2022 ANNUAL REPORT
Department of Student Life

UCCS | University of Colorado Colorado Springs

STUDENT LIFE

Table of Contents

STUDENT LIFE ANNUAL REPORT 2022

LETTER FROM THE DIRECTOR

Dear UCCS Divisional and Campus Partners,

As we reflect on the work of the Department of Student Life (SL), it's important to acknowledge the partnerships we established across campus that enabled us to provide a strong co-curricular experience for all students, despite COVID-19 remaining a factor in our day-to-day operations.

Those partnerships began in early May 2021, when our campus partners were asked to participate in the hiring process of four professional staff positions, essentially rebuilding the SL team. Campus collaboration continued with the return of predominately in-person activities through Clyde's Kickoff and DisOrientation Week programming. Participation in these programs exceeded expectations, reaching pre-COVID-19 levels of engagement.

Our new staff members restarted the process of training and advising student organizations on in-person events, programs, and activities while offering a variety of opportunities to showcase and recruit students to join their organizations. Although new and still learning, the four new staff members showcased their dedication to our mission and vision and their flexibility when increases in COVID-19 cases affected programming, shifting other opportunities to hybrid and transforming Winter Welcome Week to Winter Welcome Days, spanning two and a half months.

The goal of 2021-2022 was simple: engage, re-engage, and continually engage. Our hope was to cultivate a safe, accessible, and dynamic environment where students were able to re-engage with the programs and services offered, find new opportunities for campus involvement, and support one another through student-driven initiatives and interests. This goal did not stray away from our vision of creating a connection for every student, and it was important for our staff to remain on the front lines of unlearning, learning, and re-learning.

In addition to these highlights, we kept our strategic plan moving forward in 2021-2022. We prioritized various actions and initiatives, allowing us to complete our five-year plan. Through the completion process, we continued to prioritize the student experience, ensuring all services, goals, and programs reflected our student population needs, desires, and trends.

We invite you to review our work, offer feedback, and share in the accomplishments your staff and department have contributed toward this past year.

Sincerely,
Stephen Cucchiara
Director of Student Engagement

Vision

A connection for every student

Mission

Student Life fosters a sense of belonging by engaging and connecting all students through learning, leadership, and exploration to develop active global citizens.

Core Values

Student Focus
Students first

Collaboration
Better together

Inclusive Diversity
Celebrating difference

Integrity
Always doing the right thing

Holistic Well-being
Supporting the whole student

Financial Stewardship
Responsible, transparent, creative

STUDENT LIFE

University of Colorado
Colorado Springs

STRATEGIC PLANNING HIGHLIGHTS

The Department of Student Life self-initiated a CAS Campus Activities Program self-study in the summer and fall of 2015, followed by an external review in January of 2016 conducted by Dr. Darby M. Roberts, Director of Student Life Studies at Texas A&M. From the findings of the self-study and external review, the department worked through the SOAR model to develop five strategic planning initiatives, related goals, and specific actions as part of a five-year strategic plan launched in the Summer of 2017.

The department has since worked through, accomplished, and exceeded goals and related actions while pausing others due to shifting department priorities. During the 2021-2022 academic year, the following initiatives were prioritized and accomplished, completing the Student Life 5-year Strategic Plan:

1.5: Student Growth and Development - *Evaluate and expand student club support*
- **This action under goal 1 was accomplished through the following measures:** *Learning outcomes were developed for student club and organization involvement and its supporting trainings and functioning while placing regular assessment as part of the department's annual assessment schedule. The process for creating an evaluation program for club programming has commenced. Additionally, a general Student Life satisfaction survey was launched and is promoted during all club leader interactions that department members have with students.*

2.4.7: Diversity and Inclusiveness - **Identify existing student programs and create new programs that promote intercultural competency**
- **This action under goal 2, sub-goal 2.4, and action 7 was accomplished through the following measures:** *The Division of Student Affairs implemented a DEI training component as part of the evaluation process. SL has attended individually, and as a department, over 5 workshops and seminars focused on DEI-related topics.*

3.2: Assessment - Establish learning outcomes for all SL programs and services that align with the Social Change Leadership Development Model, strategic plan, and division/university strategic plans

- **This action under goal 3.2 was accomplished through the following measures:** *SL has 2-3 general learning outcomes for the department, which allow individual program and activity outcomes to relate to the overall greater outcomes and mission of the department. All areas, including activities, clubs and organizations, fraternity and sorority life, student media advisory board, and student government, have tied learning outcomes placed on an annual/bi-annual assessment cycle.*

4.4: Branding and Marketing - Branding Committee will meet to ensure effectiveness of brand elements and outreach

- **This action under goal 4.4 was accomplished through the following measures:** *Members of the SL Branding committee met monthly to discuss, assess, and update various methods of branding and outreach, as well as what our message looks, sounds, and feels like. For example, this committee identified documents, signage, and informational materials needed for any and all admissions, open house, and orientation events.*

5.1: Resources - Review existing organizational structure and make adjustments in support of stronger communication and alignment with department goals

- **This action under goal 5.1 was accomplished through the following measures:** *In Spring of 2021, an opportunity presented itself to restructure positions, reporting lines, and responsibilities to ensure major operational areas had direct oversight by a professional staff. A coordinator position was created to oversee all student activities and programming, the student organizations coordinator now includes oversight of the Fraternity/Sorority community, and an associate director has reporting lines to the director and has advisership for SGA.*

Department Work Groups

In addition to the committees developed to support our strategic plan, we also have several standing work groups that continue to meet and connect our efforts to our mission and strategic plan initiatives.

Student Leadership Conference Planning Committee

In accordance with the Department of Student Life Strategic Plan, a student planning committee was formed to support the 2021 Student Leadership Conference, which moved under the purview of the UCCS*lead* Program in August of 2021. This student planning committee consisted of nine (9) student leaders representing a diverse array of university programs and departments. The committee met regularly during the Fall 2021 term to plan, coordinate, and host the annual conference.

Highlights from this year's hybrid conference include the following:

- *100+ total attendees were served (out of 155 RSVPs), including 84 UCCS students (54 in-person and 30 virtual);*

- *9 breakout sessions and 1 keynote address were featured, including 5-student led presentations (19 speakers total);*

- *81% of survey respondents reported feeling highly satisfied with their overall experience:*

  - *"I enjoyed the opportunity to interact with folks and all the speakers."*

  - *"I took away valuable leadership skills and how to deal with adversity."*

  - *"Failure isn't the opposite of success, and sometimes you have to fail in order to succeed."*

Student Life Branding Work Group

According to the Student Life Department Strategic Plan, the department will promote and maintain a consistent brand across campus and public that articulates how our department serves the student body and ensure student success. Throughout the 2021-2022 academic year, the Branding Work Group met and accomplished the following:

1. *Brainstormed SL merchandise giveaways (e.g., Orientation) and staff attire, as well as specific catchphrases that can be incorporated into our branding strategy.*

2. *Wrote guidelines for unifying SL staff attire for all programming in order to increase brand recognition among UCCS students.*

3. *Drafted consistent tabling practices for department.*

4. *Determined revision suggestions for UCCS Student Life website based on comparative web research of like-institutions, including more images and embedded videos in order to minimize text.*

5. *Brainstormed ways to integrate Clyde, our UCCS mascot, throughout our branding to foster a stronger sense of community and campus connection; this can be accomplished by developing serial programming that includes Clyde or mountain lions in its name and promotional design.*

Student Life Website Group

The Student Life Website Group started in January of 2022 with the sole purpose of revising our website to better reflect the UCCS Student Life community and experience. The website group meets on a biweekly basis to review the department's website and corresponding webpages, research other higher education websites, and determine and identify multiple areas for improvement that we believe will enhance the visual appeal and ease of navigation for the user.

Websites managed include:

- *Student Life Website*

- *Clyde's Kickoff Website*

- *UCCSlead/CLC Websites*

- *Student Government Website*

Student Organization Awards & Recognition Group

The Department of Student Life hosts 2 major award ceremonies recognizing student organization leaders and the work they accomplish: Roar Awards and Sorority/Fraternity Awards. The 2021-2022 award ceremonies were well attended and received record numbers of nominations. Between 4-6 group members reviewed and selected winners for both ceremonies.

Roar Awards

This award ceremony honors and recognizes the work student clubs and organizations accomplish.

57	7	9	76
Nominations	Student Recipients	Club Recipients	Ceremony Attendees

Sorority/Fraternity Awards

This award ceremony honors and recognizes the work student clubs and organizations accomplish.

205	12	6	107
Nominations	Student Recipients	Club Recipients	Ceremony Attendees

Award Winners

Formula One Society of Automotive Engineers

Latinx Student Union

UCCS Design, Build, Fly

Sisterhood

Kappa Alpha Psi

Black Student Union

APISU

Spectrum

UCCS German Club

Gerardo Martinez Salinas

Emily Aragon

Journee Dortch

Andrea Brehm

Kevin Velasco

Grace Benskin

Ron Wisner Award

13

Nominations

Alisha Silkey

FSL Chapter and Student Award Winners

Pi Beta Phi - Academic Excellence

Kappa Alpha Psi - Risk Prevention

Alpha Sigma Phi - Unity

Phi Sigma Sigma - Philanthropy

Alpha Sigma Phi - Brotherhood

Phi Sigma Sigma - Sisterhood

Jordan Grurle (PBP)

Mia Brown (PBP)

Keleigh Salinas (PSS)

Colton McDaniel (PKP)

Isabella Boone (PSS)

Blake Eaton (PKP)

Jessica Zeas (PSS)

Conner Hyvonen (ASP)

Libby Pippin (PBP)

David "B" Bernheim (ASP)

Abigail Steen (PBP)

Benjamin Summers (ASP)

Learning Communities Collaborative

Introduce students to campus life, resources, and programs that aid in transition, belonging, and success.

Build leadership and activism skills to help advocate for oneself in advancing their educational and future careers

Creates a method for students to become a leader on campus, allowing skills to be practiced and enhanced.
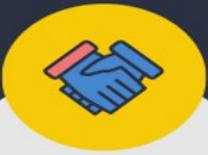
In the latter part of the Spring 2022 semester, Student Life was asked to contribute co-curricular programming opportunities for students enrolled in these learning communities.

Leaders in the department saw this as an opportunity to expand a novel idea of developing outlined pathways of engagement. The idea of the "Clyde's 5" Pathways Program was generated and continues to be built out with campus partners, Learning Community Leaders, and within programmatic areas of Student Life. Its purpose is to structure engagement in a more fulfilling and holistic way while also positively incentivizing engagement. The structure outlines five domains of student involvement, requiring five individual programs/activities/functions for each domain.

Displayed are the three learning outcomes for this program, with full implementation scheduled for the start of the academic year. The two following pages display the five domains students can complete.

Student Life has also started the process of investing in a software module through their engagement platform *Engage* that tracks and can manage this program.

The Clyde's 5

PATHWAYS OF ENGAGEMENT

TRADITIONS AND BELONGING

Programs and activities structured to integrate students into the campus culture and community, creating a sense of belonging and a feeling of mattering.

WELLBEING

Cultivate beliefs and behaviors that contribute to life balance, sustainability and vitality; reach beyond themselves to positively influence wellness of those around them.

The Clyde's 5

PATHWAYS OF ENGAGEMENT

EVERYDAY LEADERSHIP

Focus on identifying unique strengths and interests, developing skills and tools, and making connections for career and leadership cultivation.
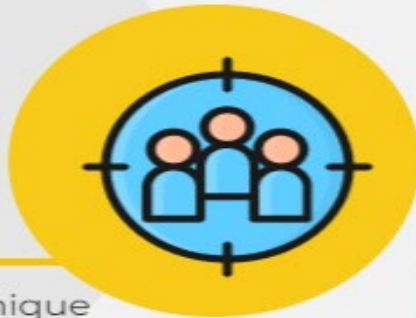
GLOBAL AND INTERCULTURAL ENGAGEMENT

Engage and explore authentic relationships across difference to better understand themselves and their positionality in the world; and able to interpret experiences from more than one perspective; explore elements of identity, culture, privilege and allow for a deeper commitment.

SOCIAL RESPONSIBILITY

Explore issues of personal and public concern to enhance their capacity to envision a better world; service, philanthropy, education, and activism to cultivate personal interests and behaviors that contribute to community responsibility.

Operational Area Reports, Data, & Outcomes

The Department of Student Life is comprised of the following operations areas: Student Clubs & Organizations, Fraternity & Sorority Life, Student Government, Student Media, Leadership Scholarship Programs, UCCS*lead*, and Student Activities. The next section will feature highlights and data from these functional areas that contributed to the completion of our strategic plan and building a dynamic, student-centered environment.

Student Clubs & Organizations

Student clubs and organizations exceeded expectations of involvement and engagement, returning to a level of functioning that has not been witnessed since the Fall of 2019. Student organizations exhausted the Student Government Budget Advisory Committee fund allocation due to functioning and programs. Club activity and gatherings continued to remain mixed in delivery, with many organizations resuming in-person meetings.

Highlights include:

- *Student clubs were provided a week in April to host their largest activities.*

- *A fall and spring club fair were planned and executed, featuring two time periods for each event.*

- *Students resumed travel engagements, venturing to national and international locations and conferences.*

- *There were 776 space reservations placed by all student organizations, an impressive feat considering the first two months of the spring semester did not permit in-person functioning.*

Student Clubs & Organizations

Learning Outcomes

Students will develop an understanding of ethical leadership and service learning.

Students will develop critical thinking and problem-solving skills.

Students will understand their growth both personally and professionally through involvement with their club/organization.
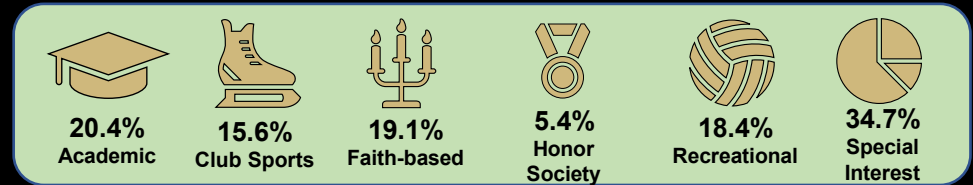
Students will learn how to navigate university resources, systems, and processes.

Students will gain experience in planning, hosting, and executing events to engage their community.
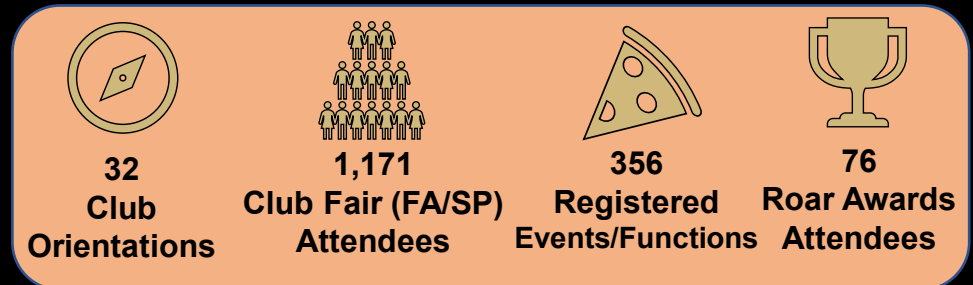
Comparative Analysis
147 clubs (FY22) vs. 110 Clubs (FY21) = **34% increase**
6,891 roster students (FY22) vs. 6564 roster students (FY21) = **5% increase**
356 club events (FY22) vs. 196 club events (FY21) = **82% increase**
Roar Awards (FY22): 76   vs.   Roar Awards (FY21): 32 **= 138% increase**
Club Fair (FY22): 1,171 vs.   Club Fair (FY21): 762 = **54% increase**

Club Registration Data

147 Registered Clubs

~6,891 Members

39 New registrations

81 Re-registrations

17 Club Sports

20.4% Academic

15.6% Club Sports

19.1% Faith-based

5.4% Honor Society

18.4% Recreational

34.7% Special Interest

Club Event Data

32 Club Orientations

1,171 Club Fair (FA/SP) Attendees

356 Registered Events/Functions

76 Roar Awards Attendees

Club Travel Data

16 Clubs Registered Travel

94% Domestic Travel

6% International Travel

Travel Locations include: Las Cruses, NM; Garden City, UT; Milwaukee, WI; Hilton Head, SC; Inglewood, CA; Orlando, FL; New York, NY; Indianapolis, IN; Las Vegas, NV; San Diego, CA; Hacienda Heights, CA; Carbondale, CO; Mudvale, UT; Wichita, KS; Breckenridge, CO; and Ghana, Africa

Additional Student Clubs & Organizations Learning Outcomes

Club Orientation Learning Outcomes

Students will understand what the Department of Student Life expects from them as a club/organizational officer.

Students will learn how to navigate Mountain Lion Connect to submit club registration/re-registrations, as well as Event Registration forms.

Students will gain a better understanding of the club funding process and learn how to use the Student Government Association funding process.
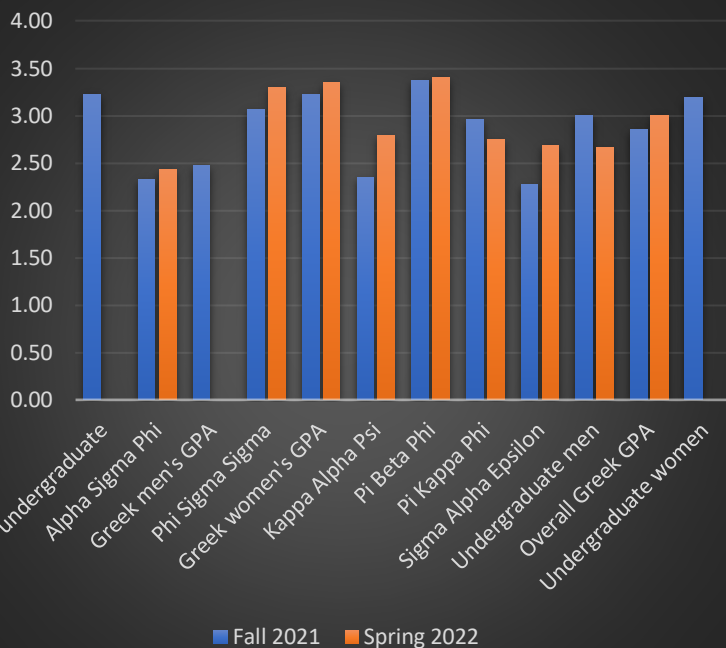
Fraternity & Sorority Life

The Fraternity & Sorority (FSL) community experienced a positive 2021-2022 academic year, seeing engagement in multiple opportunities of growth, improving their academic success, and restarting projects to strengthen their footprint on campus. As one of the most active and involved UCCS student populations, their commitment to help grow student engagement and contribute to a vibrant student community is unwavering. Below are highlights from our FSL community:

- *The community brought forth a large volunteer presence at traditional activities and programs, such as Move-in Day, PlayFair, and Holocaust Remembrance Day.*

- *The fraternity community saw the largest incoming fall recruitment class since 2018.*

- *The FSL community returned to in-person delivery for the following major programs: Sorority Recruitment, New Member Education Conference, Greekend, chapter Philanthropy Weeks, and more.*

- *The community GPA reached 3.0 for the first time since 2017.*

- *The community introduced new opportunities for engagement as part of traditional UCCS programs, such as Homecoming*.
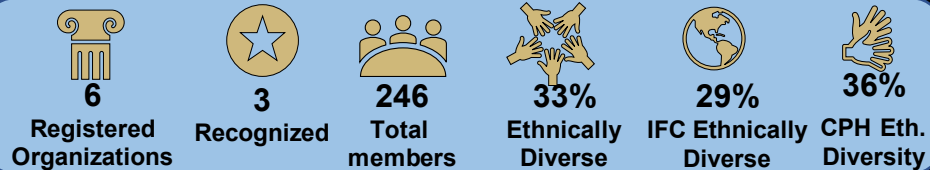
Fraternity & Sorority Life

Community Grade Trends

Bar chart comparing Fall 2021 and Spring 2022 GPAs:
- Overall undergraduate
- Alpha Sigma Phi
- Greek men's GPA
- Phi Sigma Sigma
- Greek women's GPA
- Kappa Alpha Psi
- Pi Beta Phi
- Pi Kappa Phi
- Sigma Alpha Epsilon
- Undergraduate men
- Overall Greek GPA
- Undergraduate women

Legend: ■ Fall 2021 ■ Spring 2022

Goals for 2022-2023
- Develop community-wide continuous education opportunities for chapters.
- Recognize two of the three total IFC organizations.
- Partner with councils to increase outreach for recruitment(s).
- Identify methods of strengthening the FSL footprint at UCCS.
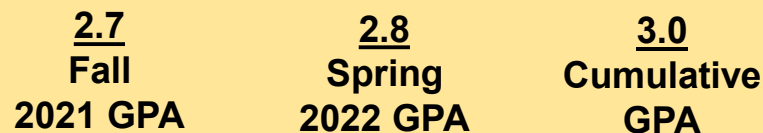- Develop and implement learning outcomes for the community.

Community Demographics
- **6** Registered Organizations
- **3** Recognized
- **246** Total members
- **33%** Ethnically Diverse
- **29%** IFC Ethnically Diverse
- **36%** CPH Eth. Diversity

Community Recruitment
- **100** Total Members
- **55** IFC Members
- **45** Panhellenic Members
- **75%** Attendees New Member Education Conference Attendance

Community Event Data
- **651** Reservations
- **166** Sponsored Events
- **138** One-time Events
- **28** Reoccurring Events

Community Academics Snapshot
- **2.7** Fall 2021 GPA
- **2.8** Spring 2022 GPA
- **3.0** Cumulative GPA

Service
3,672 Hours
- **2,748 Hours** IFC
- **814 Hours** CPH

Philanthropy
$12,890.14 TOTAL
- **$10,883.82** IFC
- **$2,836.32** CPH
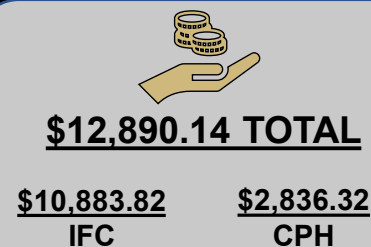
Additional Fraternity & Sorority Community Learning Outcomes

FRATERNITY & SORORITY NEW MEMBER EDUCATION CONFERENCE (NMEC)

Program Outcomes

The goal of this program is to introduce and educate new FSL community members on the standards, expectations, and university policies that guide fraternity and sorority life at UCCS, in addition to becoming stronger leaders and advocates for one another.

After attending the NMEC, students will …

1. *understand and identify the dangers/risks of high risk drinking and drug abuse;*
2. *follow proper reporting lines for sexual assault/harassment;*
3. *identify forms of sexual harassment and/or sexual misconduct, and hazing;*
4. *apply university expectations and guidelines effectively to everyday organizational practices.*

Overall Community Learning Outcomes
Coming 2022-2023!

Student Government Association

The Student Government Association (SGA) completed its twelfth year as a unicameral governing body. This year's SGA focused on providing opportunities to engage and become involved at UCCS. Their focus featured empowerment of individual students and an emphasis on a return to a vibrant campus life.

Highlights from SGA include:

- *SGA hosted guests including Governor Jared Polis, three University of Colorado Regents, one CU Regent candidate, two Colorado Springs' City Council Persons, and two city-wide commissions.*

- *SGA hosted a "Stop Racism" constituent discussion during the university's MLK Days of Service and Action to listen to and solicit feedback from students.*

- *SGA hosted a hybrid election with increased interest and participation for elected positions.*

- *SGA allocated the full allotment of funding dedicated toward student clubs and organizations.*

Student Government Association

Learning Outcomes

Students who participate in SGA will demonstrate importance of good citizenship and how they can impact their community through involvement, service, and leadership.

Students who participate in SGA will develop self-reliance and self-confidence through fulfillment of roles and responsibilities.

Students who participate in SGA will maintain personal health and wellness in potentially stressful environments.

Students who participate in SGA will engage in issues-based conversations with those who have different personal views.

Students who participate in SGA will develop empathy, ethics, values, and a sense of social responsibility

Internal Student Government Committees

Internal Committees include:

- Rules & Organization
- Governmental Affairs
- Public Relations
- Budget Advisory
- Appointments Advisory
- Black Lives Matter

Demographics

28 Total SGA Members

19 Senators

15 Total Appointments

41.37% Ethnically Diverse

3.5 Spring Cumulative GPA

Senate Bills and Resolutions

23 Senate Bills

21 Bills Passed before Veto

19 Bills Passed after Veto

82% Bill Pass Rate

5 Senate Resolutions

4 Passed Resolutions

80% Resolution Pass Rate

Spring General Election Data

841 Votes

48% Voter Increase from '20

14 Elected Officials

1 Ballot Issue Passed: Student Fee Inflationary Adjustment

Budget Advisory Committee

$168,000 Club Distribution

70 Clubs Filed Requests

88 Request Approvals

Student Media

The 2021-2022 academic year saw a return to a face-to-face presence for our two media organizations, The Scribe and UCCSradio. Both organizations are continuing to rebuild, restaff, and conduct outreach to all students. Highlights for this year include:

- *The Scribe sustained their expansive campus reach by continuing to produce podcasts and returning to print editions.*

- *UCCSradio hired a station manager and returned to streaming music for the first time since early 2020.*

Student Media

The Scribe Production

8
Physical Editions

58
Podcasts

Social Media Reach

Facebook: 1,380 Followers

Instagram: 900 Followers

Twitter: 728 Followers

$0.00
Ad Revenue

Weekly
Digital Issues

Student Media Advisory Board Membership

Annika Schmidt: *Scribe Editor-in-Chief*
Weston Buhr: *Scribe Business Manager*
Laura Austin-Eurich: *Scribe Advisor*
Caitlyn Branine: *Radio Station Manager*
MJ Arjomandi: *Radio Station Advisor*
Joanna Bean: *Staff Member-at-Large*
Sean Williams: *Faculty Member-at-Large*
Emily Gregory: *SGA Representative*
Jenna Press: *Marketing and Communications Representative*
Heather Marx: *Student Activities Specialist*
Stephen Cucchiara: *Director/SMAB Chair*
Student Member-at-Large: *VACANT*
Student Member-at-Large: *VACANT*

UCCSradio Updates

Station Manager hired
1st Manager since 2020

Live Streaming Music
returned for the first time since 2020

Student Media Advisory Board

6
Advisory Board Meetings

3
New Board Members
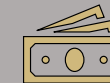
$142,774.57
Allocated from Fee for FY23

2022-2023 Advisory Board Goals

- Recruit and appoint two students to serve in "at-large" positions.
- Work with organizations to provide monthly budget updates during SMAB Meetings.
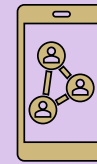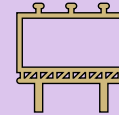- Assist UCCSRadio in the promotion and reintroduction of the station to the student community.

Leadership & Scholarship Programs

LIVE Leadership

The goal of the LIVE (Launching Integrity, Values, and Excellence) Leadership Program is to create involved campus citizens, life-long learners, and academic leaders. LIVE leaders are engaged citizens, leading in a variety of roles on and off campus. They are engaged in leadership development throughout their time at UCCS. The LIVE Program compliments coursework in any academic discipline, and through the program, students cultivate a firm foundation of academic and co-curricular success.

The LIVE Program provides students the opportunity to make life-long connections, actively participate in campus life, and develop as a leader.

Goal(s) for LIVE 2022-2023

Develop a "PATH" in the new Mountain Lion Connect module for tracking LIVE scholar involvement, and incorporate components of the "Clyde's 5" as required programming elements.

LIVE Demographics

24
Active Leaders in the Spring 2022 Class

25%
Decrease from Fall 2020
(32 Active Leaders)

3.56
Average GPA for 21.22 1st Year Cohort

3.57
Average GPA for 20.21 2nd Year Cohort

3.61
Average GPA for all active LIVE Leaders

100%
Graduation rate for 18.19 LIVE Cohort

Points of Engagement

Senator-at-Large (3)

Election Commissioner

Student Employees

Student club membership/leadership

Resident Assistants

Student Athletes

Undergraduate Researchers

Community Activists

Service Projects Performed

6
Unique Service Projects by 1st year cohort

Includes: *clothing drive for community homeless shelter; senior citizen card writing; environmental awareness campaign; menstrual product drive for homeless*

The Chancellor's Leadership Class

The Chancellor's Leadership Class (CLC) provided transformational and inspiring leadership development experiences to a diverse UCCS student body--equipping students with the knowledge and skills to then be applied to leadership roles on the UCCS campus and in the broader community. CLC provided
seminars, retreats,
community service opportunities,
leadership coursework, mentoring,
and scholarship support to 40 scholars across a wide range of academic disciplines **leader.**

KEY HIGHLIGHTS

- Raised over $76,000 for CLC Scholarships and grew the CLC Endowment to 2.1 million dollars
- Realized the CLC Alumni & Friends Scholarship Fund that is directly funded by CLC alumni and community members
- Graduated 8 CLC scholars who are going on masters programs, Phd programs, working in engineering, education, nursing, marketing, and non-profits.
- CLC scholars were awarded: The Ron Wisner Human Spirit Award,

KEY PERFORMANCE INDICATORS

97% CLC SCHOLAR RETENTION RATE

3.68 - COMBINED CLC SCHOLAR GPA

4,000 - COMMUNITY SERVICE HOURS COMPLETED BY CLC SCHOLARS ANNUALLY

38% - ETHNIC DIVERSITY MAKE-UP OF CLC SCHOLAR COHORT

22% - FIRST GENERATION MAKE-UP OF CLC SCHOLAR COHORT

**42% - Ethnic Diversity make-up of UCCS*lead* participants**

UCCS*lead*

UCCS*lead* creates leadership and service-based programs with the goal of developing engaged and ethical world changing leaders. Through all the UCCS*lead* programs all UCCS students will have access to leadership development, campus and community connection, and an understanding of what it means to be an everyday leader.

- **511 students served**
- **8% - Military-affiliated students**
- **27% - First-Generation students**
- **42% - Ethnic diversity of students**

Game Changer

A one day leadership experience open to all graduate and undergraduate students. During this 5 hour hybrid event students take part in a transformational and engaging leadership development experience. After completing student receive a certificate and a graduation cord.
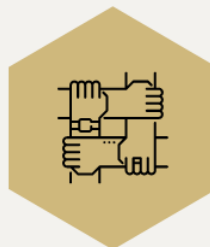
Days of Activism

Biannual campus wide service opportunity allowing UCCS to collectively impact the greater local COS community. Breakfast will be served in the morning and then transportation will be provided to four different local nonprofit where attendees will take part in a unique and creative service or activism project.

Student Leadership Conference

Annual one day conference open to all students with speakers ranging from students, faculty, staff, and community members. Tabling will take place prior to the event. A full day of panels and speaker presentations is offered followed by a keynote speaker.

Specialized Leadership Workshops

UCCSlead offers specialized leadership micro-workshops that can be customized for various departments on campus.

Student Activities & Programming

Student Activities & Programming

The Student Activities branch of Student Life executed programs and activities during the 2021-2022 academic year in a mix of in-person, hybrid, and virtual modalities. These programs were widely successful, increasing participation rates, reintroducing campus traditions, creating new events, and fostering a sense of belonging for students.

Highlights include:

- *Expanding the annual spring week, "Roar Daze," to feature student club signature programs.*

- *Unique student attendance numbers for Kickoff, DisOrientation and Roar Daze exceeded number from 2019.*

- *Winter Welcome Week was delivered in a hybrid format spanning a month and a half of programs.*
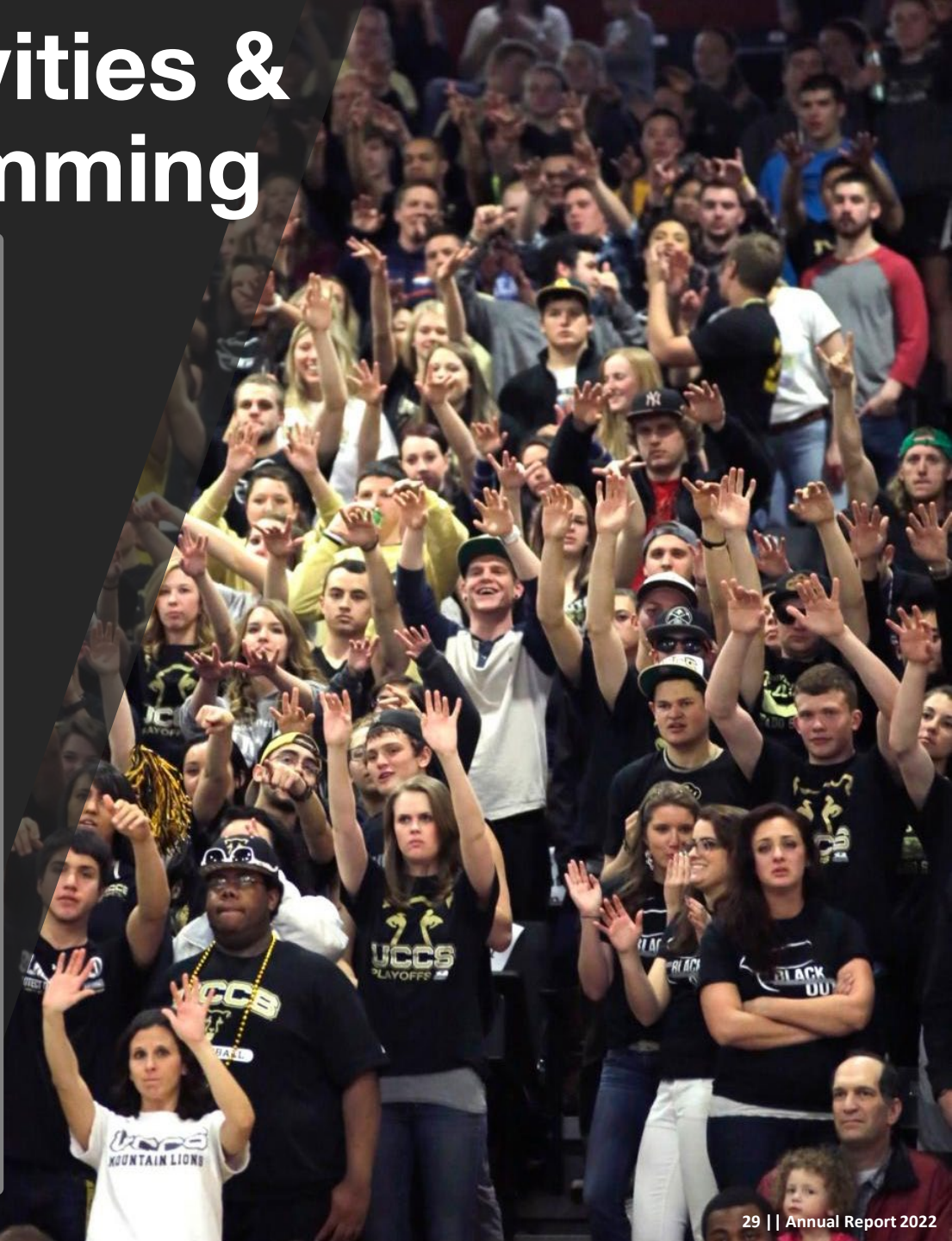
Student Activities & Programming

Select Campus Traditions Attendance (Total)

Clyde's Kickoff……………………… 5,413

DisOrientation Week………………. 1,684

Club Fair…………………………….. 1,171

Homecoming Weekend………………. 862

Commuter Appreciation Week……... 228

Winter Welcome Week……………… 676

Roar Daze…………………............... 814

Other traditions not included are: *Festival of Lights Parade, Greekend, and Roar Awards,* as they are included in other sections*.*

Fall 2021 Statistics

97 Total Fall Events

9,856 Total Event Attendees

2,866 Unique Event Attendees

7 Traditional Events/Programs

Spring 2022 Statistics

67 Total Fall Events

4,882 Total Event Attendees

1,276 Unique Event Attendees

4 Traditional Events/Programs

Academic Year Statistics

164 Total Events

14,738 Total Event Attendees

4,142 Unique Event Attendees

3 Program Assessments

~38-40% Student Population attended an event

13% events were hybrid/virtual modality
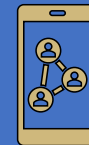
FB- 4,205 IST- 2,842 TikTok- 41 Social Media Followership

2021-2022 Signature Event Comparison(s)

Student Attendance 2021-2022
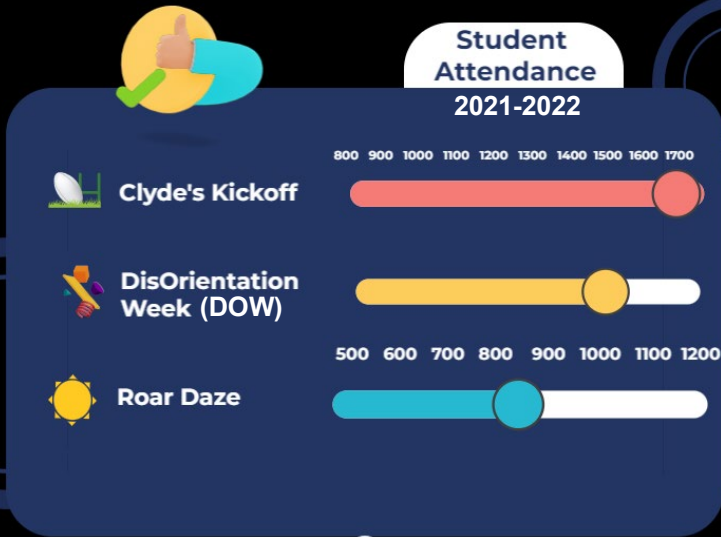
Week	2019 Total Attendance	2021-2022 Total Attendance
Clyde's Kickoff	4,076	5,413
DisOrientation Week	1,655	1,684
Roar Daze	648	814

Week	2019 Unique Attendance	2021-2022 Unique Attendance
Clyde's Kickoff	1,435	1,696
DisOrientation Week	997	1,506
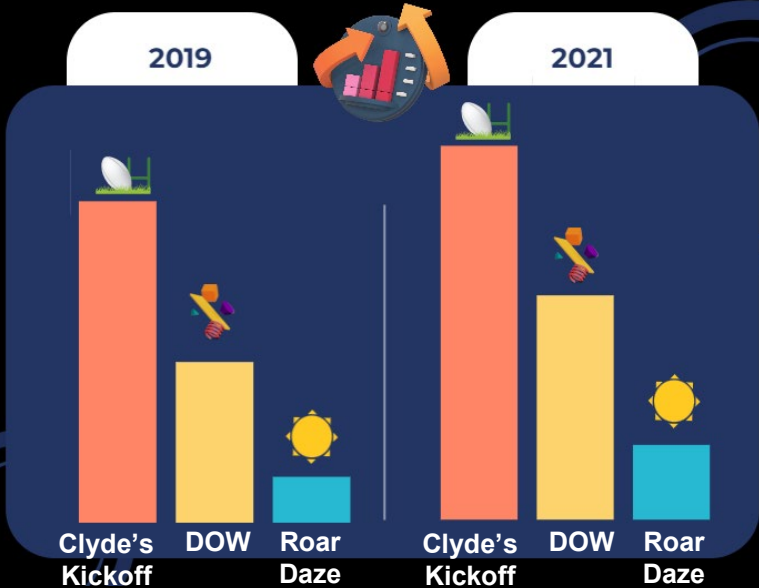
Other Notable Event Increases	2019-2021	2021-2022
Homecoming Bonfire	208 (2019)	375
Take n' Make Care Kits	43 (2020)	107
Ice Skating Rink	143 (2020)	254
Greekend	221 (2019)	400

Program and Learning Outcomes

CLYDE'S KICKOFF
Pillars
Community, Navigate, Tradition, and Inclusive Belonging

After attending Clyde's Kickoff, students will…
1. *Be able to identify the mission/purpose of at least one department who provides support services.*
2. *Create meaningful connections with other students in a space of shared difference.*
3. *Understand the expectations and rigors within an academic environment.*
4. *Understand how connections to campus via faculty, staff, and involvement can benefit their transition and experience to college life.*

DISORIENTATION WEEK
Pillars
Community, Tradition, Involvement, and Inclusive Belonging

After attending DisOrientation Week, students will…
1. *Identify how Student Life can help students form their own college experience through activities, connections, and leadership.*
2. *Create meaningful connections with other students in a space of shared differences.*
3. *Recognize the diversity of interests, cultures, and backgrounds of students.*

HOMECOMING WEEKEND
Pillars
Community, Tradition, School Pride & Spirit

The outcomes of Homecoming Weekend are…
1. *Uniting the student community with alumni through campus traditions.*
2. *Strengthening mountain lion spirit, pride, and connection with the university.*
3. *Building a connection with and around our college sports teams.*

THE DATING DOCTOR
Program Outcomes
The goal of this program is to educate students on safe dating practices while building a culture of consent and understanding of how to create healthy relationships while in college.

After attending the Dating Doctor, students will…
1. *Identify one practice they can implement in their personal life when it comes to dating.*
2. *Identify signs of an unhealthy relationship.*
3. *Understand methods of building confidence in oneself.*

WINTER WELCOME WEEK

The outcomes of Winter Welcome Week are..

1. *Providing a welcoming and engaging programming environment that welcomes students back to the university.*
2. *Identifying methods of involvement for transfer and other new students whose first semester is in the spring.*
3. *Offering opportunities for commuter students to re-engage with the campus community.*

ROAR DAZE

After attending Roar Daze, students will...

1. *Feel a sense of belonging and openness of expression.*
2. *Student club leaders will feel a level of support and mattering from Student Life.*
3. *Student club leaders will gain meaningful skills to plan and execute large-scale events and programs.*
4. *Learn essential collaboration skills with faculty, staff, departments, and fellow organizations.*

Program and Learning Outcomes

COMMUTER PROGRAMMING
Program Outcomes
The goal of this branch of Student Life programming is to create connections to campus resources and opportunities for engagement of the commuter population.

After attending Commuter Programs, students will…
1. *Connect with one or more other commuter students in a positive manner.*
2. *Learn about a new resource, service, or department on campus that contributes to their experience.*
3. *Identify with clubs, activities, staff members, and programs fall within Student Life jurisdiction.*

CLYDE'S PROGRAMMING
Program Outcomes
The goal of this program is to serve as part of a weeknight campus program series that cultivates community among commuters and residential students.

After attending Clyde's Programs, students will…
1. *Learn about events, services, and programs held on weeknights.*
2. *Identify with residential and/or commuter students with similar interests.*
3. *Built a stronger connection with UCCS and desire to remain on campus.*

UC PREMIERE NIGHT
Program Outcomes
The goal of this program is to connect students to the various departments, services, and offerings in the University Center (UC) while developing a place that cultivates community for students and clubs.

After attending UC Premiere Night, students will…
1. *Know the mission/purpose and establish a connection with at least one service/office/department located in the UC.*
2. *Know how and why one would use a department located in the UC.*
3. *View the UC as a place of interaction, support, and community.*

ROARING WEEKEND PROGRAMS
Program Outcomes
The goal of this program is to build community among residential students through events held on weekends. Commuter students are also considered when designing these programs, with the overarching purpose of student engagement and belonging.

After attending Roaring Weekend Programs, students will…
1. *Learn about events, services, and programs held on weekends.*
2. *Identify residential and/or commuter students with similar interests.*
3. *Build a stronger connection with UCCS and a desire to remain on campus.*

Program and Department Assessment

Clyde's Kickoff Assessment

Clyde's Kickoff is a week-long program designed to assist first-year and new students in creating community amongst their class, connect them to transitional resources, and introduce them to campus life. Kickoff Week was held Sunday, August 15th, through Sunday, August 22nd, 2021.

The following week, Student Life launched its annual assessment of learning outcomes (see below) and satisfaction of programs. This was launched via e-mail and at programs held the following week. It was sent to 1,596 unique students, yielding a 28% response rate consisting of 446 responses.

The survey consisted of three questions, one of which had a Likert scale with 5 components evaluated.

CLYDE'S KICKOFF
Pillars
Community, Navigate, Tradition, and Inclusive Belonging

After attending Clyde's Kickoff, students will…
1. *Be able to identify the mission/purpose of at least one department who provides support services.*
2. *Create meaningful connections with other students in a space of shared difference.*
3. *Understand the expectations and rigors within the academic environment.*
4. *Understand how connections to the campus via faculty, staff, and involvement can benefit their transition and experience of college life.*

The following page shows the results of our assessment of the week's program and learning outcomes.

Clyde's Kickoff Assessment

1. Please check all Clyde's Kickoff events you attended (0 point)

   More Details

	Event	Count
🔵	Roaring Fork Dinner and Games	162
🟠	UCCS Under the Lights	174
🟢	Club Field Day	193
🔴	Ice Cream Social	253
🟣	Commuter Social	60
🟤	PlayFair	244
🩷	Feast at the Fork	151
⚫	RecFest	277
🟡	Cards against Hypnosis	106
🔵	GPS Chalk the Walk	170
🔵	University Center Premiere Night	166
🟠	Crave Rave Bingo	163
🟢	Kickoff Excursions to Manitou a...	36
🔴	Movie Madness	115
🟣	Class of 2025 Talent Show	132
🟤	Clyde's Kickoff Gratitude Project	31
🩷	Out of state Student Social	26
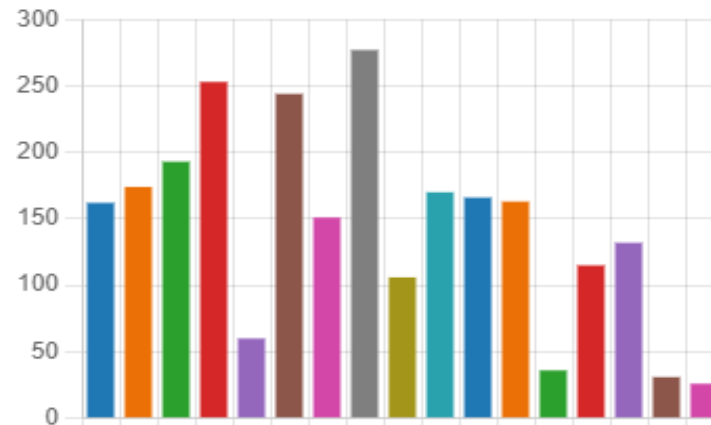
Clyde's Kickoff Assessment

Clyde's Kickoff Assessment

3. Overall, Clyde's Kickoff helped make my transition to UCCS and university life positive. (0 point)

More Details

- 🔵 Strongly agree — 254
- 🟠 Agree — 172
- 🟢 Disagree — 10
- 🔴 Strongly disagree — 1
- 🟣 Unsure — 9

Conclusions

- 96% of students who attended Clyde's Kickoff programming believe that Clyde's Kickoff programming helped make their transition to UCCS and university life positive.

- 95% of students who attended Clyde's Kickoff programming believe the week introduced ways of becoming involved in Student Life and opportunities on campus.

- 92% of students who attended Clyde's Kickoff programming were able to build relationships with peers and make friends, creating a sense of belonging.

- 92% of students who attended Clyde's Kickoff programming connected with at least one other department on campus they believe will be resourceful for their experience.

- RecFest, PlayFair, and the Ice Cream Social were the most memorable events for students.

- Student Life plans to conduct focus groups comprised of first-year students, as well as returning students, in the Fall of 2022 to further guide and improve transitional programs held during this week.

UC Premiere Night Assessment

UC PREMIERE NIGHT

Program Outcomes

The goal of this program is to connect students to the various departments, services, and offerings in the University Center (UC) while developing a place that cultivates community for students and clubs.

After attending UC Premiere Night, students will…
Know the mission/purpose and establish a connection with at least one service/office/department located in the UC.

1. *Know how and why one would use a department located in the UC.*
2. *View the UC as a place of interaction, support, and community.*

University Center (UC) Premiere Night is an event held during Clyde's Kickoff Week. The purpose of this program is to introduce students to the various departments and offices housed in the University Center, in addition to those departments who frequently partner with the University Center, in an engaging and interactive manner.

The delivery of this assessment is held at Crave Rave Bingo, an event immediately following Premiere Night. Premiere Night is designed to move students from its respective event to bingo. The event assessment tool allows students to provide insight on the effectiveness of the program based on its learning outcomes (see above) and students' satisfaction of the program. This was launched live at bingo and yielded a 32% response rate based on Premiere Night attendees. Students viewed the assessment through a QR code provided to them via Bingo.

The survey consisted of five questions, four of which had a Likert scale method of evaluation.

UC Premiere Night Assessment

1. Prior to attending Premiere Night, my level of confidence on knowing departments, resources, and services located in the University Center was:

More Details

🔵	High	13
🟠	Fairly High	37
🟢	Not sure	19
🔴	Questionable	21
🟣	Not Confident	7

UC Premiere Night Assessment

2. After attending Premiere Night, offices/departments I enjoyed interacting with were/was (select all that apply):

More Details

- 🔵 MOSAIC — 43
- 🟠 Scribe — 31
- 🟢 Student Life — 66
- 🔴 Bookstore — 65
- 🟣 University Center Event Services — 32
- 🟤 University Center Information ... — 29
- 🟣 Ent Credit Union — 29
- ⚫ Dean of Students Office — 33
- 🟡 Residence Life/RHA — 31
- 🔵 SGA — 29
- 🔵 Sustainability — 40
- 🟠 UCCSLead/CLC — 45
- 🟢 First Year Experience — 40
- 🔴 T.Rowe Price Career and Innov... — 22
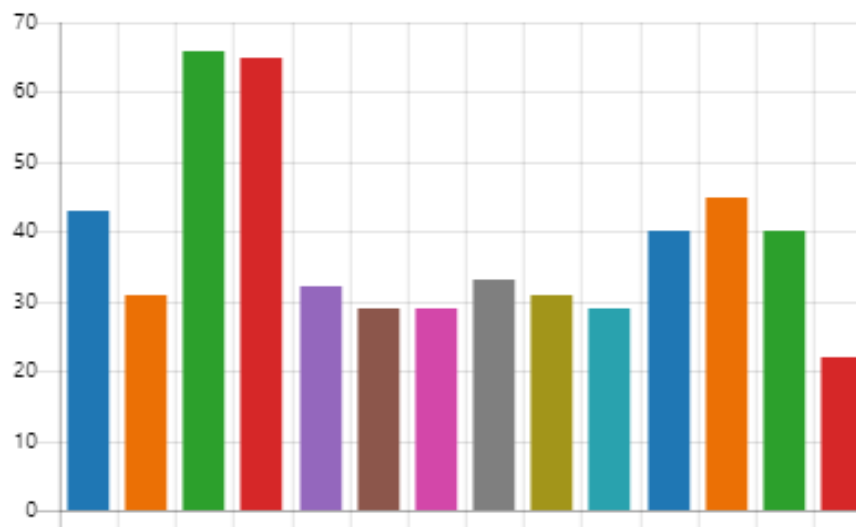
UC Premiere Night Assessment

3. After attending Premiere Night and based on the amount of offices/departments present, I anticipate interacting with in my fist year are approximately:

More Details

🔵 1-3 offices		35
🟠 3-5 offices		23
🟢 More than 5 offices		20
🔴 Unsure		19

4. Based on the mission of the offices and departments I interacted with tonight, I believe my interests align with them

More Details

🔵 Yes		66
🟠 No		2
🟢 Maybe		29
🔴 Not at all		0

UC Premiere Night Assessment

5. After attending Premiere Night, please rate your level of satisfaction of interaction/participation with the offices you visited.

More Details

🔵 Very satisfied	57	
🟠 Satisfied	30	
🟢 Somewhat satisfied	10	
🔴 Not satisfied	0	

Conclusions

- 49% of students who attended UC Premiere Night had moderate to low levels of confidence related to their familiarity of departments, resources, and services located in the University Center. 95% of students who attended Clyde's Kickoff programming believe the week introduced ways of becoming involved in Student Life and opportunities on campus.

- 60% of students who attended UC Premiere Night anticipate they will interact with 1-5 departments/offices/services during their first year while 21% anticipate interacting with more than 5 departments/offices/services within the University Center. 92% of students who attended Clyde's Kickoff programming connected with at least one other department on campus they believe will be resourceful for their experience.

- 98% of students reported their interests align with the resources and services offered by departments/offices housed in the University Center.

- 90% of students who attended Premiere Night reported they were very satisfied/satisfied with this program while 10% felt "somewhat satisfied.

The Dating Doctor Assessment

The Dating Doctor is a mixed educational, entertainment-focused event that teaches safe dating, relationship, and consent practices when engaging with another individual.

This event is held during DisOrientation Week on Thursday. This year's presentation was the 9th consecutive year of hosting this program. This year featured about 214 attendees, which is only 10% down from 2019. This program features a pre and a post assessment. In 2021, a post-assessment was only provided to attendees due to timing of the event. The 2021 assessment process yielded a 60% response rate and 128 responses.

The survey consisted of five questions, four of which were based on a scale of strongly agree to strongly disagree.

THE DATING DOCTOR
Program Outcomes
The goal of this program is to educate students on safe dating practices while building a culture of consent and understanding of how to create healthy relationships while in college.

After attending the Dating Doctor, students will…
1. *Identify one practice they can implement in their personal life when it comes to dating.*
2. *Identify signs of an unhealthy relationship.*
3. *Understand methods of building confidence in oneself.*
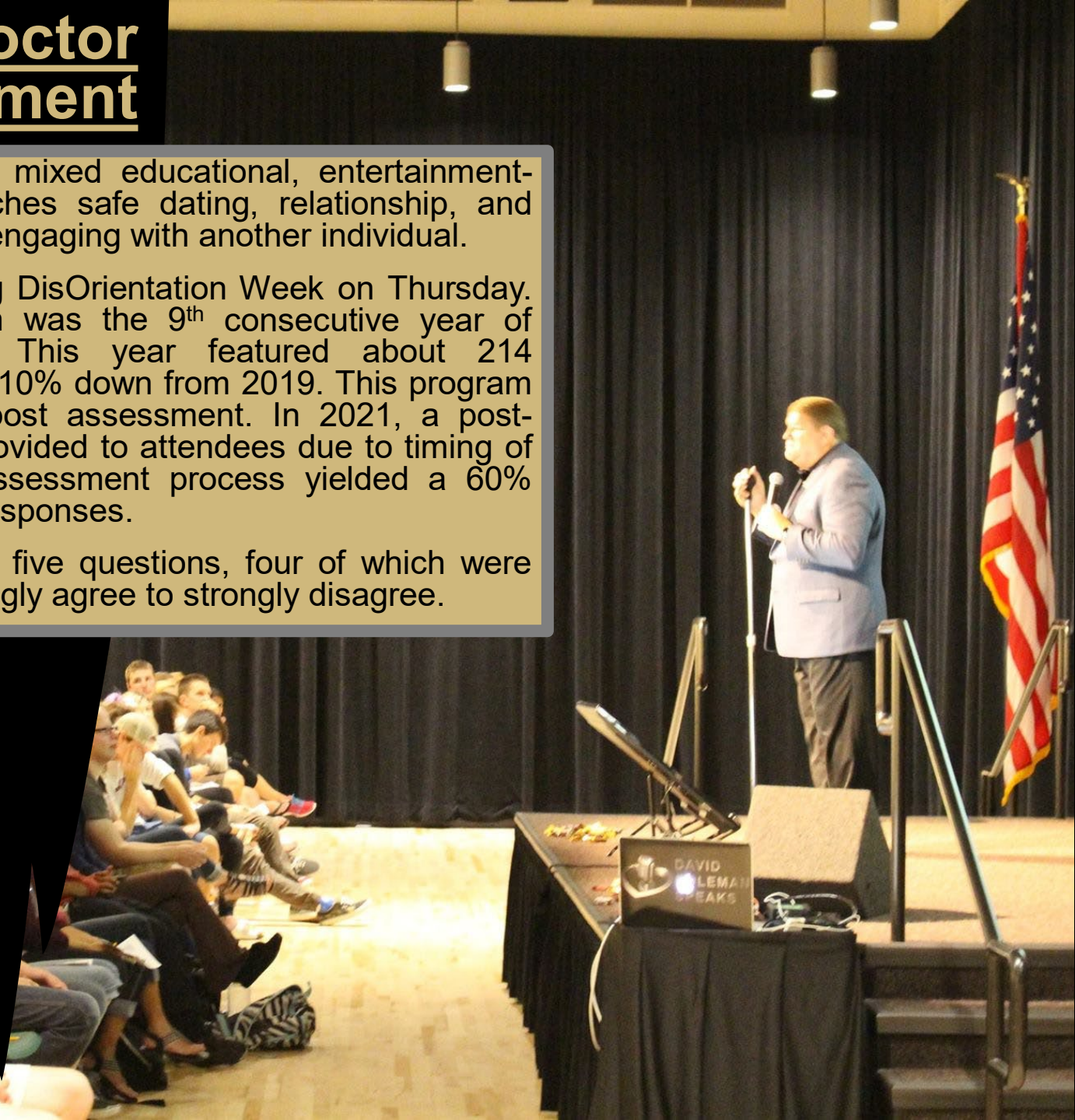
The Dating Doctor Assessment

1. After attending this event, I have a greater sense of awareness on how I can be an effective partner in a relationship.

   More Details

🔵	Strongly Agree	55
🟠	Agree	72
🟢	Disagree	1
🔴	Strongly disagree	0

2. After attending my appointment with the Dating Doctor, I can identify one practice I will implement when it comes to dating.

   More Details

🔵	Strongly Agree	50
🟠	Agree	75
🟢	Disagree	3
🔴	Strongly disagree	0

3. After attending my appointment with the Dating Doctor, I am confident I can identify multiple signs of an unhealthy relationship.

   More Details

🔵	Strongly Agree	69
🟠	Agree	57
🟢	Disagree	1
🔴	Strongly disagree	1

The Dating Doctor Assessment

4. The Dating Doctor reaffirmed my understanding of what consent is and is not.
More Details

- Strongly Agree — 54
- Agree — 64
- Disagree — 9
- Strongly disagree — 1

5. Overall, this is how I would classify my enjoyment of the Dating Doctor event.
More Details

- Best event I have attended — 49
- Good event; will probably co... — 74
- Event was okay — 5
- Did not enjoy the event, as it ... — 0

Conclusions

- 99% of students who responded either strongly agree or agree that they have a greater sense of awareness on how they can be an effective partner in a relationship.

- 98% of students who responded strongly agree or agree that they can identify one healthy behavior they will implement when dating.

- 99% of students who responded strongly agree or agree that they can identify multiple signs of an unhealthy relationship.

- 92% of students who responded strongly agree or agree that the Dating Doctor reaffirmed an understanding of consent in relationships.

- 96% of students who responded strongly agree or agree that this is the best event they have ever attended and would probably come again.

Student Life Satisfaction Survey

In February of 2022, Student Life discussed the need to solicit direct information and feedback from students regarding services the department provides in one-on-one interactions, as well as the welcoming/transitional environment cultivated.

The full satisfaction survey was launched in March of 2022, and data was collected in March and April of 2022. Examples of areas surveyed included 1-1 interactions with professional staff, how complaints were received and addressed, interactions with student employee staff, and then overall effectiveness of Student Life programs and services.

March featured a total of 5 students completing the survey, and April included 4. The majority of completion methods occurred from scanning a QR code taking students directly to the survey and/or follow-up from a 1-1 appointment with a professional staff member.

Student Life Satisfaction Survey

March 2022 Data

Response Track One: In-person appointment or conversation with staff member/email with staff member.

Question One: What was the nature of your interaction with Student Life today?

Question One

What was the nature of your interaction with Student Life today?	Count	Percent of Data
In-person appointment or conversation with staff member	3	15.0%
Scanned QR code from an advertisement	12	60.0%
Followed the link from the Student Life website	1	5.0%
Email with staff member	2	10.0%
Scanned QR Code (In MOSAIC)	2	10.0%

There were five (5) students who responded with an answer that would take them down survey track one. Of the five initial responses, four (4) students fully completed the survey. The data on the following pages reflects the answers of the four students who fully completed the survey on track one.

Question Two: Please select which Student Life staff member assisted you today

Please select which Student Life staff member who assisted you today:	Count	Percent of Data
Mallory Tuhkanen, Coordinator of Student Clubs, Organizations, and Programming	1	25.0%
Stephen Cucchiara, Director of Student Engagement	1	25.0%
Robbie Guilford, Graduate Assistant for Fraternity and Sorority Life	1	25.0%
Student Employee	1	25.0%

All students followed this response by answering Q3, which stated" Was the staff member who assisted you able to fully address your needs and questions". There was a 100%" Yes" response rate to Q3.

Question Four: On a scale from 1-10, how effective was the staff member who assisted you in connecting you with campus resources?

Number of Answers	Average Answer Number	Median Answer Number
4	9.25	10.0

Based on survey responses to track one, students felt that they were well connected with campus resources after working with a staff member in-person or via email.

Question Five: How often do you participate in Student Life activities? (e.g., events, joining clubs and organizations, participating in SGA, attending UCCSlead, etc.)

How often do you participate in Student Life activities?	Count	Percent of Data
Frequently	2	50%
Often	1	25%
Sometimes	1	25%
Rarely	0	-

Question Six: During your time as a student at UCCS, has participating in UCCS Student Activities helped you feel more connected with campus?

During your time as a student at UCCS, has participating in UCCS Student Activities helped you feel more connected with campus?	Count	Percent of Data
Somewhat	1	25.0%
Yes	3	75.0%

Question Seven: Do you feel a sense of belonging at UCCS?

Do you feel a sense of belonging at UCCS?	Count	Percent of Data
Yes	2	50.0%
Somewhat	1	25.0%
No	1	25.0%

Student Life Satisfaction Survey

Response Track Two: Scanned QR Code from an advertisement, Followed the link from the Student Life website, Scanned QR Code (In MOSAIC)

Question One: What was the nature of your interaction with Student Life today?

What was the nature of your interaction with Student Life today?	Count	Percent of Data
In-person appointment or conversation with staff member	3	15.0%
Scanned QR code from an advertisement	12	60.0%
Followed the link from the Student Life website	1	5.0%
Email with staff member	2	10.0%
Scanned QR Code (In MOSAIC)	2	10.0%

*Not all students who followed this response track fully completed the survey.

How often do you participate in Student Life activities?	Count	Percent of Data
Frequently	3	18.8%
Often	3	18.8%
Sometimes	4	25.0%
Rarely	5	31.3%
Never	1	6.3%

Question Two: How often do you participate in Student Life activities (e.g., events, joining clubs and organizations, participating in SGA, attending UCCSlead, etc.)

Question Three: Do you feel a sense of belonging at UCCS?

Do you feel a sense of belonging at UCCS?	Count	Percent of Data
Yes	3	50.0%
Somewhat	2	33.3%
No	1	16.7%

During your time as a student at UCCS, has participating in UCCS Student Activities helped you feel more connected with campus?	Count	Percent of Data
Somewhat	3	37.5%
Yes	5	62.5%

Question Four: During your time as a student at UCCS has participating in UCCS Student Activities help you feel more connected with campus?

Question Five: Are you currently involved with any student clubs or organizations?

Are you currently involved with any student clubs or organizations?	Count	Percent of Data
Yes	6	60.0%
No	4	40.0%

Free Response Answers

Question: What kinds of activities/resources could Student Life make available to make you feel more connected to campus?

Answers:

"Student Life should do more to remember the Shoah (as Jews call it) than putting flags in the ground. Campus needs education on what antisemitism is and who Jewish people are. Just days after this, Student Life thanks Roger Martinez, who jokes about being Torquemada (basically Spanish Hitler) and reveres his family who enslaved Native Americans and collaborated with the Inquisition (who committed the largest pre-Shoah genocide against Jews), appropriates Jewish symbols such as the HIGHLY inappropriate mezuzah (which signifies a Jewish household, placed on the righthand doorpost of one's permanent residence) on his office door, etc, while being an open Catholic. His name should not be attached to this Ukraine event. Jewish students know he is an antisemite who gets away with it by exaggerating his proximity to Jewishness. Ukrainian Jews deserve better."

Question: What could Student Life do to encourage you to engage in more on-campus activities? (e.g., attending events, joining clubs and organizations, participating in SGA, attending UCCSlead, etc.)?

Answers:

"Don't cancel them"

"I think more activities that are interesting to our age group"

"I'd love if there were more activities, there are not many"

"More Rocco on the front desk"

"Provide information on parking availability for large events"

Question: What kinds of activities/resources could Student Life make available to make you feel more connected to campus?

Answers:

"They are fun events, but I rarely hear about them there is very little advertisements besides the Instagram. I would say advertise better and do more events"

Question: What engagement opportunities would you want to learn more about?

Answers:

"Chess club but barely"

"Events, clubs, volunteer work, anything really, I'd love to help with student life too to make students more engaged on campus"

"More events!"

"None right now, on medical leave of absence but wanted to show up for the Ukraine candlelight vigil. Just wanted to know if we have to pay for parking."

April 2022 Data

Response Track One: In-person appointment or conversation with staff member/email with staff member.

Question One: What was the nature of your interaction with Student Life today?

April Data

What was the nature of your interaction with Student Life today?	Count	Percent of Data
In-person appointment or conversation with staff member	1	15.0%
Scanned QR code from an advertisement	12	60.0%
Followed the link from the Student Life website	1	5.0%
Email with staff member	2	10.0%
Scanned QR Code (In MOSAIC)	2	10.0%

Total Data

What was the nature of your interaction with Student Life today?	Count	Percent of Data
In-person appointment or conversation with staff member	4	15.0%
Scanned QR code from an advertisement	12	60.0%
Followed the link from the Student Life website	1	5.0%
Email with staff member	4	10.0%
Scanned QR Code (In MOSAIC)	2	10.0%

Question Two: Please select which Student Life staff member assisted you today

April Data

Please select which Student Life staff member who assisted you today:	Count	Percent of Data
Mallory Tuhkanen, Coordinator of Student Clubs, Organizations, and Programming	2	50.0%
Student Employee	2	50.0%

Overall Data

Please select which Student Life staff member who assisted you today:	Count	Percent of Data
Mallory Tuhkanen, Coordinator of Student Clubs, Organizations, and Programming	3	42.9.0%
Stephen Cucchiara, Director of Student Engagement	1	14.3%
Robbie Guilford, Graduate Assistant for Fraternity and Sorority Life	1	14.3%
Student Employee	2	28.6%

All students followed this response by answering Q3, which stated" Was the staff member who assisted you able to fully address your needs and questions". 6 of 7 students answered "Yes" to Q3 and one student answered "No".

Question Four: On a scale from 1-10, how effective was the staff member who assisted you in connecting you with campus resources?

Number of Answers	Average Answer Number	Median Answer Number
6	7.83	10.0

Based on survey responses to track one, students felt that they were well connected with campus resources after working with a staff member in-person or via email.

Question Five: How often do you participate in Student Life activities? (e.g., events, joining clubs and organizations, participating in SGA, attending UCCSlead, etc.)

April Data

How often do you participate in Student Life activities?	Count	Percent of Data
Frequently	2	50%
Often	1	25%
Sometimes	1	25%
Rarely	0	-

Total Data

How often do you participate in Student Life activities?	Count	Percent of Data
Frequently	2	50%
Often	2	25%
Sometimes	2	25%
Rarely	0	-

Question Six: During your time as a student at UCCS, has participating in UCCS Student Activities helped you feel more connected with campus?

April Data

During your time as a student at UCCS, has participating in UCCS Student Activities helped you feel more connected with campus?	Count	Percent of Data
Somewhat	1	25.0%
Yes	1	75.0%

Total Data

During your time as a student at UCCS, has participating in UCCS Student Activities helped you feel more connected with campus?	Count	Percent of Data
Somewhat	2	33.3%
Yes	4	66.7%

Question Seven: Do you feel a sense of belonging at UCCS?

April Data

Do you feel a sense of belonging at UCCS?	Count	Percent of Data
Yes	1	50.0%
Somewhat	0	25.0%
No	1	25.0%

Total Data

Do you feel a sense of belonging at UCCS?	Count	Percent of Data
Yes	3	50.0%
Somewhat	1	25.0%
No	2	25.0%

Response Track Two: Scanned QR Code from an advertisement, Followed the link from the Student Life website, Scanned QR Code (In MOSAIC)

Question One: What was the nature of your interaction with Student Life today?

April Data

What was the nature of your interaction with Student Life today?	Count	Percent of Data
In-person appointment or conversation with staff member	-	
Scanned QR code from an advertisement	4	
Followed the link from the Student Life website	1	
Email with staff member	-	
Scanned QR Code (In MOSAIC)	2	

Total Data

What was the nature of your interaction with Student Life today?	Count	Percent of Data
In-person appointment or conversation with staff member	3	14.3%
Scanned QR code from an advertisement	16	57.1%
Followed the link from the Student Life website	1	7.1%
Email with staff member	2	14.3%
Scanned QR Code (In MOSAIC)	2	7.1%

*Not all students who followed this response track fully completed the survey.

Question Two: How often do you participate in Student Life activities (e.g., events, joining clubs and organizations, participating in SGA, attending UCCSlead, etc.)

April Data

How often do you participate in Student Life activities?	Count	
Frequently	1	
Often	0	
Sometimes	1	
Rarely	0	
Never	0	

Total Data

How often do you participate in Student Life activities?	Count	Percent of Data
Frequently	4	22.2%
Often	3	16.7%
Sometimes	5	27.8%
Rarely	5	37.8%
Never	1	5.6%

Question Three: Do you feel a sense of belonging at UCCS?

Do you feel a sense of belonging at UCCS?	Count	Percent of Data
Yes	3	50.0%
Somewhat	2	33.3%
No	1	16.7%

*There were no additional answers to this question in April

Question Four: During your time as a student at UCCS has participating in UCCS Student Activities help you feel more connected with campus?

Student Life Satisfaction Survey

Question Four: During your time as a student at UCCS has participating in UCCS Student Activities help you feel more connected with campus?

During your time as a student at UCCS, has participating in UCCS Student Activities helped you feel more connected with campus?	Count	
Somewhat	0	
Yes	1	

Total Data

During your time as a student at UCCS, has participating in UCCS Student Activities helped you feel more connected with campus?	Count	Percent of Data
Somewhat	3	33.3%
Yes	6	66.7%

Question Five: Are you currently involved with any student clubs or organizations?

April Data

Are you currently involved with any student clubs or organizations?	Count	Percent of Data
Yes	1	
No	0	

Total Data

Are you currently involved with any student clubs or organizations?	Count	Percent of Data
Yes	7	63.6%
No	4	36.4%

Free Response Answers:

Question: How could the staff member who assisted you better address your needs and answer your questions?

"They could have had a more professional approach to my question, and if they are unsure of their office's function, they could have asked their superior instead of sending me to another office, overall giving me the wrong information on two different questions."

Question: What could Student Life do to encourage you to engage in more on-campus activities (e.g., attending events, joining clubs and organizations, participating in SGA, etc.)

"They could do things that involve other clubs as a collaboration, so that way you could meet people that have more common interests."

Department Operational Statistics

The next section of this report encompasses outcomes and data related to student employment demographics; the Student Life financial footprint based on operational expenses; and diversity, equity, and inclusion programming collaborations and partnerships.

Student Employee Demographics Information

Background

Student Life has been a department traditionally run by student employees, as they have typically encompassed over 50% of the employment within Student Life. Department student employee make-up has consisted of undergraduate employees and graduate assistants heralding from a wide array of programs.
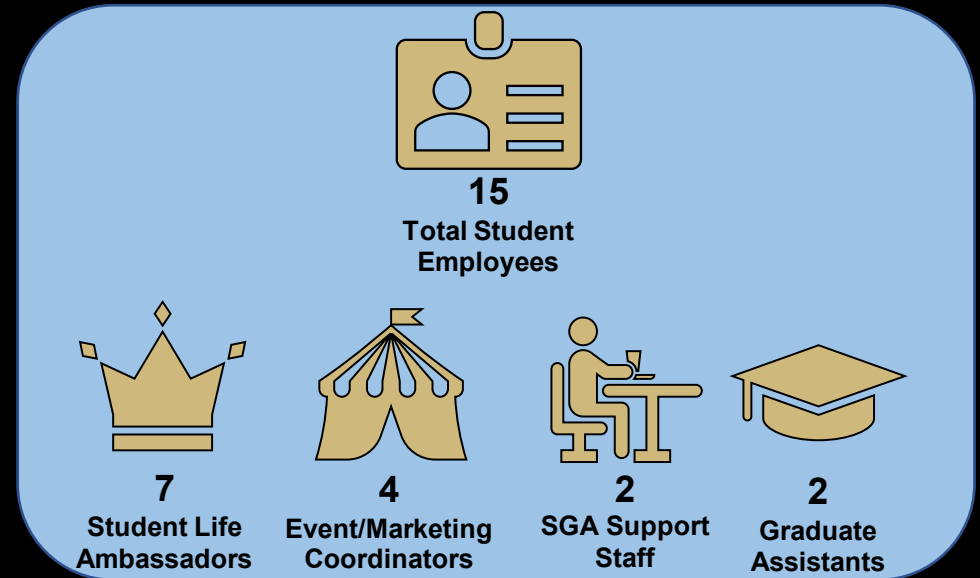
Student employee positions have consisted of:
Event coordinators, student life ambassadors (marketing and front desk assistants), advertising and marketing coordinators, leadership program coordinators, graduate assistants of programming and Greek life, and club/organization support specialists.
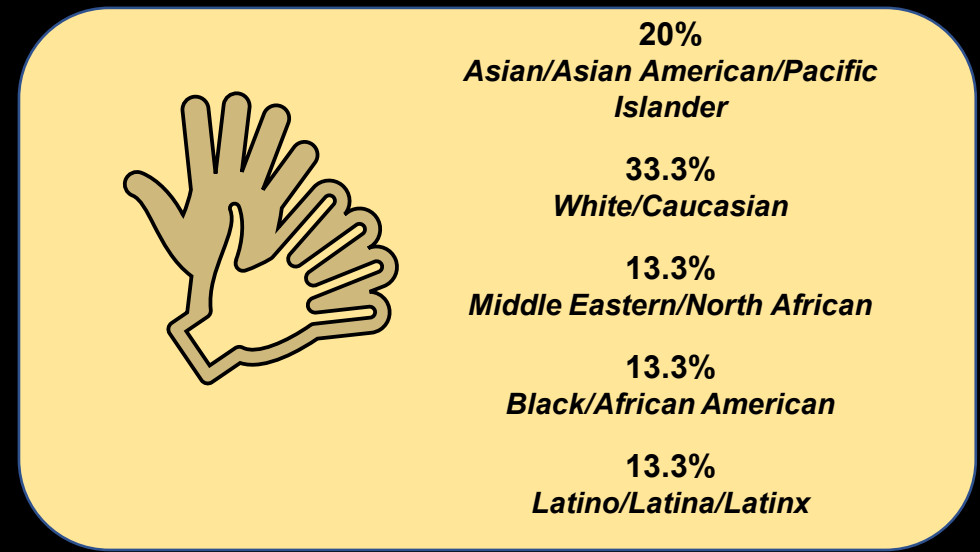
2022-2023 Student Employment Plans

- Removal of Front Desk Operations and redirect operations through University Center Information Desk
- Hire three graduate assistants to oversee FSL and Late-Night Programming, Commuter Life, & Clubs/Weekend Programs

Position Demographics

15
Total Student Employees

7
Student Life Ambassadors

4
Event/Marketing Coordinators

2
SGA Support Staff

2
Graduate Assistants

Ethnic Diversity of Staff

20%
Asian/Asian American/Pacific Islander

33.3%
White/Caucasian

13.3%
Middle Eastern/North African

13.3%
Black/African American

13.3%
Latino/Latina/Latinx
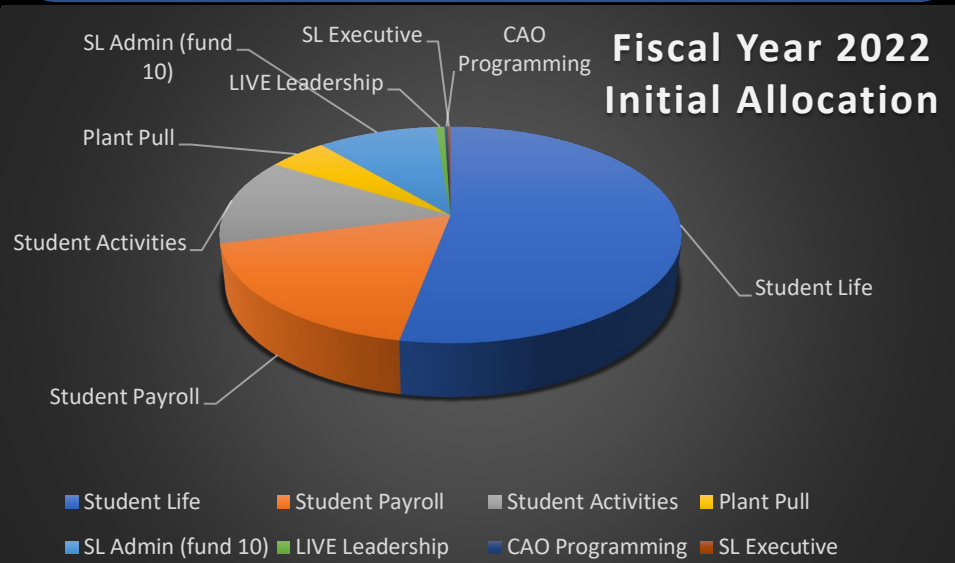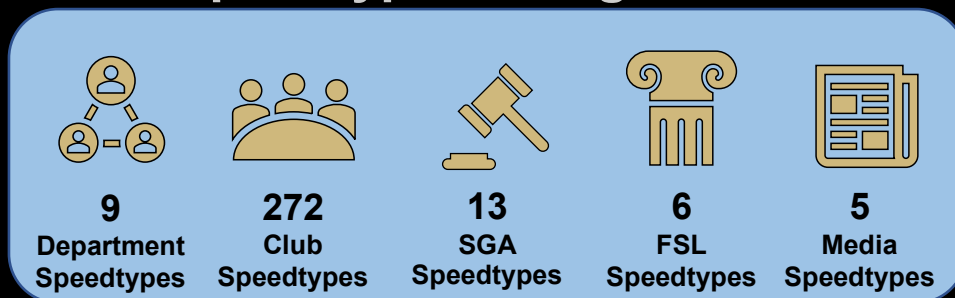
Student Life Financial Data

Background

The Department of Student Life maintains multiple connections to financial management. Areas Student Life staffs and manages when it comes to university finance include regular department allocations, student club and organization procurement and transactions, student government's "Student Activity Fee" traditionally allocated to student clubs and organizations, as well as Student Media fiscal operations. In addition to fiscal oversight, management, and processing of the aforementioned areas, Student Life also processes performer contracts, service-related contracts, and manages procurement card spending for multiple cards. The department allocation of funding is distributed via the University Center per-credit hour fee.

The associated graphs display initial fiscal year allocations.

Other Financial Data

- **9** Performance Contracts authored during fiscal year 2022
- **~79,000** requested from SGA for fiscal year 21/22 to support Mountain Lion Connect, Club Awards, Student Employment, and Professional Staff Salaries

Speedtype Management

9 Department Speedtypes	272 Club Speedtypes	13 SGA Speedtypes	6 FSL Speedtypes	5 Media Speedtypes

Fiscal Year 2022 Initial Allocation

Legend: Student Life · Student Payroll · Student Activities · Plant Pull · SL Admin (fund 10) · LIVE Leadership · CAO Programming · SL Executive

Speedtype	Speedtype Number	FY22 Allocation
Student Life (salary, benefits, printing, software, telecom, etc)	42051843	$364,882.00
Student Activities	42021228	$90,000.00
Live Leadership	42000216	$5,000.00
CAO Programming	42000215	$2,000.00
Significant Speaker	42000034	$-
SL Student Payroll	42028613	$123,125.00
SL Executive	42000214	$1,500.00
Plant (estimated amount we will pull from reserves)	47800013	$33,777.67
SL Admin (Brad Salary)	41000905	$68,593.20
Total Allocated for Year:		$620,284.67

Student Life Financial Data

Outcomes

The displayed graphs show the end-of-year financial outcomes for the Student Life budget. Notes to consider:

Additional monies were pulled from our Plant/reserve fund to cover costs of Mountain Lion Mania.

- **Significant Speaker was not budgeted for this fiscal year and did not occur.**

- **Student Activities speedtype overspent by 69%. All programmatic functions of student life were pulled out of the Activities speedtype.**

Fiscal Year 2023 Allocation *(projected)*

- Department of Student Life Allocation: **$588,342.00**
- SGA Approved Amount FY23 (minus pro-staff) **$35,398.00**
- **TOTAL FUNDING SOURCES FY23:** **$623,740.00**

Fiscal Year 2022 Actuals

Fiscal Year 2022 Actuals
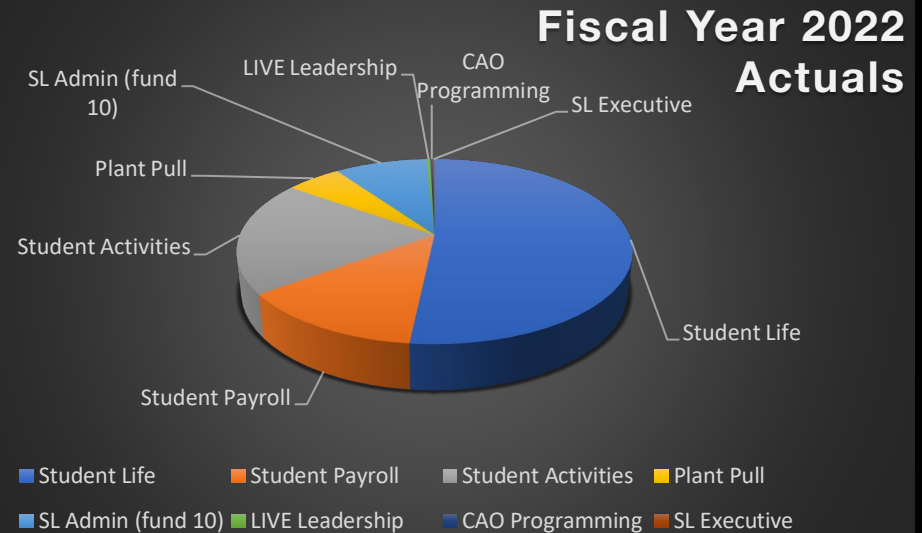
Speedtype	Speedtype Number	FY22 Actuals
Student Life (salary, benefits, printing, software, telecom, etc)	42051843	$394,877.68
Student Activities	42021228	$152,990.58
Live Leadership	42000216	$2,725.78
CAO Programming	42000215	$2,000.00
Significant Speaker	42000034	$-
SL Student Payroll	42028613	$100,716.90
SL Executive	42000214	$1,197.82
Plant (estimated amount we will pull from reserves)	47800013	$40,936.66
SL Admin (Brad Salary)	41000905	68593.2
Total Allocated for Year:		$695,445.42

DEI Focused Programming

The Department of Student Life operates under a philosophy of providing programming spanning multiple interests, introducing culture, and ensuring students can express their beliefs openly and freely. The department also seeks to support cross-campus programming initiatives focused on diversity, equity, and inclusion topics, academic-focused events, and career opportunities. This program series is called "The Platinum Series."

Beyond the Platinum Series, Student Life participated in the following cross-campus and organization DEI collaborations:

- Martin Luther King Jr. Days of Service and Action

- "Fest" collaboration with MOSAIC during DisOrientation Week

- Black History Month Slam Poetry Night

- Roar Daze programming featuring La Fiesta, the Drag Show, Fusion, and Holi

- LatinX Heritage Month Kickoff

Platinum Series Data

Month	Events	Total Attendance
September	10	114*
October	11	48*
November	8	DNS**
February	10	DNS**
March	-	-
April	-	-

- *Not inclusive of all events
- **Did not scan students
- March and April had no series due to employment transition

2022 – 2023 Student Life Department Goals

The Department of Student Life recognizes the opportunities and challenges that await as we enter the new academic year. Through feedback from students, strategy meetings with professional staff and collaborations, in addition to defined initiatives, we have identified goals for the new academic year that prioritize student connections, increasing engagement, enhancing operations, and cultivating a stronger sense of belonging for students.

FY2023 Department Goals

ENGAGEMENT

Student Development and Professional Training/Continuous Education

- *Student Life will cultivate an environment that supports student and professional development and will create continuous education initiatives that further the holistic growth of students.*

Increasing Student Engagement via Student Life Outlets

- *Student Life will identify opportunities for strengthening, increasing, and identifying new methods of student engagement through all department branches.*

Learning Outcome Advancement and Assessment

- *Student Life will develop learning outcomes for all operational areas aligned with the department's selected leadership development theory and begin formal implementation and assessment of outcomes.*

FY2023 Department Goals

CONNECTIONS

Individualized Student Connections, Outreach and Support

- *Student Life prioritizes individual and personalized student connections toward all students. We plan to accomplish this by shifting communication and interactions to a fully supportive, flexible, and adaptable approach.*

Collaboration and Partnership

- *Student Life will expand partnership opportunities beyond traditional programming and collaborations to enhance the overall student experience.*

FY2023
Department Goals

BELONGING

Student Inclusion and Belonging

- *Student Life will continue to foster a sense of belonging and feeling of mattering for all students through operations, language, and enhancing spaces for deeper and intentional conversations and programming.*

Process Efficiency, Access, and Comprehensiveness

- *To ensure the most equitable, accessible, and efficient processes, Student Life will identify procedures and guidelines in place for revision to ensure students have the most positive and productive interactions with department staff and associated operations.*

Student Organization Guideline Review

- *Student Life will review various handbooks, guidelines, and structures and update as needed to enhance the student leadership experience, ensuring inclusive, accessible, and efficient practices.*

The 2021-2022 Student Life Team

Stephen T. Cucchiara
Director of Student Engagement

Noelle San Souci
Associate Director of Student Engagement

Sloan Gonzales
Program Director of Chancellor's Leadership Class and UCCSlead

Heather Marx
Student Activities Specialist

Cody Parish
Coordinator of UCCSlead

Haley Russ
Coordinator of Student Activities

Mallory Tuhkanen
Coordinator of Clubs, Organizations and Programming

Robbie Guilford
Graduate Assistant Sorority & Fraternity Life

Florence Jathanna
Graduate Assistant Student Activities & Programming

Student Employees

Student Life Ambassadors
Rocco Caputo
Journee Dortch
Megan Dolan
Grace Garcia
Brianna Haas
Gabrielle Joan Marcojos
Shae Patterson
Paola Perez
Lana Yousef

Event Coordinators
Shaie Muhamad
Keleigh Salinas
Sarah Doughty
Bry'ona Johns-Renfroe
Miles Jones

UCCSlead
Emily Aragon
Trey Boger

SGA
Lana Khoshnaw
Miranda Baumgarten
Madeline Metzger

Student Media
Weston Buhr

At UCCS, we foster a respectful, well-informed environment and campus culture that embodies respect and awareness of diverse communities through the support of cultures, abilities, identities, and ideological thought.

This publication is available in alternative formats upon request. Please contact Student Life at studlife@uccs.edu or 719-255-3470.

STUDENT LIFE

UCCS University of Colorado Colorado Springs

STUDENT
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