiated a “self-study” which led to extensive review and improvement of existing structures, services, staff relationships and interactions with constituents. Processes included engaging in facilitated retreats, meetings, workshops and in-services to assist staff in developing effective relationships, and orientation for effective and professional counseling to diverse constituents.
- The department has a more concentrated focus on primary objectives (i.e., CU N’ Me) and developed or revised staff counseling procedures, in addition to initiating and/or participating in a series of trainings for students, staff, and designated others throughout the year with Counseling Services, Employment Development, and others.
- CUC played an instrumental role in the development and coordination of CU N’ Me, which is a collaborative working relationship composed of administrators, campus directors, coordinators of programs/services for students of color, staff network participants, and students. It is designed to ensure that students of color are connected to the University and are aware of, and utilize, University programs and services. The network coordinators and the network participants together use a community based approach to proactively track students’ academic and personal progress, implement services and programs, assess outcomes, and make recommendations. Professional staff members representing each of the four ethnic groups are currently serving as coordinators of their respective ethnic group.

Gay, Lesbian, Bisexual, Transgender Resource Center (GLBT):

- The Center has increased its number of contacts four-fold over 1996-97
- Administered the GLBT Speakers Bureau, which trains students to deliver presentations to classes and other groups
- Reorganized the Advisory Board to include 50% student membership, and recruitment of a Parents’ Association member
- Articulated a multi-faceted fundraising plan
- Conducted an evaluation of four public programs, which reported an average rating of 9.2 on a 1-10 scale (10=excellent).

Housing: The Department of Housing is made up of many diverse units offering a wide variety of services. Following are some of their initiatives designed to improve service delivery:

- Academic Support Assistance Program—on average, students reported an improvement of one full letter grade in the course they received tutoring, from a C to a B. The ASAP program also has developed an Academic Support web site.

- The Housing Department introduced and maintains nine general-purpose computer labs, consisting of Macintosh computers, PCs, and laser printers. Specialty labs serve two of the residential academic programs. All of the rooms in the residence halls are wired for computer and Internet access.
- Community Building meetings were implemented to help establish a sense of belonging among residents with a planned, facilitated discussion focusing on community development and diversity. Along with these efforts, the department introduced “Community Living Agreements,” “Community Building Meetings,” and “Roommate Contracts.”
- Students were involved in Housing and university committees to address safety and security issues, including the committee implementing Buff OneCard access to residence hall buildings.
- Successful Residential Academic Programs were introduced; the Smith Hall International Program (SHIP) in fall 1997 and the Chancellor’s Leadership Program in fall 1999.
- A new training model was developed for Residence Life Professional Staff and Hall Director Assistants, based on the National Housing Training Institute’s Fifty Competencies Needed to Develop Chief Housing Officers. This curriculum, in addition to annual training, provides staff with an inclusive model covering Administrative Skills, Personnel Management, Planning and Projection and Research Skills, Developmental Skills, Communication Skills, Diversity Awareness, Leadership, and Counseling Skills, Foundational Information, Institutional Organization, and The Student and Current Trends.
- In Family Housing, residents volunteered to be the first Tenant Council representatives. They developed the Tenant Council by-laws and Mission Statement and set up sub-committees to address different areas of interest.
- Dining Services achievements included: implementation of the Libby Late Night “Pit Stop” to meet students’ after hours needs for food and beverages, with customer counts ranging from 1,200 to 1,600 per night; development, and implementation of a Home Comforts Gift Program, which offers 20 different baskets for parents, faculty, staff and students.
- Housing Services instituted a “Fifteen Minute Maintenance” program whereby repair requests submitted by residents were addressed with the intent of responding to the repair location within 15 minutes of notification. The program began as a test pilot in Williams Village in 1997, and proved so successful that all residence halls and all family housing areas were transferred to the program by spring 1998. Feedback from customers and staff about this program has been overwhelmingly positive, and the increase response times were achieved without adding new FTE positions.
- The Office of Conference Services was reorganized to include the supervision of Residence Life staff involved with conference services and also established streamlining procedures and refining training to enhance customer services. OCS also instituted an on-line registration program.
- The Housing Finance Office fully implemented a new billing and receivable system, a new room assignment program to record and maintain financial activity of Residence Hall and Family Housing residents, and the use of electronic funds transfers of Family Housing rent payments and Children’s Center tuition payments.
- A \$55 million renovation and renewal project has been initiated.

Judicial Affairs:

- The Office of Judicial Affairs has seen an increase in judicial cases and the completion of disciplinary clearances. This was achieved in part by the hiring, training, and supervision of a law student who assists with caseload and research.
- Proposed changes to the Regents weapon policy to make it more responsive to individual situations
- Explored options for an anger management program and proposed the program to Counseling Services.
- Revised the procedures regarding registration stops and transcript and diploma holds with the Registrar’s Office

- Created a Registered Sex Offender Protocol with the Dean of Students and University police.
- Participated in the development of the Sexual Assault and Intimate Partner Violence Protocol
- Initiated a partnership with the Recycling Center to provide community service opportunities for students with standards violations.
- Initiated in cooperation with others, a successful Restorative Justice Program.

Parent Relations:

- Improved the showcase of student services at Parents' Weekends
- Increased attendance at Spring Family Weekend
- Developed and implemented a new event database designed for Parents Weekend and Family Weekend
- Offered two new orientation events to parents of transfer students.

Recreation Center:

- Facility renovations and additions, and equipment upgrades, are instituted on a regular basis. Monthly training sessions for staff add to the quality of customer service delivery, and encourages professional development. The department of Recreation Services, in accordance with the basic philosophy, continues to improve and increase its recreational programs to meet the needs of the university.
- Is implementing an energy conservation retrofitting of the building

Student Academic Services Center (SASC):

- The staff designed and implemented a new database system to aid in assessing students' academic support needs, determining eligibility for various SASC services, placing students quickly with service providers, and tracking contacts with students.
- All staff professionals began functioning as case managers and service providers. The Center began offering workshops in academic skills to the general CU student population, as opposed to students enrolled in special programs, as well as expanding its services to CU students who speak English as a second language, with a walk-in tutorial lab opening in February, 1998.
- In addition, the following programs continued to provide quality academic services: Academic Excellence Program—94% of AEP students made satisfactory academic progress, and 96% were retained or graduated, exceeding the objective of 70%; Pre-Collegiate Development Program—98% of the 1997 graduating class matriculated in higher education; CU Upward Bound—provided pre-collegiate services to 113 students in 1997-98, with 79 of 81 students successfully completing the summer institute; Ronald E. McNair Post Baccalaureate Program—provided graduate school preparation services to 37 students in 1997-98. Four 1998 graduates of the program have entered or been accepted to graduate school. One McNair student graduated summa cum laude, and two graduated magna cum laude. Two undergraduate participants presented papers at national conferences in their disciplines in 1997-98. One Academic Access Institute (CU's first-year program for provisionally admitted students) graduate completed her Masters degree in public policy at the University of Texas at Austin, and another was active in the Yale Graduate Student Senate. Of 112 AAI students who entered the university in the fall semester of 1997, 91 (84%) completed the academic year in good standing.
- Established an academic specialist system for teaching pre-calculus mathematics courses, qualitative reasoning and math skills, and providing supplemental instruction and academic skill development for introductory courses in chemistry, physics, biological sciences, and calculus. Taught pre-calculus math courses, with supplementary tutoring, to 175 enrolled students in 1997-98. Writing Program—Developed the curriculum and completed the Arts and Sciences course approval process for a lower division core curriculum written communication class.

Student Organizations Finance Office (SOFO):

- SOFO assisted in the streamlined student group funding process and continues to provide student groups, UCSU, local schools, and referenda accounts with accurate financial accounting and timely financial transactions, and accurate and timely preparation of the

Student Fee Package for the Finance Board, Legislative Council, Vice Chancellor for Student Affairs, Chancellor, and the Board of Regents.

University Memorial Center:

- The UMC Expansion and Renovation Program plan was successfully completed with participation from students, staff, faculty and community members, and student fee funding and administrative approvals secured with construction to begin the summer of 2000
- Core staff responsibilities have been re-organized to better address programmatic needs
- Service and retail vendor contracts were successfully negotiated/re-negotiated in order to generate additional revenues and provide improved services to students
- A comprehensive housekeeping and maintenance plan was developed, which resulted in a cleaner and better-maintained facility
- A new student centered activity called “Midnight Breakfast” was instituted to provide a free and fun study break to students during final exams

Use surveys or other qualitative means to assess our contributions to increasing student learning/student success and communicate results.

Student Odyssey Project: Phase I tasks completed in October 1998 included definition and prioritization of 40 student service processes, analysis of process activities, work flows, costs and satisfaction levels, assessment and integration of a number of related campus and system initiatives, conduct of student focus groups to explore satisfaction issues and evaluate alternative process designs, a comprehensive survey of student services practices at 17 public research universities comparable to CU-Boulder, development of specific opportunities for process-level improvement, and implementation planning. Phase I outcomes were strongly influenced by the insights of students via their roles as active members of the executive committee, process analysis teams, and focus groups. These students provided invaluable perspectives and rendered an important service to the university and its future students. The project was also well served by the dedicated efforts of over 75 staff and faculty members, who gave generously of their time and talents in a variety of roles as process analysts, team facilitators, researchers, writers, and project administrators.

The resulting conceptual design for student service delivery embodied 10 key concepts (see attached Executive Summary for details):

- 1) “Admissions Central”
- 2) Use of Relationship Management Software
- 3) SIS Plus/Telecommunication Enhancements
- 4) Convenience Center(s)
- 5) Operations Center
- 6) Expanded Primary Advisor Role and Support System
- 7) Expanded Web Interfaces
- 8) Increased Inter-Process Integration and Coordination
- 9) Enhanced Communications Design
- 10) Financial Policies

In addition to these overarching concepts, the Student Odyssey project’s process analysis teams identified approximately 100 specific process-level opportunities for improvement. These opportunities are consistent with the long-range thrust of student service redesign but most can be pursued in the near term.

Career Services: In late spring 1998, an employer survey was mailed to the 900 recruiters on the Career Services mailing list at UCB. The survey was designed and administered cooperatively by Career Services and the Office of Planning, Budget and Analysis and included questions about how recruiters perceive Career Services’ programs and customer service quality, and how they regard the CU-Boulder students they encounter in interviews and as employees. Ninety-nine surveys (11%) were returned. Recruitment Programs ratings included the following: Employment fairs, especially the internship and career fairs, were given some of the highest

satisfaction ratings; On-campus interviews for both internship and career positions received among the highest ratings; the lowest-rated programs were career vacancy announcements and resume referrals for internships (these also are the least used programs among the nine services rated by employers); 79% of respondents rated CU-Boulder's Career Services about the same or better than other schools' programs. Customer Service ratings included the following: Handling of the employer's initial inquiry, follow-up assistance, accommodation on specific dates, and interactions with Career Services staff were all rated highly by 92-97% of respondents; the only customer service aspect with an average rating below 3 ("satisfied") was on-campus parking. In regard to ratings of students recruited through Career Services, respondents gave students above-average ratings on all skill domains about which they were asked, citing in particular good self-presentation and interpersonal skills. They were also in agreement that interviewees had relatively poorer ability to analyze real-world problems and knowledge of the interviewers' organization. A sample comment stated that, "We have always been pleased with the students that we hire. They are always in the top of their group performance-wise. Several have turned into managers—for this reason we always go back to CU". (077)

Counseling and Psychological Services: A Multicultural Center: Counseling Services staff completed 90% of the 181 action plans which addressed the Student Affairs Strategic goals and 55 objectives. In 1998 the staff and services received high marks for quality of service from International Association of Counseling Services (IACS) accreditation review, and therefore met the criteria for reaccreditation by the University and College Counseling Center's Board of Accreditation. In its review, the Board was complimentary of the quality of services, the excellent staff, the comprehensive outreach activities and the high staff morale. In addition, the Board noted the outstanding consultation program, strong leadership, and the Center's positive relationships within the university community. In general the Board stated that they, "an all the reviewers" wanted to "applaud the Center for delivering quality services despite a long period of organizational uncertainty". The Board did indicate some areas in which the program could be strengthened. It recommended that additional office space be obtained to eliminate the sharing of offices among interns who were at the Center more than 20 hours a week, and that the Center and university address staff salary inequities which were noted during the site visit. A final recommendation was for the staff to increase the utilization of psychological testing as an adjunct to the counseling and therapy process. In addition, 97% of students completing individual counseling evaluations reported being "very satisfied" with their counseling experience. The remaining 3% were 'satisfied". Student persistence in school the semester following counseling remains at 90%. Other items related to quality initiatives include: an increase of 15% in the number of students attending groups and workshops; establishment of an advisor/counselor liaison program with 70 core advisors in A&S and other schools and colleges; implementation of computer scanning for immediate access to test results (compared to the week to ten days which had been the norm); implementation of two major academic awards for a woman faculty member and a woman graduate student; implementation of a grant for free interest testing for second semester sophomore students. Follow-up showed that when students received an invitation to participate in testing, 98% of them declared a major by the end of the semester. A second group that came in for testing, but had not received a letter, had only 2% declare a major at the end of the semester; developed and implemented the first-ever dialogue on building a diverse community, in which all new residence hall students participated (over 3,000 students); the Institute for Multicultural Development (IMD) increased the number of individuals trained by 300%; IMD team also re-instituted the orientation diversity training in collaboration with the Assoc. Vice Chancellor for Equity and Access, with more than 1200 students participating in the first month.

Housing:

The RA/Community Survey was implemented to measure performance of the residence hall staff, services in the hall and the sense of community in the residence halls. Overwhelmingly, responses regarding the RAs' performance on their floors and in their communities were very positive. Across the system, RAs' were rated from a 3.1 to a 3.4 (4 = highest rating) on each of the 16 questions asked about their performance; A Co-Curricular Mission was designed to intentionally meet the needs of students in the halls, particularly in the area of student development. Residential Education implemented an outcomes-based programming model based on the Co-Curriculum.

The students evaluated the programs on how well each objective was met, and the follow-up report on the evaluations showed ratings ranging from 49.3% to 91.4% on the success of each objective.

Office of International Education (OIE): The Study Abroad Programs (SAP) has a faculty governing board (Study Abroad Committee) for all programs abroad, and have established a process for the regular evaluation of all the programs which are administered by the SAP. The process consists of reviewing the correspondence concerning the program, the end-of-session reports of the program coordinator, the students' evaluations done shortly after the program of the last five years, comments from an open-ended questionnaire sent to alumni of the program of the past five years, comments on the program from relevant faculty on campus, and an internal review by the SAP staff of the strengths and weaknesses, and of the viability of the program and its contribution to the overall goals. In the 1998 evaluations of the summer study abroad programs in Kassel, Germany and Annecy, France, the Committee noted that the intensive language programs have a clearly defined mission, are easy to operate, received satisfactory, or more than satisfactory, ratings from both students and from the principle department which they serve, and appeal to a broad range of students. The on-site coordinators were cited as "experienced and very competent." The Committee also stated that the programs contribute to the mission of the Study Abroad Programs, which is to offer a low-cost, comprehensive study abroad program for the campus' students. SAPS saw an increase of 39.6% in the number of students last year. The Council on International Educational exchange again recognized CU's Study Abroad Programs for "outstanding support of study abroad and the mission of Council." One staff member was awarded the first ever individual award for service in support of study abroad and the mission of the council. Both certificates came with cash awards.

Parent Relations: In April 1998 the University of Colorado Parents Association (CUPA) included a 23-item survey in a newsletter sent to the approximately 17,000 parents of CU Boulder undergraduate students. The survey included items related to student housing, satisfaction with racial harmony and security on campus, the CUPA newsletter, CUPA family events, parental concerns, and beliefs about how CUPA can best serve parent and student needs. 734 completed surveys were received (4% response rate). Nearly all respondents were aware that CUPA existed (96%); fewer were aware that, as a parent, they were a member of CUPA (74%). Items for which parents reported having the greatest amount of concern were quality of teaching (88% reporting "high" concern), academic advising (87%), and employment after graduation (85%). When asked to rank order 3 of 6 areas in which they felt CUPA could best serve their needs and their students' needs, the areas that received the most number one rankings were working with university administrators (36%) and monitoring student safety (29%). The Office of Parent Relations and CUPA leadership met to discuss the results of the survey in November 1998. Follow-up plans include presenting the survey results to campus administrators, and developing a plan of action to address issues and concerns resulting from the survey.

Recreation Center:

Results of annual student surveys continue to indicate that Recreation Services has a high satisfaction level (85% in 1997, the highest on campus), with a 3% dissatisfaction level (the lowest on campus). Recreation Services continues to regularly respond to client requests through comments submitted through suggestion boxes and the use of special feedback forms related to equipment and services.

University Memorial Center:

Developed and installed "suggestion boxes," color-coded forms, and a bi-weekly system of reviewing and responding to comments.

Wardenburg Health Center (WHC): In September, 1998, the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) issued a score of 97 to the Wardenburg Health Center for its Ambulatory Health Care Program. The Center was rated on Patient-Focused and Organization Functions, and was given substantial or significant compliance ratings in the areas of Patient Rights and Organization Ethics, Assessment and Care of Patients, Education of Patients and Family; Improving Organization Performance, Leadership, Management of the Environment of

Care, Management of Human Resources and Information, and Surveillance, Prevention, and Control of Infection. In working to achieve such a high rating, the leadership at WHC instituted increased staff accountability for the quality of service delivered to patients, coupled with accurate and open communication about the financial performance of the organization. The Student Health Board continues to provide support and policy guidance to the center's administration, producing strategic results on the subjects of patient insurance benefits and fiscal policy. The WHC continues to provide quality support service and programming through the Office of Victim Assistance, expanded programs for intercollegiate athletes, and a new focused care program for the Gay, Lesbian, Bisexual and Transgender student population. In addition, the organization's infrastructure in the Information Systems and Materials Management units has been strengthened.

Use reinvestment process to fund strategic objectives of the division.

The VCSA Office annually engages in a reinvestment process to fund departmental initiatives.

Recent examples include the following:

- Disability Services established the campus Assistive Technology Lab, which provides computer access and assistive technology services to students with disabilities, through a Total Learning Environment grant and reinvestment funds. DS also received reinvestment funds for diagnostic assessment, and its Career Program.
- Career Services received reinvestment funds for a Graduate Student Counselor (co-funded by the Graduate School) and an internship for students of color
- Greek Liaison Office received reinvestment funds for leadership development
- Counseling Services received reinvestment funds for program materials for the Institute for Multicultural Development and for staffing

Assess and evaluate the cost of implementing all new initiatives, whether originating within or outside of the Student Affairs division.

Disability Services (DS): DS provided leadership for the Disability Services Unmet Needs Task Force, which recommended an increase in the central interpreting fund by \$60,000, and identified the need for a campus facilities fund, which was approved by the Chancellor's Office and implemented.

Housing: Consultants were selected and engaged to develop a New Housing Development plan. These consultants have completed a micro-master plan within the new Housing site, recommended to be the Williams Village site. The micro-master plan consists of a proposal for final buildout of the site, recommendations for the phased construction of new housing structures, and recommendations for open space, recreational space, parking space, and conference/educational learning space within the site in addition to housing structures. After the completion and review of a business plan, negotiations will begin with potential private housing developers to begin a cooperative partnership for the architectural development and construction of new facilities. The earliest these facilities would be occupied would be fall semester 2002.

Acknowledge staff contributions toward excellence in student service delivery in both formal and informal ways. Continue to recognize and reward quality programs and services with the Student Affairs Division.

Housing: The Children's Center's Rainbow Room was featured in a Japanese center's production video; Three staff members also received scholarships from the T.E.A.C.H. program sponsored by the Colorado Department of Education; A Housing Services entry-level apprentice program for underrepresented classes and non-licensed trades was established and implemented.

GLBT Resource Center: The Center received the first Annual Student Affairs Diversity Recognition Award in 1997, on behalf of the director who started the Center. The director's work was recognized because of her outstanding efforts toward promoting a diverse university community. Her work with the GLBT Resource center and the broader campus was deemed to be significant in increasing sensitivity/awareness, challenging perspectives, and helping others develop a sense of appreciation for many diverse groups and issues.

Housing: Four employees of the Family Housing Children's Center have received Employee of the Year Awards since 1989: Anita Head, 1993; Kitty Stark, 1994; Elma Grijalva, 1996, and Laura Anderson, 1998.

Office of International Education (OIE): In 1998 Jean Delaney, OIE Director, received the Homer Higbee Award from the Association of International Educators (NAFSA) for her leadership role as a professional mentor to NAFSA colleagues. Jean was also recognized for her personal and professional contributions to the organization, which includes much committee work and a past term as president. In addition, the OIE staff was awarded the 1997-98 Outstanding Undergraduate Advising Team award by the Academic Advising Center. This is the first time a department or an individual outside of Academic Affairs has been recognized.

Recreation Services: John Meyer serves as president of the National Intramural and Recreational Sports Association.

University Memorial Center: A UMC staff member was recognized as CU Employee of the Year in 1998

Commitment to Diversity

The University of Colorado at Boulder is committed to enhancing diversity and equity efforts for students, faculty, and staff. The Division of Student Affairs is a leader in this arena, with a history of providing services and programs to meet the needs of underrepresented populations. Each Student Affairs department has a diversity plan that is updated each year.

The first annual evaluation of the Division's diversity plans was conducted in 1997. Evaluations were based on the 1996-97 departmental diversity plans and accomplishments as outlined in the annual reports submitted by the directors of each of the departments. In their summary report, the committee noted that all of the departments were following their diversity plans, and were making some progress in relation to the division's diversity goal and objectives. Some departments had more comprehensive plans and progress reports than other departments, primarily due to the nature of the services that they provide, and the size of their staffs. One evaluator lauded the Student Academic Services Center for its "very thorough and detailed report, which reveals deep commitment to diversity, both with the staff and with the wider academic community." Some departments do not have specific venues to serve underrepresented students, but are finding ways to do so. Another evaluator commended the UMC as being a "key factor in retention", by offering "multiple social and recreational opportunities" which "support variety and encourage exchange between many groups."

While many of the services and programs in the division are targeted for students of underrepresented groups, it should be noted that programs and services also exist to work with people who make up the majority of the population at CU-Boulder, i.e., Euro/Anglo/White people, in efforts to heighten their awareness of diversity, and thereby help to better the university climate for everyone. It also should be noted that the Division of Student Affairs believes that continuing to enhance and implement diversity initiatives is an ongoing, continual process, one that is never entirely completed, and one in which no one ever completely "arrives".

The following practices are examples of those noted for their value to the departments, the division, and the university:

Student Services

- provided specific, quality programming to support underrepresented students in academic, counseling, career, leadership, residential, and social areas
- employed diverse student employees
- sponsored orientations and welcome picnics for underrepresented students, and assisted in sponsoring diverse events, through financing and staffing
- implemented graduate student multicultural seminars
- increased wheelchair accessibility; instituted disability accessibility survey

- provided fee waivers to diverse populations
- implemented student surveys and gathered information about minority students and their experiences
- developed promotional materials targeting specific underrepresented groups
- acquired library materials for diverse populations

Staff Services

- increased number of diverse staff
- implemented staff diversity training
- required staff to measure diversity accomplishments in their program area
- promotion of staff of color in several departments
- utilized IMD (Institute for Multicultural Development) Team, GLBT, Counseling Services, and Disability Services staff for staff training

Campus and Community Outreach

- participated on minority advisory boards and coalitions
- served on committees for retention of diverse students
- sponsored Multicultural Film Series for university staff
- incorporated consultations with outside diversity consultants in staff diversity training
- supported Holocaust Awareness Week, Cinco de Mayo, and other cultural celebrations
- worked with high school liaisons on recruiting efforts for underrepresented students
- outreach presentations made to diverse ethnic and women's groups, both on an off-campus
- provided training opportunities for community members

In addition to the findings and recommendations in this summary report of the Student Affairs Departmental Diversity Evaluations, the committee acknowledged the following new initiatives that have been undertaken independent of this evaluation process:

- Implementation of Student Affairs Diversity Recognition award by the Student Affairs Staff Development Committee. The first \$500 award was awarded to the GLBTRC in February 1998.
- Creation of a Diversity Chairs Council composed of departmental diversity representatives who will meet regularly for training and sharing of activities and ideas
- Recruitment efforts to connect parents of color with university staff
- Creation of CU N' Me within the Cultural Unity Center (CUC), in collaboration with representatives from racial/ethnic advocacy groups and program coordinators.

Safety

The student government leadership, the University of Colorado Student Union (UCSU), in cooperation with such campus offices as the CU Police, the Vice Chancellor's Office for Student Affairs, and Housing, as well as off-campus agencies, formed a safety campaign in 1998 to heighten students' awareness of campus safety issues. The theme of the campaign is, "Think Safe, Plan Safe, Be Safe." Brochures, posters, bookmarks, a web site and other venues send out messages about campus safety, and encourage students to take advantage of university and services, and to use the following safety precautions:

- Night Ride, Night Walk: Rides available to and from campus by calling 492-SAFE (492-7233).
- Emergency telephones: Maps are available to help students to plan safe routes
- Safety whistles: CU Police Community Services and Housing have whistles for individuals and groups. Call 492-4402.
- Self-defense classes: The Recreation Center sponsors classes that teach basic self-defense. Call 492-5258.
- Lighting improvements: Over \$150,000 has been spent for lighting on campus and along the Boulder Creek path.
- Bus transportation: Buses on the Broadway corridor will stop for passengers at night who wave to the driver whether they are at a stop or not.

Additional information is available on each of these programs by calling the phone numbers above or by contacting residence hall advisors, the CU Police (492-8168), Housing Administration (492-7260), the Vice Chancellor for Student Affairs (492-8476), UCSU (492-7473) and the Office of Victim Assistance (492-8855).

Building Community

The Building Community Campaign underway since fall 1998, promotes a community of caring, trust, and common good at UCB. The Campaign is a response to the acts of hate experienced on the campus, and incorporates issues of diversity. It is also viewed as the next logical step evolving from the Report by the Chancellor's Task Force on Civility and Building Community. University offices, student organizations, and campus governance groups are encouraged to participate. The desired outcome of the Campaign is a community of respect and trust, and one that is characterized by strong campus relationships, satisfaction with the university, and success in scholarly, academic, and personal endeavors.

Appropriate Integration with Other Campus Units and Activities

In 1997 a task team was charged to determine what partnerships existed within the Division of Student Affairs. After establishing the definition of partnership, the team charge, and establishing action plans related to Student Affairs strategic planning, the twenty person Partnership Team created three subcommittees to address partnerships with students, with Academic Affairs, and within Student Affairs. These three major groupings of committees addressed: partnership relationships with UCSU tri-executives and Student Affairs; CADs (Council of Associate/Assistant Deans) members' knowledge of Student Affairs services and how the relationship between Academic Affairs and Student Affairs could improve; and existing partnerships between Student Affairs units and others. The full team met once a month to update members on the progress of the subcommittees.

Following several meetings with UCSU Tri-Execs, the Partnerships with Students Subcommittee recommended that the Vice Chancellor for Student Affairs establish a formal orientation program to educate student government members about Student Affairs departments and services. In addition it was recommended that all Student Affairs departments be informed regarding UCSU tri-execs and legislative council members. Several actions were instituted to address these recommendations:

- more UCSU representatives were invited to attend Student Affairs directors meetings, and were added to the Student Affairs directors e-mail list
- UCSU representatives were invited to attend the Student Affairs staff development activities
- informal meetings with the VCSA, Associate VCSA and Dean of students, Student Affairs directors and UCSU representatives were organized

The academic subcommittee interviewed 20 CADs' members regarding perception of the role of Student Affairs and the relationship between Student Affairs and Academic Affairs. CADs' members believed that most faculty did not have enough information about Student Affairs to refer students or to know when Student Affairs might be of service to them. At the same time, CADs' members believed they had enough information about Student Affairs services to refer students. CADs' members suggested that having more interactions and clearer communication between Student Affairs and Academic Affairs can help to improve the relationship between the two units. Ideas for increasing awareness and communication between the two units included creating a printed notebook or brochure of Student Affairs information for distribution.

Actions that were instituted as a result of these recommendations included:

- The Vice Chancellor for Student Affairs (VCSA) attends Council of Deans meetings on a regular basis
- An overview of Student Affairs services was developed and distributed across campus, and is updated and re-distributed as needed
- Student Affairs staff organizes and participates in orientation sessions for new faculty and teaching assistants, and includes Student Affairs information in a faculty handbook
- The Dean of Students and Associate VCSA meets regularly with CADs.

- The Dean of Students and Associate Vice Chancellor attends the Vice Chancellor for Academic Affairs meetings of the Associate Vice Chancellors within the Academic Affairs division.

In addition, the VCSA meets bi-weekly with the Vice Chancellor for Academic Affairs, the Vice Chancellor for Administration, and the Vice Chancellor for Planning, Budget, and Analysis.

The third committee inventoried all departments within Student Affairs asking for identification of existing partnerships between Student Affairs and with others. A total of 334 partnerships or liaisons were reported, many more than expected. Partnerships can be found in all identified areas of the campus community. The subcommittee recommended that the newly created partnership database be further developed and maintained for future use among Student Affairs departments and for communicating information about Student Affairs to other campus units.

Professional Development

Each Student Affairs department engages in staff training activities. The Student Affairs Staff Development team, composed of representatives from across the division, plan and implement quality staff programming on an annual basis. The goals of the various programs are to:

- Bring staff together
- Help people feel valued and a full member of the Student Affairs Division
- Develop events and activities designed to facilitate staff development
- Consider task as well as relationship issues. Connect both to develop a comprehensive plan.

Examples of Staff Development Programs include SAMM: Student Affairs Monthly Meeting, featuring current issues in the Division and the university; VCSA Lunches: Departmental monthly lunches with the VCSA; the Annual Staff Appreciation Picnic; the Diversity Recognition Award, which acknowledges Student Affairs staff or unit for outstanding diversity accomplishments; and a Recognition Program, which singles out departments and staff for achievements and accomplishments throughout the year.

Staff and Faculty Service: Support for Student Organizations

The Vice Chancellor for Student Affairs Office, the Dean of Students, and other Student Affairs staff provide financial and personal support for the many active student organizations on campus that emphasize a variety of interests, including ethnic or cultural heritage, political involvement, and environmental issues, as well as hobbies, and clubs. A sampling of student organizations that receive support from Student Affairs include the Black Student Alliance (BSA); College Democrats/College Republicans; Engineering Council; Movimiento Estudiantil Chicano De Aztlan (MEChA); Program Council; Students for a Better America; and the Women's Chorus. In addition, the Office of Greek Liaison helps to coordinate the activities of over 2,500 CU-Boulder students involved in fraternities and sororities, pursuing excellence in leadership and scholarship, as well as friendship and fun. Greek chapters have no legal ties to the University, and are autonomous from it. Leadership development activities are also offered through various Student Affairs departments and are an area of emphasis for the division.

Criterion 4: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

Decision-Making Processes

Several networks are in place to address challenges to the Division of Student Affairs, including student death, sexual assault, and hate mail incidents aimed at racial/ethnic and other underrepresented student groups.

Structured Assessment Processes

In addition to continual departmental accreditation processes and ongoing quality management assessments, most Student Affairs departments have an advisory board composed of students, faculty and staff.

Planning Processes

The annual Strategic Planning process has proven to be an effective method of addressing the goals and achievements of the Division of Student Affairs. The Strategic Plan is shared with UCSU and the Student Affairs Advisory Board, and their input is actively solicited

Criterion 5: The institution demonstrates integrity in its practices and relationships.

Student Connections

The Division of Student Affairs has an active governing partnership with the University of Colorado Student Union (UCSU), including co-oversight of all student auxiliary units. Through UCSU, students make policies and control many Boulder campus facilities and programs. Based on its budget of more than \$23.5 million, half of which comes from student fees and the other half from self-generated revenues, UCSU is the nation's largest student government. UCSU operates facilities such as the Wardenburg Health Center, the University Memorial Center, and the Student Recreation Center in partnership with Student Affairs, in addition to the campus radio station, KUCB. UCSU also offers students off-campus housing assistance, legal counseling, and many other services. UCSU is divided into executive, legislative, and judicial branches. Fee-paying students elect the UCSU executives each spring. Support staff includes student administrators who work in key administrative offices and serve as liaisons between the student body and the administration. The legislative branch is composed of an 18-member Legislative Council. Nine seats are occupied by representatives of the colleges and schools; the remaining nine seats are occupied by elected representatives at-large. The joint boards on which council members serve include the environmental, recreation, health, finance, cultural events, UMC, and KUCU access in radio. Seven students appointed by the executives as Justices to the Court make up the Appellate Court, UCSU's judicial branch. In addition, several of the schools and colleges, such as the Business School, have their own student government councils. Student Affairs staff are active participants and supporters of UCSU policies and governance issues, and work to maintain a quality partnership each year.

Judicial Affairs

The Office of Judicial Affairs helps maintain the general welfare of the university community by administering the nonacademic discipline system for the Boulder campus (see the University's "Students' Rights and Responsibilities Regarding Standards of Conduct" attachment for more details).

PLANS FOR THE FUTURE

Strengths

Liaisons and Communication Networks: In many areas, these are going wonderfully well.

- The relationship with Academic Affairs has significantly improved and has resulted in better collaboration and communication.
- The relationship between Housing and the Counseling Center is notably strong and flourishing.
- The division's efforts on behalf of graduate students have improved with a better liaison connection with Graduate Studies.
- The establishing of campus networks and general communication in general has been exceptional.
- The Critical Incident Response Network, Bias Motivated Incident Response Group, and Sexual Assault Protocol Network all work exceptionally well; the first was of great help when a student in Farrand died of spinal meningitis a year and half ago, and the latter is resulting in a marked increase in reports of sexual assault along with much more help and communication for those involved. These networks are not only connecting a wide range of groups in the University, from the Vice Chancellor for Academic Affairs' Office to the

Wardenburg Health Center and Counseling Services, but also draw in and work in effective partnership with the Boulder community.

- The working relationship with the CUPD is a strong and necessary one for addressing campus safety and well-being issues.

Innovation: Notable innovation exists in the Division, in terms of programming; collaboration among staff, faculty and students, generating good ideas, and people overall working hard to make things work.

Diversity: The Division of Student Affairs is a leader at the university in hiring diverse staff in leadership, professional, and line positions, in addition to providing programs and services for diverse constituents.

Honor Code: The division is providing the leadership for a campus initiative to consider and implement, if sufficient support is found, an Honor Code. The code as currently proposed would encompass lying, stealing, and cheating in both the academic and non-academic arenas. A committee of faculty, students and administrators are involved in developing the proposal and assessing the support.

Housing Residence Hall satisfaction: The RAPs are typically spoken of as exceptional examples of the living-learning environment focus that Housing promotes as central to a student-centered culture in a research university. The RAPs offer the type of courses that are rarely seen in the academy (diversity-related, service learning, etc.). Other kinds of programs also are doing well. And equally important, the satisfaction with Resident Advisors in all halls has been shown to be outstandingly high, which is a major index of high-level functioning in the halls. Excellent hall directors, extensive efforts to provide community meetings, diversity exposure, and programming which includes critical thinking and other challenging factors, suggest a remarkably talented, dedicated group of people and correspondingly strong results.

Peer Advisors: Peer advisors, also known as advocates, in residential hall programs and in other Student Affairs departments (Counseling and Psychological Services Center, A Matter of Degree, Cultural Unity Center, University-City Liaison, and Wardenburg Health Center) serve as excellent referral sources, offering academic advising, assistance with problem solving, workshops, and student-to-student interaction. Peer advisors have proven to be valuable resources for other student's adjusting to college life.

CUN' Me: This Network is a collaborative working relationship composed of administrators, campus directors, coordinators of programs/services for students of color, staff network participants, and students. It is designed to ensure that students of color are connected to the University and are aware of and utilize University programs and services. The network coordinators and the network participants together use a community based approach to proactively track students' academic and personal progress, implement services and programs, assess outcomes, and make recommendations. Professional staff members representing four ethnic groups are currently serving as coordinators of their respective ethnic group.

UCSU Cost Centers: The Recreation Center, the Student Organizations Finance Office (SOFO), the University Memorial Center (UMC, student union), and the Wardenburg Health Center all provide quality service to their constituents, and maintain positive, strong governance ties to the student government and Student Affairs administrations.

A Matter of Degree: A Robert Wood Johnson Foundation Supported Program: This program works to create changes in behaviors, policies and practices surrounding campus and community alcohol use in collaboration with the Standing Committee on Substance Abuse (SCOSA), the City of Boulder, local neighborhood associations, law enforcement agencies and housing authorities. Funds are used to address policy issues and to support special activities and programs to specifically assist students to find positive alternatives to the use and abuse of alcohol.

Pre-Collegiate Development Program (PCDP): This academic enhancement program continues to motivate educationally or economically disadvantaged high school youth from Denver metro area high schools. 97% of PCDP's 1997 graduating class matriculated in higher education. In 1999, the program was extended to include middle-school students.

CU Upward Bound Program (CUUB): CUUB is a U.S. Department of Education grant designed to prepare students from isolated rural target high schools for college. The Indian reservation communities served by the project are characterized by high unemployment and few college graduates. CUUB continues to provide students with continuous preparation for college. Of 81 students attending the 1999 institute, 79 successfully completed the program.

Restorative Justice: Judicial Affairs, in cooperation with Housing, the CUPD and the Ombuds Office, is utilizing the Restorative Justice model in selected cases that would benefit the community affected by a student's violation of community standards.

Challenges

- The perceived norm of constant change, involving initiatives and administrative personnel turnover, across the university as well as within the Division of Student Affairs, often has a negative effect on morale and sense of direction among many of the staff.
- Among the staff there is a need for a balance between serving students and creating learning opportunities for them, in terms of treating students like "customers" and running a business, and losing focus of their role as educators.
- New information management systems like the Administrative Streamlining Project has been a difficult implementation for all staff.
- UCB has been criticized for providing an insular environment that does not provide experiences that are "real-world applications" as it relates to issues such as diversity, e.g., working and collaborating with a broad group of diverse students, staff, and faculty, and that attracts those types of students (who desire an insular experience as opposed to a real-world experience).
- More and better support is needed for technology maintenance in the infrastructure, e.g., for basic repairs for non-working printers and maintenance for servers and networks, in addition to preparations for new technology growth.
- Potential liabilities for residence halls and RAPs are frequent turnover in the professional hall director positions.
- Long outdated buildings and deferred maintenance create problems in several facilities. Renovation and renewal plans for the residence halls and the University Memorial Center will have a detrimental impact on access and use of them during the life of the respective projects.
- Implementing all of the recommendations of the Odyssey Project will take time and much attention.

Opportunities

- The Student Odyssey Project developed a comprehensive three phase, six-year plan for implementation of the proposed conceptual framework for student services delivery at CU-Boulder. The campus leadership began to discuss the report's findings in November 1998. Institutional policies being addressed in order to ensure the success of this effort to redesign student services include resolving the university's recognition of students as "customers," its responsibility to proactively intervene with students in difficulty, student computer literacy levels, faculty roles in student service delivery, and the decentralization/customization of student services within academic units. Institutional clarity on such issues is important; it becomes vital when designing and implementing new concepts for student services delivery.
- The University's emphasis on a Total Learning Environment is allowing for innovations and potential funding possibilities.
- There is an opportunity for greater focus on more integration of services and resources across campus, due to more collaborative initiatives.
- A Building Community Campaign under way in fall 1998 proposes to promote a community of learning, trust, and common good at UCB. The Campaign is a response to the acts of hate experienced on the campus and incorporates issues of diversity. It is also viewed as the next

logical step evolving from the Report by the Chancellor's Task Force on Civility and Building Community. University offices, student organizations, and campus governance groups are encouraged to participate. The desired outcome of the Campaign is a community of respect and trust, and one that is characterized by strong campus relationships, satisfaction with the university, and success in scholarly, academic, and personal endeavors.

- Technology growth will better connect students and staff with services and with each other.
- Due to increasing enrollment and the demands on residential halls, there is an opportunity for enhanced recruitment of non-traditional students who would choose not to live in the residence halls.
- The Chancellor's Leadership Development RAP in Williams Village allows for another significant collaboration between the two divisions (Academic Affairs and Student Affairs). The RAP is an incubator for leadership training and encouraging students to take on leadership roles outside of the classroom.

Threats

- Providing financial resources for such pressing needs as disability services and technology has a negative impact on other Student Affairs' needs.
- Enrollment growth will make more demands on overstressed services. Increasing enrollments now being predicted must be matched by funding and facilities. Housing is already at the very edge of its resources. Limited space for residents could seriously damage their communities if it meant that there would be no room for returning sophomores or upper-class students, who play a crucial role in the maturity and understanding of the entering students. Lack of space for student services will continue to be a problem.

STRATEGIC PLAN

Vision

Student Affairs, in partnership with the University community, is a high-performing, multicultural organization that places student development as our highest priority.

Mission

The division of Student Affairs supports the educational mission of the University of Colorado at Boulder by providing progressive, high quality, student-centered programs and services, while fostering an inclusive campus community which contributes to the intellectual and personal development of students.

Goals

1. Facilitate student learning and personal growth based on student development concepts.
2. Enhance a sense of community on campus.
3. Promote and support an environment where diversity is recognized and valued by all.
4. Develop cooperative partnerships with students, faculty, staff and constituent groups.

Values and Operating Principles*

- Our behavior is consistent with what we say (**integrity, honesty**).
- Treat people with courtesy, **sensitivity, respect, fairness**, and dignity (**civility**).
- Embrace **innovation**, learn from other institutions, and take risks.
- Strive for the best product and performance in all our interactions (**quality and excellence**).
- Value the enrichment produced by a **diverse community** that welcomes the contributions of each individual's attributes.
- Develop people through continuous feedback, involvement, and information sharing (**inclusion and empowerment**).
- Base actions on understanding of issues and facts (**competence**).

- Design systems and processes with **servicing** students' needs at the core of what we do.
- Recognize our efforts and successes in serving students and the University (**celebration**).

Values are represented in bold*

Five Year Operating Plan - The following plan represents major new and continuing initiatives that the Division of Student Affairs is currently undertaking. All of these plans reflect and support the University's Total Learning Environment campaign. Ongoing work in regard to problem solving, supervision, program administration and operations is assumed but not reflected in this section.

A. Student Development

Student development is the process by which students grow in the following dimensions:

- Intellectual development
- Life-long learning
- Beliefs, values, and ethics
- Belonging and intimacy
- Multicultural awareness
- Identity, independence, and interdependence

1. Intellectual Development

a. Outcomes

- Critical thinking skills
- Intellectual curiosity
- Knowledge acquisition

b. Programs

- Residential Academic Programs
- Academic Access Institute
- Pre-collegiate Development Program
- Study Abroad
- McNair
- Disability Services
- Academic Excellence Program
- Tutoring
- etc.

2. Life-long Learning

a. Outcomes

- Career goals
- Openness to new learning, career and lifestyle choices
- A sense of curiosity

b. Programs

- Career counseling
- Personal counseling
- University 101
- etc.

3. Beliefs, Values, and Ethics

a. Outcomes

- Ability to evaluate and clarify personal values
- Understanding of a personal moral and ethical code
- Heightened spirituality

b. Programs

- Honor Code
- Student judicial system
- Personal counseling
- Restorative Justice Program
- etc.

4. Belonging, Intimacy

a. Outcomes

- Personal identity
- Communication skills
- Effective and satisfying relationships with others
- Persistence to graduation
- Healthy relationships
- Sense of connectedness
- ADA compliant programs and services

b. Programs

- Building Community Campaign
- Personal Counseling
- Student organizations
- etc.

5. Multicultural Awareness

a. Outcomes

- Understanding of many cultures, lifestyles, communication styles, and values
- Ability to engage a diversity of ideas and people
- Sense of connectedness
- Persistence to graduation for students of color and other under-represented students

b. Programs

- GLBT Resource Center
- Multicultural Development Team
- Diversity Education Team
- Dennis Small Third World Center
- CU N' Me
- Disability Services
- Department Diversity Plans
- New Student Welcome
- etc.

6. Identity, Independence, Interdependence

a. Outcomes

- Self awareness
- Leadership skills
- Sense of social responsibility
- Healthy lifestyle
- Heightened spirituality
- Understanding of the role of the individual in the greater society

b. Programs

- University 101
- Greek Leadership Course
- Personal counseling
- etc.

B. Community Building

The Division of Student Affairs is taking a primary leadership role in developing a welcoming and supportive climate in which people are free to hold, share, and express differing ideas and opinions. Many campus groups and concerned individuals have come together to build a community that fosters critical thought, student learning, and encourages the expression of diverse perspectives.

1. Outcomes

- Sense of connectedness, trust, respect
- Openness to others and others' ideas
- Willingness to invest one's self in community
- Willingness and ability to confront racist, sexist, or homophobic remarks
- Stronger partnerships with Academic Affairs, Planning, Budget, and Analysis, and Administration

2. Programs

- Bias Motivated Incident Response Team
- Campus Retreat on Community
- Environmental Scanning
- Interactive Theater Project
- Community Building in the Hill residential area
- Orientation and New Student Welcome
- Community Speakouts
- Neighborhood dinners
- UMC renovation project
- Housing renovation and expansion

VI. DIVISION OF STUDENT AFFAIRS WEBSITES

Division of Student Affairs: <http://www.colorado.edu/sacs/stu-affairs/>

- Safety on Campus
- Strategic Planning
- Student Affairs Advisory Committee on Diversity
- Student Affairs Offices and Departments

Building Community: <http://www.Colorado.EDU/buildingcommunity/>

Career Services: <http://www.Colorado.EDU/careerservices/>

Counseling and Psychological Services: <http://www.colorado.edu/sacs/counseling/>

Cultural Unity Center (CUC): <http://www.Colorado.EDU/sacs/cuc/>

Disability Services: <http://www.Colorado.EDU/sacs/disabilityservices/>

Environmental Center: <http://www.Colorado.EDU/cuenvironmentalcenter/>

Gay, Lesbian, Bisexual, and Transgendered Resource Center (GLBT):
<http://stripe.colorado.edu/~glbrc/Home.html>

Greek Life: <http://www.Colorado.EDU/sacs/greek/>

Housing:

- On-Campus Housing: <http://www~housing.colorado.edu/housing/>
- Off-Campus Housing: <http://www.colorado.edu/OCSS/>

International Education: <http://www.Colorado.EDU/OIE/>

Office of Judicial Affairs: <http://www.colorado.edu/sacs/stu-affairs/stu-conduct.html>

Parents Association : <http://www.Colorado.EDU/sacs/parents/>

- CU Regional Parents Association: <http://www.Colorado.EDU/sacs/curpa/>

Recreation Services: <http://www.colorado.edu/sacs/rec-center/>

Registrar: <http://registrar.colorado.edu/>

Student Legal Services: <http://www.colorado.edu/sacs/legal/>

Student Organizations Finance Office: <http://www.colorado.edu/sacs/stu-affairs/sofo.html>

Student Academic Services Center (SASC) : <http://www.Colorado.EDU/SASC/>

University Memorial Center (UMC): <http://UMC.colorado.edu>

University of Colorado Student Union (UCSU): <http://www-ucsu.Colorado.EDU/>

Wardenburg Student Health Center: <http://www.Colorado.EDU/wardenburg/>

Women's Resource Center: <http://www.Colorado.EDU/WomensResourceCenter/>