



A Descriptive Picture of SLiCE Program Participants

The purpose of this report is to describe the demographic characteristics of Colorado State University (CSU) students who participated in Student Leadership, Involvement and Community Engagement (SLiCE) programming between Fall 2008 and Spring 2020. SLiCE serves as an umbrella program over 475 student organizations, student leaders, and student volunteers that allow students to enrich their academic and social experiences while at CSU. This descriptive report will inform future assessment plans and SLiCE program design.

Data analyzed in this report were collected between FA08 and SP20 (excluding FA09, SP10, SP15 and only including summer term data from SM09, SM11, SM12, and SM14). Due to the irregular collection of SLiCE participant data in summer terms and in the earliest fall and spring terms, the information presented in this report does not provide a comprehensive picture encompassing all SLiCE participants, but rather presents a descriptive picture of SLiCE programs and participants for which data were collected and joined to CSU's system of record from FA08 to SP20.

Given the broad range of SLiCE offerings, this report groups programs together into two distinct categories for comparison purposes: leadership-focused programming and community service-focused programming. Within these categories, the report also distinguishes between short-term (i.e., one semester or less) and long-term (i.e., full academic year or more) SLiCE programming where appropriate. Finally, to better contextualize SLiCE demographics, data on program participants are presented alongside those of enrolled CSU FA19 undergraduates as a reference group where necessary. [Appendix A](#) provides data on each unique SLiCE program, grouped together by category (leadership versus community service) and length (short- versus long-term).

Overall program participation from FA08 to SP20 includes 38,293 observations and ranges from 46 to 4,804 participants per term. A unique observation is identified at the student-program-term level which allows us to track student participation in the same SLiCE program over time (in different terms) or in multiple SLiCE programs within the same term or across different terms. In other words, the 38,293 SLiCE observations include many of the same students observed in multiple instances, for a total of 17,121 distinct students being served over the analyzed period ([Appendix A Table 2](#)).

Key Findings

SLiCE Overall

Participation in SLiCE programming overall increased 194% between Fall 2008 and Fall 2019, from 1,121 students to 3,292 students ([Appendix A Table 1](#)). Of the students who participated in SLiCE programming, 60.1% engage in more than one SLiCE programming experience (whether across different terms or different programs), while 92% participate in 4 unique SLiCE experiences or less.

Students within SLiCE report higher prior achievement in high school rank and high school/transfer GPA than the CSU FA19 undergraduate (UG) reference group. On average, historically underrepresented groups are well represented within SLiCE programming: female-identifying students, Pell grant recipients, first-generation students, and racially minoritized groups are overrepresented among SLiCE programming compared to the FA19 UG reference group. Additionally, seniors are the largest class level represented, as are students affiliated with the College of Liberal Arts and the College of Health and Human Sciences.

Veterans and student athletes are underrepresented in SLiCE programming overall compared to the reference group. CSU Online students, students with transfer status, and students affiliated with the College of Agricultural Sciences, the College of Natural Sciences, and the Warner College of Natural Resources are also underrepresented in SLiCE programming relative to the CSU FA19 reference group. However, the biggest gap in representation is among Intra University (e.g., undeclared students): while 12.5% of the reference group are Intra University students, only 6% of SLiCE participants are Intra University.

Leadership-focused and Community Service Programming

Overall Differences

Historically underrepresented groups, including female-identifying students, Pell recipients, first-generation, and racially minoritized students are overrepresented among community service programming compared to leadership-focused programming. The 7 PP gap in the share of racially minoritized students between programming category can be almost entirely explained by the higher share of Hispanic/Latino-identifying students among community service programming relative to leadership programming.

Senior-level students are overrepresented among leadership, while sophomores are overrepresented among community service programming. CSU Online students also appear at a higher rate in community service SLiCE programs.

When it comes to college affiliation, the most notable gaps between leadership and community service programming occur for two colleges in particular: community service students are about 6 PP more likely to be in the College of Health and Human Sciences, while conversely, leadership students are about 6 PP more likely to be in the College of Liberal Arts.

Differences by Experience Length

Ninety-four percent of leadership programming and 60% of community service programming observations are classified as long-term experiences (i.e., a full academic year or more).

This is noteworthy because within leadership programming, most historically underrepresented groups are notably underrepresented among long-term experiences in comparison to short-term. Racially minoritized students are particularly underrepresented by 15 PP, which is mostly due to a higher share of Hispanic/Latino and Black students among short-term experiences.

In contrast, historically underrepresented groups are overrepresented among long-term experiences in community service programming (with the exception of female-identifying students). The smaller 6.5 PP gap in the share of racially minoritized students, however, is also mostly explained by the greater prevalence of Hispanic/Latino and Black students in long-term experiences.

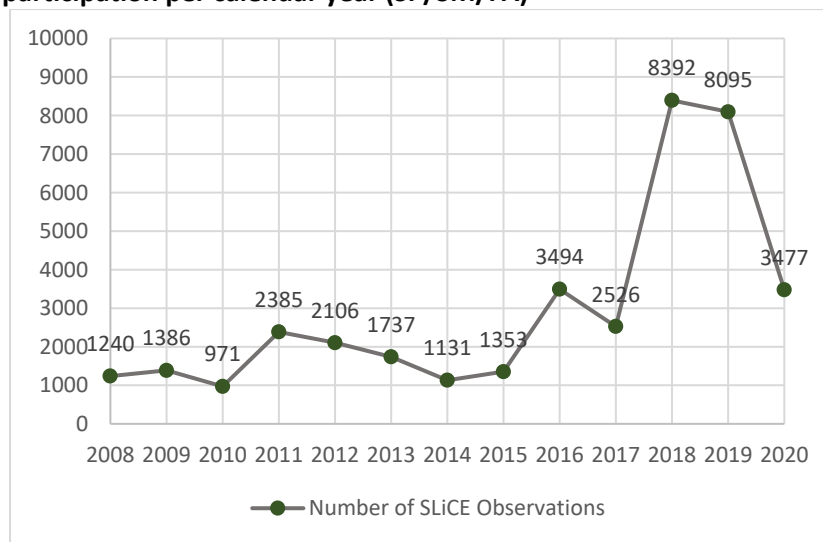
Senior-level students are overrepresented among long-term leadership programming, while undergraduates at all levels are overrepresented among short-term community service programming. Masters students are overrepresented among long-term community service programming.

SLiCE Programming Overall (FA08-SP20)

Involvement in SLiCE programming provides hands-on, holistic, and diverse experiences, which student development theorists believe supports student success inside and outside of the classroom (Kuh, 2012). This section provides a comprehensive picture of SLiCE programming in aggregate from FA08 to SP20, combining all unique program experiences together whether they be an ongoing long-term experience (e.g., participation in a student organization like a fraternity or sorority) or a short-term event (e.g., a weekend community service retreat). Where relevant, statistics for the CSU FA19 reference group are presented for comparison.

Figure 1, below, shows the total number of SLiCE observations (38,293) broken out by unique calendar year (SP/SM/FA) from Fall 2008 through Spring 2020.

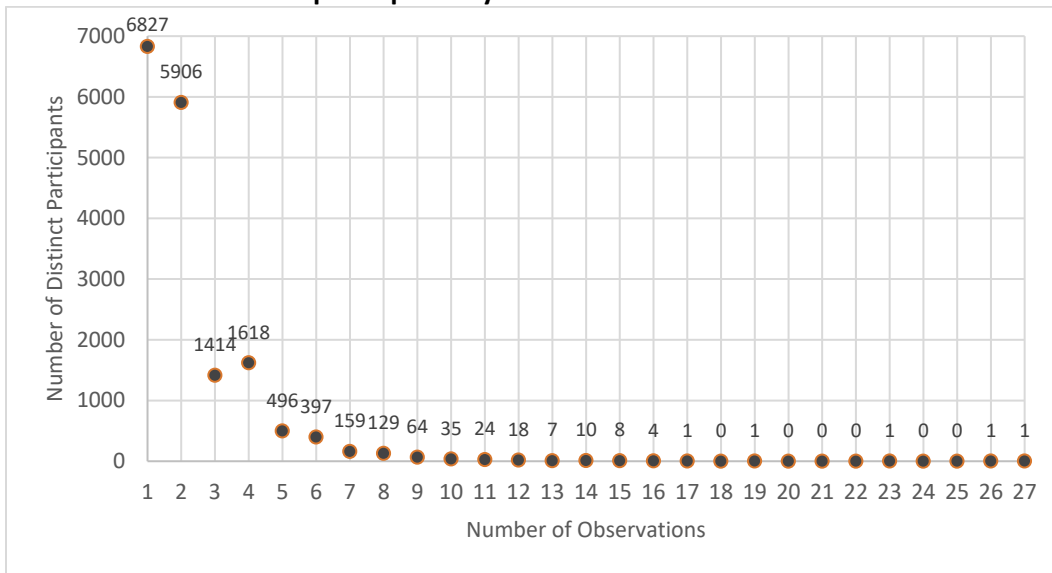
Figure 1. Total SLiCE participation per calendar year (SP/SM/FA)



Recall that a unique observation is at the student-program-term level, so Figure 1 contains multiple observations per student whenever a student participates in more than one SLiCE program within a term and/or across multiple terms. As Figure 1 shows, year-to-year observations hover in the low thousands to mid-to-upper two-thousands until calendar year 2018 when the observation count increases substantially to more than 8,000 students in both 2018 and 2019 (note: calendar year 2020 only contains data for SP20 participants which is why the total count is significantly less than prior years). Comparing FA08 to FA19, participation in SLiCE programming has grown by 194% over the analyzed period (Appendix A [Table 1](#)). While it does appear that SLiCE participation rates have truly increased over time, the highly substantial jump between FA08 and FA19 is most likely due to improved data collection by SLiCE programs in recent years.

While Figure 1 tracks SLiCE observations over time, Figure 2 tracks participation intensity by distinct SLiCE student participant. In other words, it depicts the total number of unique (distinct) student participants by unique program instances (observations) between FA08 and SP20.

Figure 2. Number of distinct student participants by SLiCE observation



As Figure 2 shows, 6,827 distinct students (out of 17,121) participate in one singular SLiCE program experience between FA08 and SP20. That one experience could be a single year-long program, a single semester program, or a one-time event (e.g., a weekend retreat). The remaining 60.1% of students participate in multiple SLiCE program experiences. For example, a student who served in a student organization and volunteered at a weekend retreat is binned with the 5,906 students with 2 number of observations. Participation headcounts decline steeply after 2 unique observations, and 92.1% of students participate in 4 or less unique SLiCE experiences (Appendix A Table 2).

Figure 3 displays general student demographics of SLiCE participants overall compared to the CSU FA19 UG reference group.

Figure 3. Student demographics – SLiCE Overall, CSU FA19 UG Reference

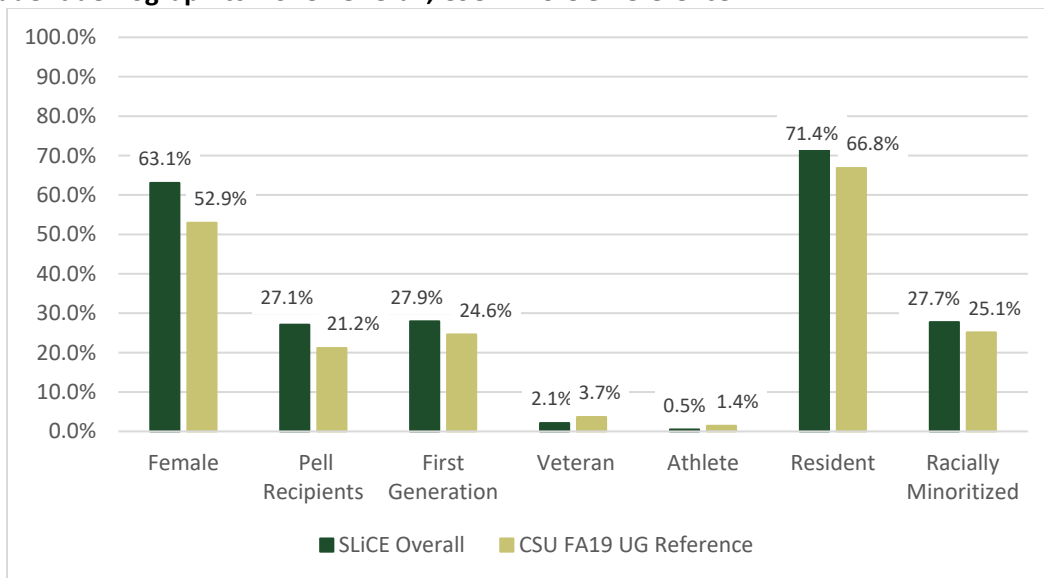


Figure 3 shows that female-identifying students are overrepresented in SLiCE programming compared to the CSU FA19 UG reference group by 10.2 percentage points (PP). Colorado residents are also represented at a notably higher rate in SLiCE programming by 4.6 PP. Pell grant recipients, first generation, and racially minoritized students are also overrepresented among SLiCE participants compared to the FA19 UG reference group (by 5.9, 3.3, and 2.6 PP, respectively).

Veterans and student athletes are slightly underrepresented in SLiCE programming compared to the UG reference group by 1.6 and 0.9 PP, respectively. See Appendix A, [Table 3](#) for demographic statistics broken down by unique SLiCE program.

Figure 4 and Figure 5 depict race and ethnicity demographics of SLiCE participants and the reference group, respectively.

Figure 4. Race demographics - SLiCE Overall

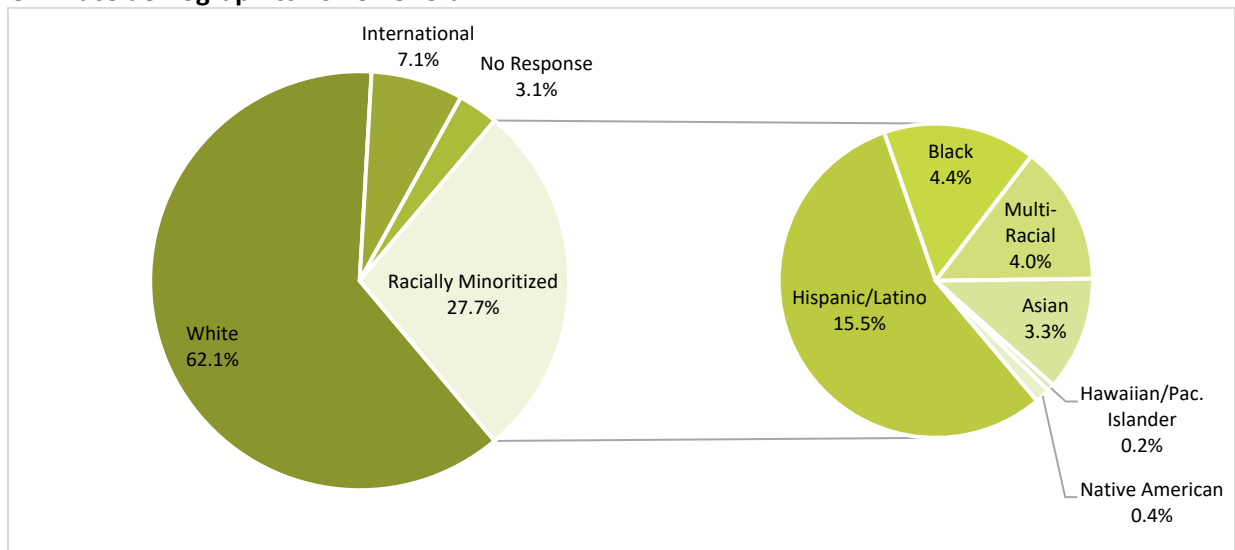
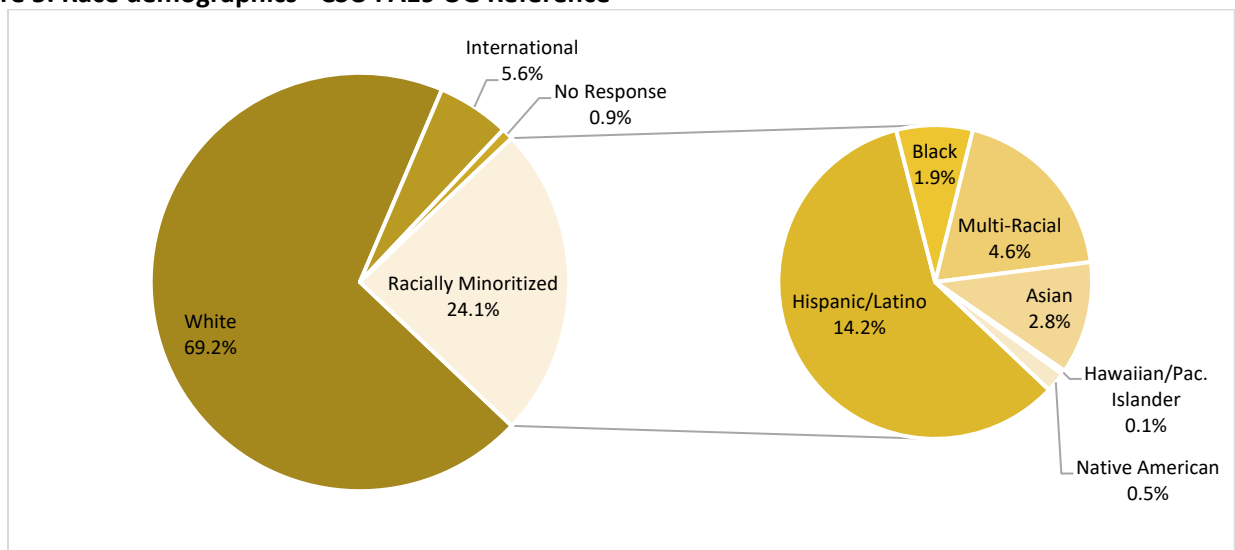


Figure 5. Race demographics - CSU FA19 UG Reference

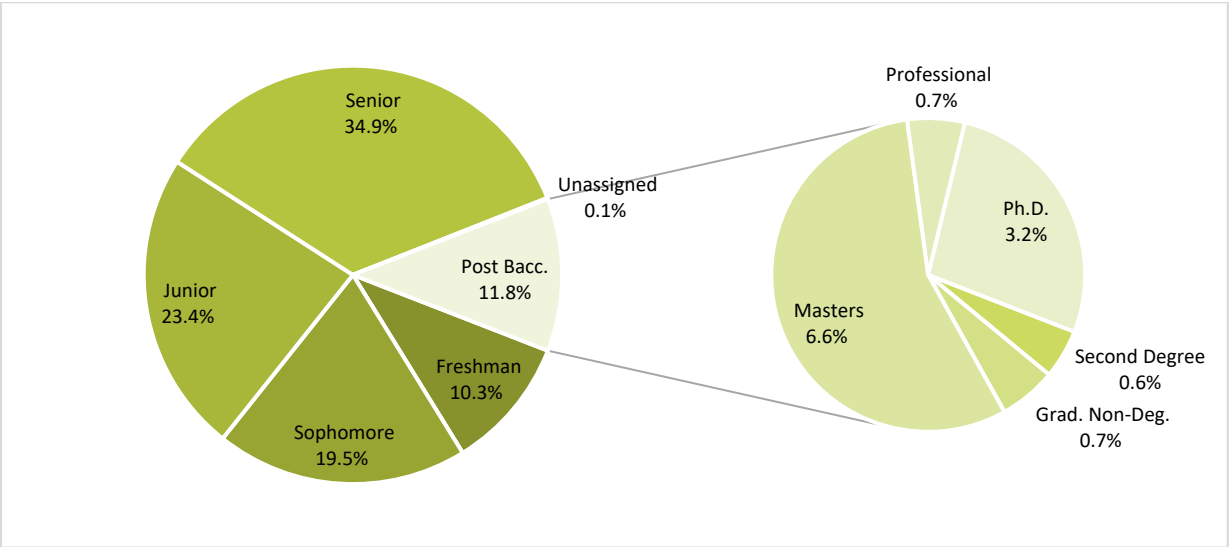


The share of SLiCE participants identifying as racially minoritized is about 4 PP higher than that of the CSU FA19 UG reference group. Specifically, Black, Hispanic/Latino, Asian, and Hawaiian/Pacific Islander identities are slightly overrepresented among SLiCE participants. International students are also slightly overrepresented among SLiCE participants compared to the reference group by 1.5 PP.

White students are underrepresented among SLiCE participants by about 7 PP, as are Native American and Multi-Racial students to a lesser extent by 0.1 and 0.6 PP, respectively. See Appendix A, [Table 4](#) for race/ethnicity statistics broken down by unique SLiCE program.

Figure 6 illustrates the breakdown in student class levels of SLiCE participants overall. (Note: there is no analogous figure for the CSU FA19 UG reference group because, by definition, it is comprised only of undergraduates: 25.5% freshmen, 22.3% sophomores, 23% juniors, and 27.6% seniors).

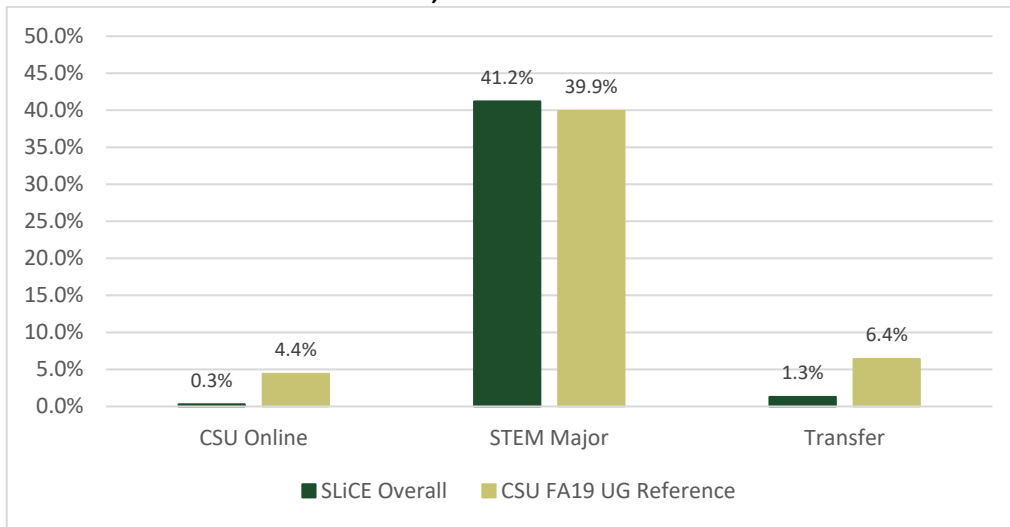
Figure 6. Class Level - SLiCE Overall



As seen in Figure 6, students enrolled at a senior level participate in SLiCE programming at the highest rate over the analyzed period at 34.9%. Freshmen are underrepresented in SLiCE programming (at 10.3% compared to 25.5% at CSU in FA19), while juniors and sophomores comprise roughly the same shares of SLiCE participants as they do the CSU UG reference group (about 23% and 20%, respectively). Nearly 12% of SLiCE participants are post-bachelors, with the majority of those being masters students (6.6% of all SLiCE) followed by Ph.D students (3.2%). Appendix A [Table 5](#) shows class level statistics by individual SLiCE program.

Figure 7 compares several academic characteristics of SLiCE participants overall to the CSU FA19 reference group.

Figure 7. Academic characteristics - SLiCE Overall, CSU FA19 UG Reference

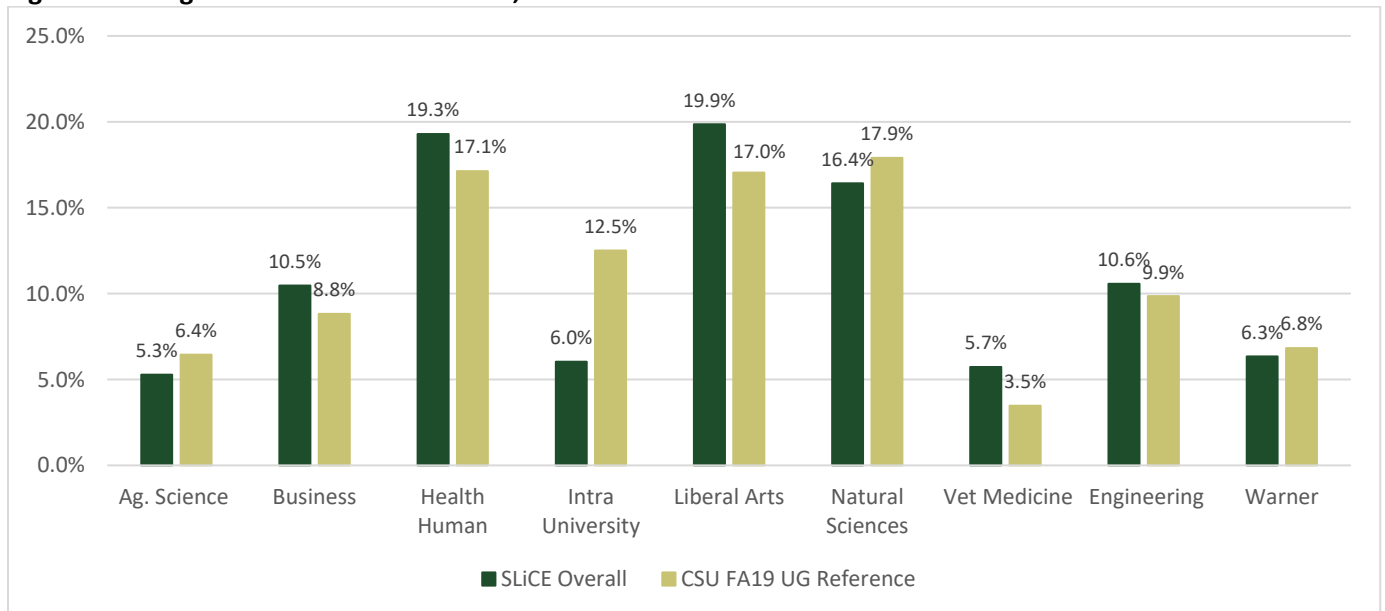


Compared to the reference group, both CSU Online and transfer students are underrepresented among SLiCE participants by 4.1 PP and 5.1 PP, respectively. Conversely, students identifying as STEM majors are about equally represented among SLiCE participants as they are among CSU FA19 undergraduates.

[Table 6](#) in Appendix A also displays mean high school rank as well as mean high school/transfer GPA for SLiCE participants. Over the analyzed time period, program participants hold a mean rank of 77.2% compared to 69.4% for the CSU FA19 UG reference group. Additionally, the mean high school/transfer GPA of SLiCE participants is 0.13 grade points higher than the reference group (3.65 compared to 3.52).

Figure 8 compares the college affiliations of SLiCE students in the terms they participate in SLiCE programming with CSU undergraduates enrolled at census in FA19.

Figure 8. College affiliation - SLiCE Overall, CSU FA19 UG Reference



Compared to the reference group, SLiCE participants are slightly overrepresented among 5 of 8 colleges over the analyzed period including: the College of Liberal Arts (by 2.9 PP), the College of Health and Human Sciences (by 2.2 PP), the College of Veterinary Medicine and Biomedical Sciences (by 2.2 PP), the College of Business (by 1.7 PP), and the College of Engineering (by 0.5 PP). In contrast, SLiCE participants are underrepresented among the College of Natural Sciences (by 1.5 PP), the College of Agricultural Sciences (by 1.1 PP), and the Warner College of Natural Resources (0.5 PP). However, the largest gap in representation is among Intra University (i.e., undeclared) students. The share of SLiCE participants who are Intra University is 6 PP less than that of the CSU FA19 GU reference group. See Appendix A [Table 7](#) for statistics broken down by SLiCE program.

SLiCE Programming by Type: Leadership and Community Service

Focusing more specifically on SLiCE programming itself, the rest of this report categorizes programs into one of two bins, leadership-focused programming and community service-focused programming, based off of program descriptions (see Appendix B). Leadership- and community service-focused programming are compared against SLiCE programming overall. The breakdown of SLiCE programming into categories is displayed in the box below.

Leadership-focused Programming		Community Service-focused Programming	
<ul style="list-style-type: none"> • Campus Step Up • LeaderShape • President's Leadership Program • Public Achievement • REAL Experience 	<ul style="list-style-type: none"> • SJTI • Student Organizations • Circle of Change • SLiCE Applicants • SLiCE Student Staff <ul style="list-style-type: none"> • CSU/UADY 	<ul style="list-style-type: none"> • 30 Days • Alternative Break • C.A.N.S. Around The Oval • CSUnity <ul style="list-style-type: none"> • Ram\$ for Change 	<ul style="list-style-type: none"> • Rams Against Hunger • SLiCE Adaptive Swim • TGIF • Praxis

Figures 9 and 10 show total observation counts by programming type, leadership and community service, respectively. Total observations come to 19,026 for leadership programs and 19,267 for community service programs. (See Appendix A Table 3).

Figure 9. Observation count by program – Leadership Programming

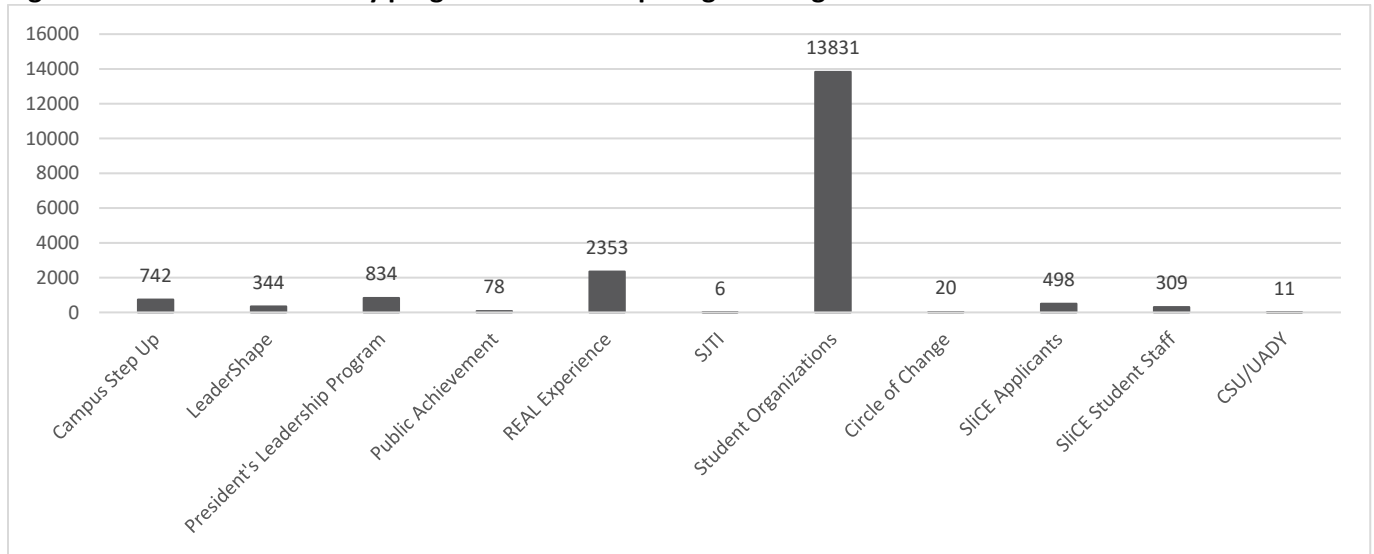


Figure 10. Observation count by program – Community Service Programming

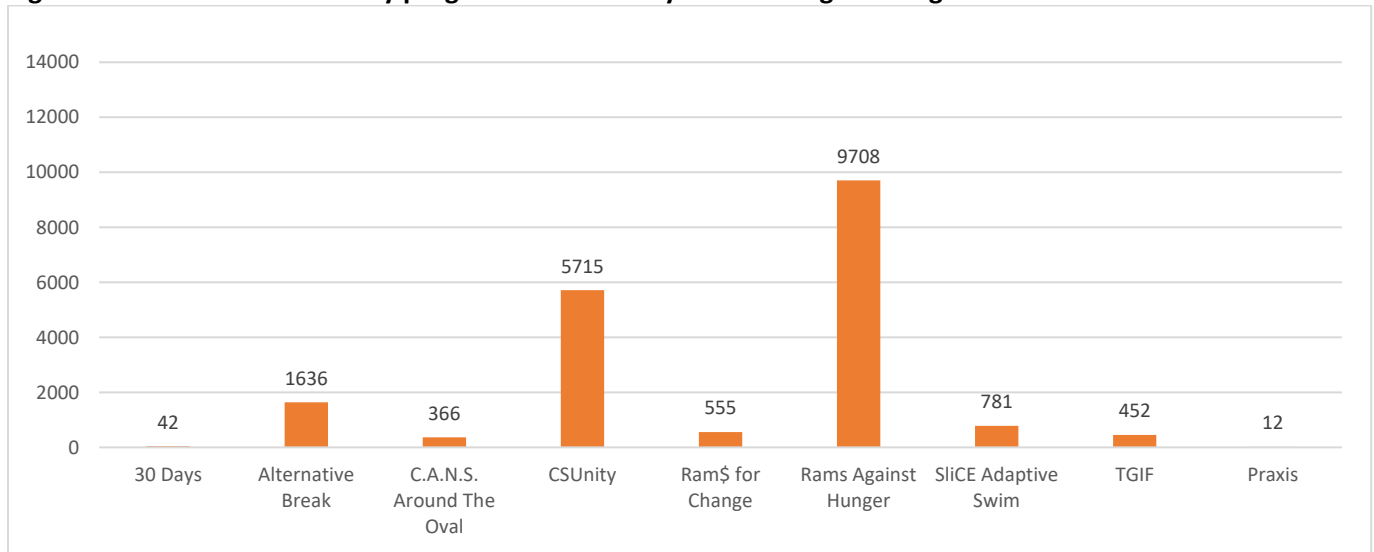
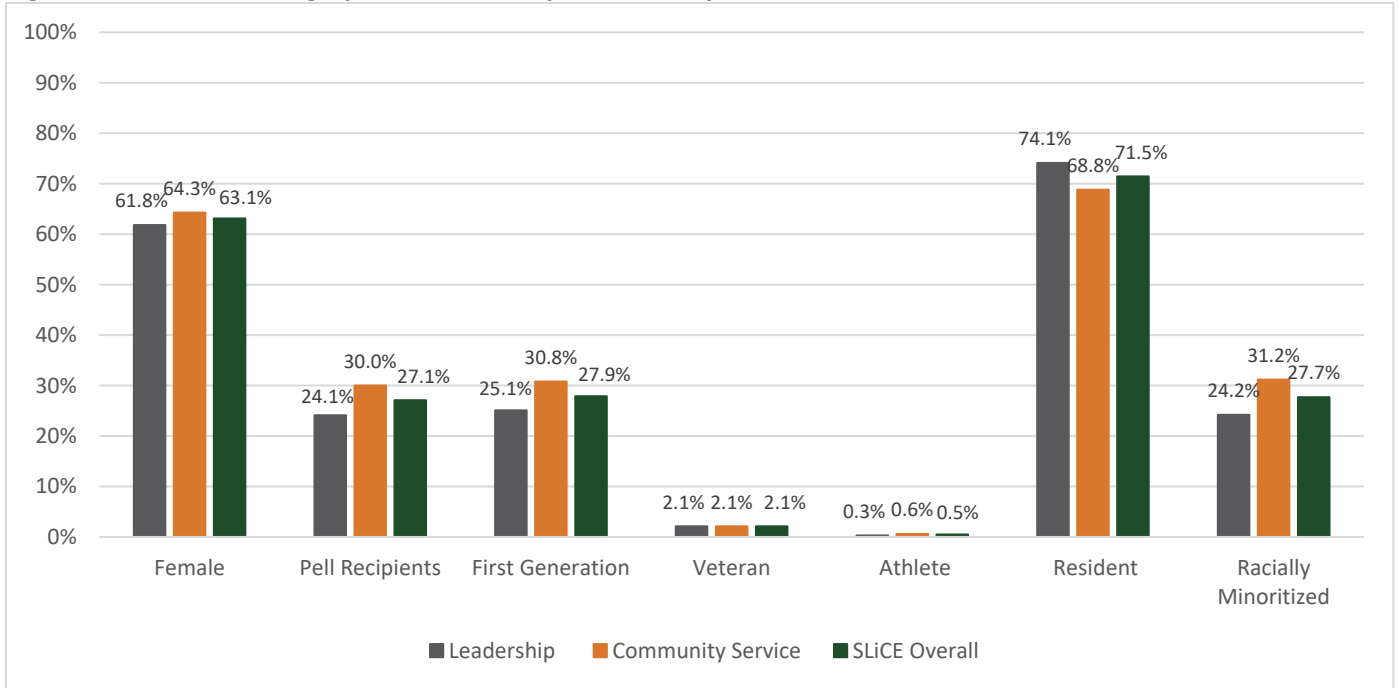


Figure 11 compares student demographics of leadership programs, community service programs, and SLiCE programming overall.

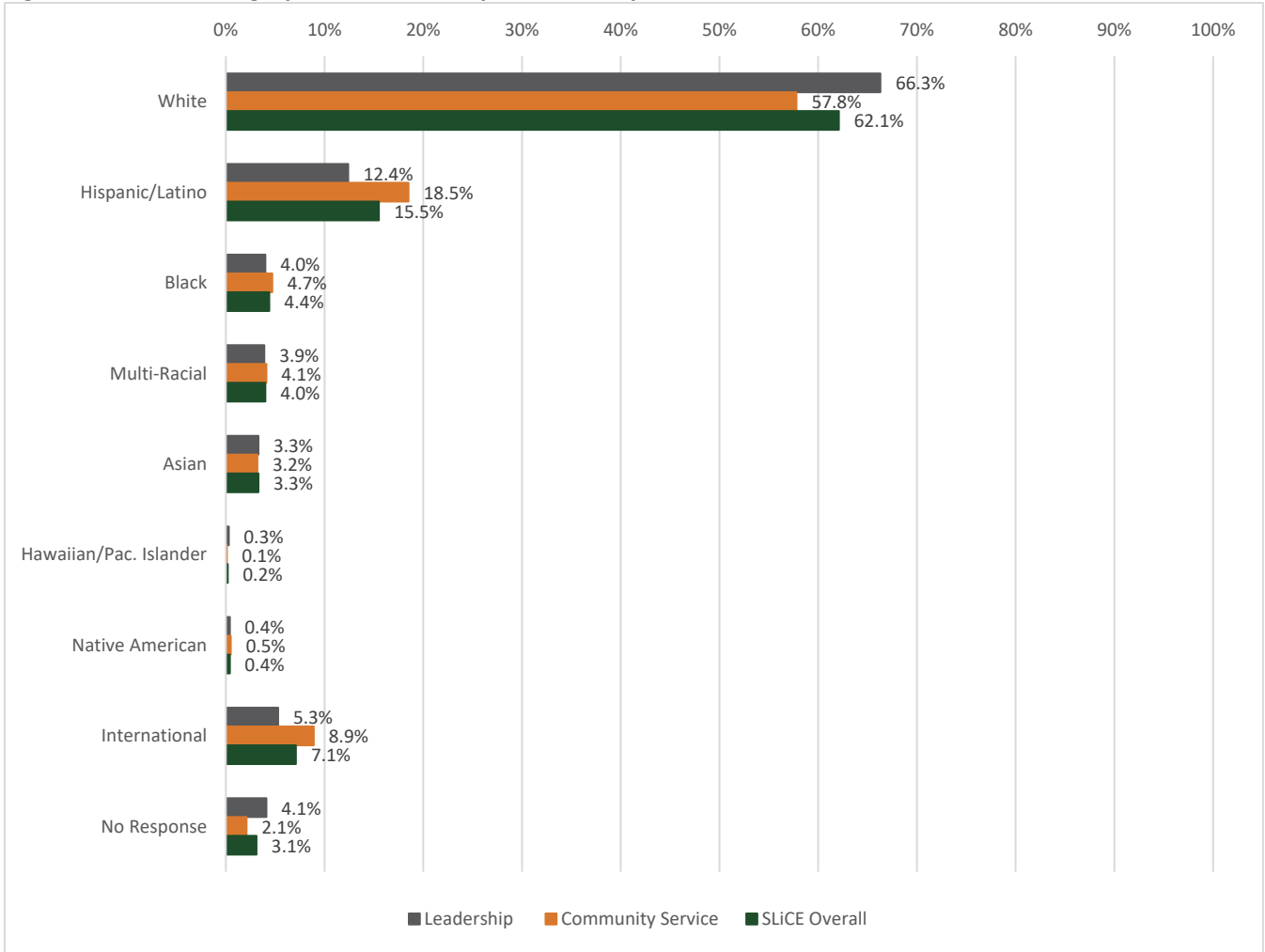
Figure 11. Student demographics - Leadership, Community Service, SLiCE Overall



Pell recipients, first-generation college students, and racially minoritized student groups are overrepresented among community service-focused programming compared to leadership-focused programming by around 6-7 PP. Female-identifying students are also slightly overrepresented among community service programming by 2.5 PP. Colorado residents are the only demographic slightly overrepresented among leadership programming by 5.3 PP, while veterans and student athletes are represented about equally across SLiCE program categories. (See Appendix A [Table 3](#) for a demographic breakdown by SLiCE program).

Figure 12 depicts the race and ethnicity demographics of leadership and community service programming, separately.

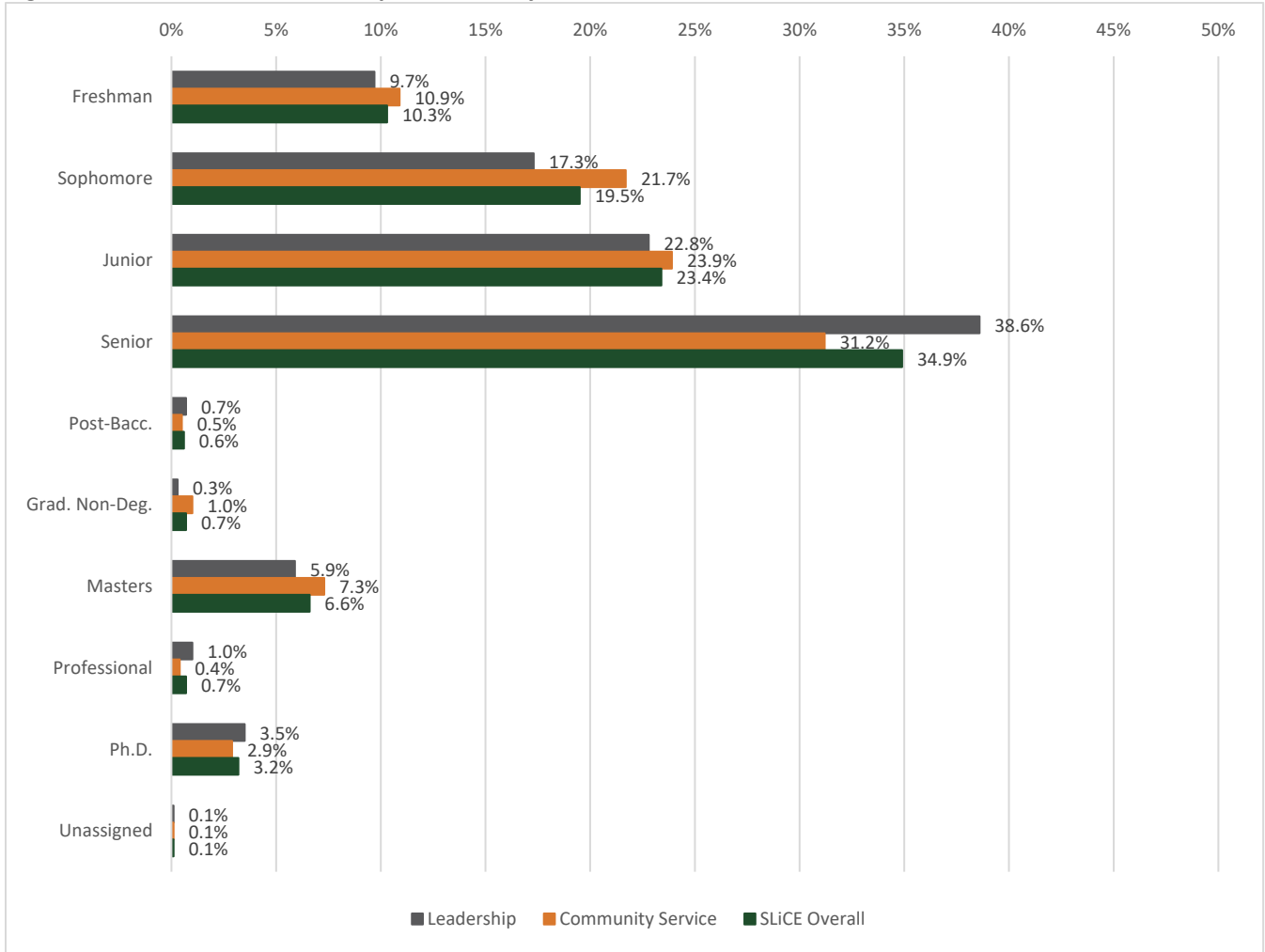
Figure 12. Race demographics – Leadership, Community Service, SLiCE Overall



As Figure 11 shows, racially minoritized students are overrepresented among community service-focused programming, and Figure 12 (and Appendix A [Table 4](#)) shows a more detailed breakdown by self-identified ethnicity. The 7 PP gap between community service and leadership programming can be almost entirely explained by the gap in Hispanic/Latino-identifying students between the two groups. Hispanics/Latinos comprise 18.5% of community service programming compared to 12.4% of leadership programming (a 6 PP difference), while the shares of students in other racial/ethnic identities is about even across programming category. Of note, International students are also slightly overrepresented among community service-focused programming compared to leadership-focused programming by 3.6 PP.

Figure 13 displays the breakdown in student class level by programming category.

Figure 13. Class level – Leadership, Community Service, SLiCE Overall

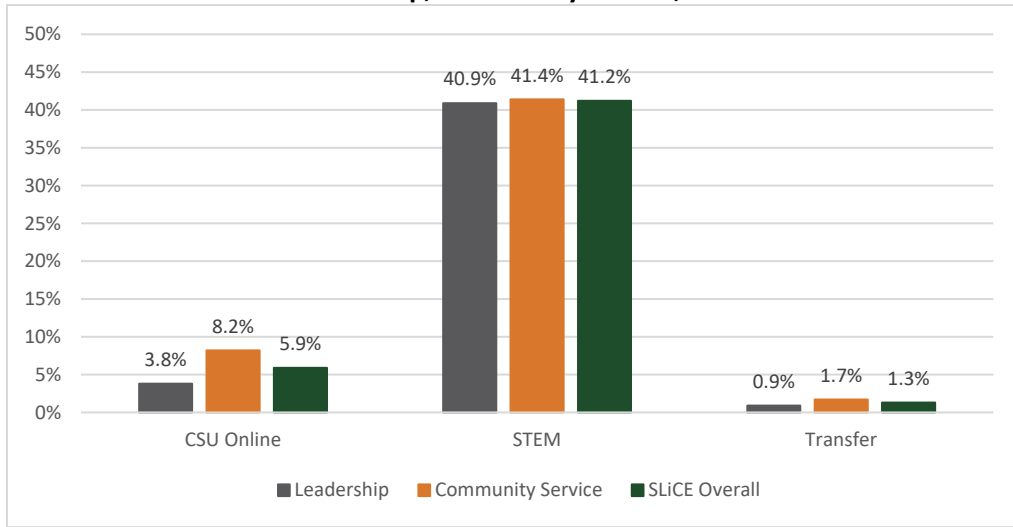


As shown in the prior section, students enrolled at the senior level are overrepresented in general across SLiCE programming compared to the CSU FA19 UG reference group, and as Figure 13 shows, this seems to be mostly driven by proportionally more seniors engaging in leadership programming compared to community service programming (a 7 PP difference). Other undergraduate class levels are slightly overrepresented among community service programming (particularly sophomores at 21.7% compared to 17.3% in leadership).

Meanwhile, Ph.D., Professional, and Post-Bachelors students are slightly overrepresented among leadership programming, while Masters students are slightly overrepresented among community service programming. See Appendix [Table 5](#) for class level breakdowns for each program.

Figure 14 compares some basic academic characteristics between the two programming categories.

Figure 14. Academic characteristics - Leadership, Community Service, SLiCE Overall



CSU Online students comprise a larger share of community service programming than of leadership programming (8.2% compared to 3.8%). Transfer students and STEM-affiliated students are also marginally more represented among community service programming by less than a percentage point. See Appendix [Table 6](#) for a breakdown by SLiCE program.

Figure 15 compares college affiliation of students participating in leadership programs, community service programs, and SLiCE overall.

Figure 15. College affiliation - Leadership, Community Service, SLiCE Overall

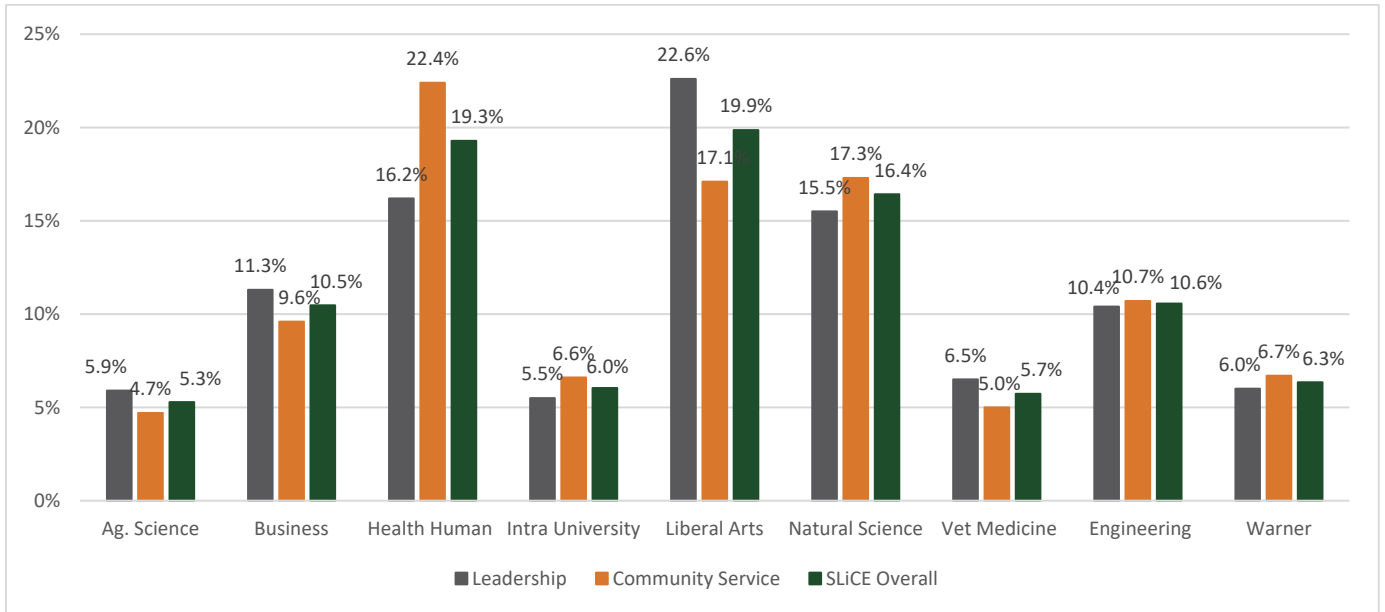


Figure 15 shows notable gaps in college affiliation between leadership and community service programming for two colleges in particular: community service students are 6.2 PP more likely to appear in the College of Health

and Human Sciences, while conversely, leadership students are 5.5 PP more likely to appear in the College of Liberal Arts.

Smaller gaps in college affiliation exist elsewhere with leadership programming students being slightly overrepresented among Agricultural Sciences, Business, and the College of Veterinary Medicine and Biomedical Sciences. In contrast, community service students are slightly overrepresented among the College of Natural Science and among Intra University students. Meanwhile, representation in Engineering and the Warner College of Natural Sciences among both SLiCE programming categories is about equal. Appendix A [Table 7](#) provides a more detailed college affiliation breakdown by SLiCE program.

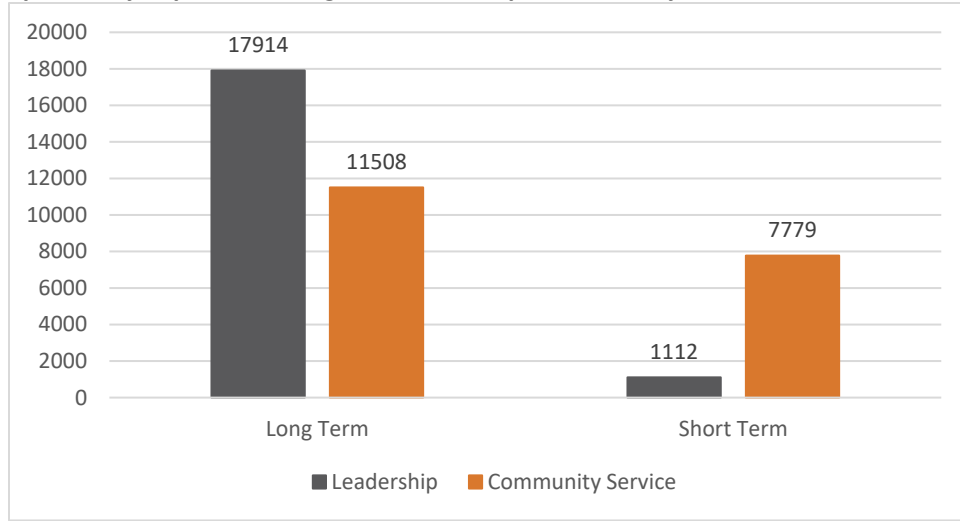
SLiCE Programming by Length: Long-term and Short-term

To further analyze the data, leadership and community service programming were sorted into long-term and short-term experiences. For the purposes of this report, a long-term program is defined as a program which lasts a full academic year or more. A short-term program is defined as one semester or less (e.g., a weekend retreat). The box below shows where each SLiCE program falls along the dimensions of programming category (column) and experience length (row).

	Leadership-focused Programming	Community Service-focused Programming
<p>Long-term (full academic year or more)</p>	<ul style="list-style-type: none"> • President's Leadership Program • Public Achievement • REAL Experience • SLiCE Applicants • SLiCE Student Staff • Student Organizations • CSU/UADY 	<ul style="list-style-type: none"> • Ram\$ for Change • Praxis • Rams Against Hunger • SLiCE Adaptive Swim • TGIF
<p>Short-term (one semester or less)</p>	<ul style="list-style-type: none"> • Campus Step Up • SJTI • Circle of Change • LeaderShape 	<ul style="list-style-type: none"> • 30 Days • C.A.N.S. Around the Oval • Alternative Break • CSUnity

Figure 16 shows participation counts (of total observations) by experience length, separate for leadership and community service programming.

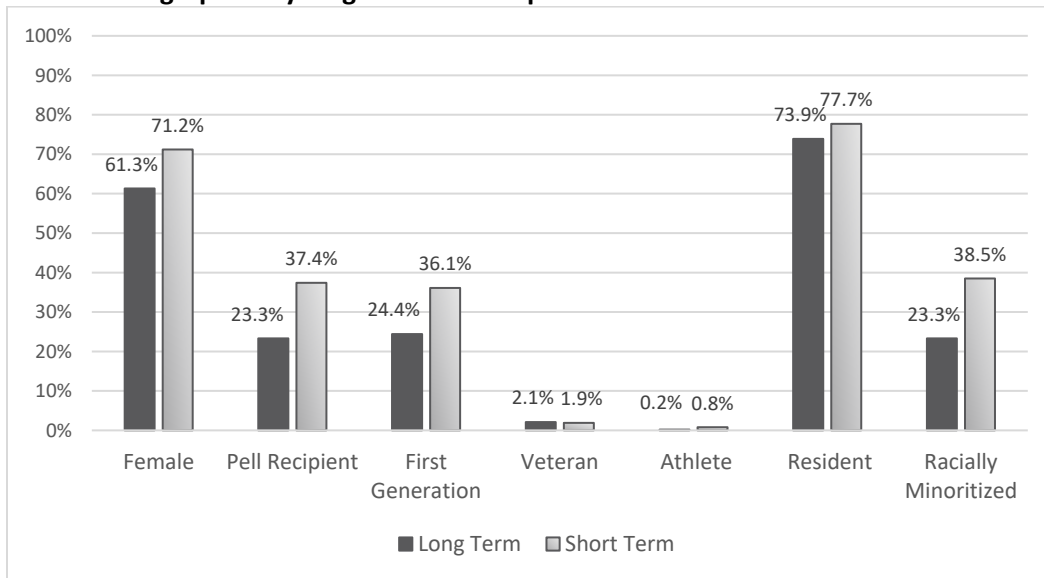
Figure 16. Participation by experience length – Leadership, Community Service



Based on the definitions of long- and short-term, the vast majority of SLiCE participant observations across leadership programming (94%) are classified as long-term while 60% of observations in community service programming are classified as such. Recall that an observation here is at the student-program-term level, so the same student may appear in multiple long-term experiences or in both a long- and short-term experience, for example.

Figures 17 and 18 show student demographic characteristics for leadership programming and community service programming, respectively, sorted by long-term and short-term experiences. Appendix A [Table 3](#) provides more detail by specific SLiCE program.

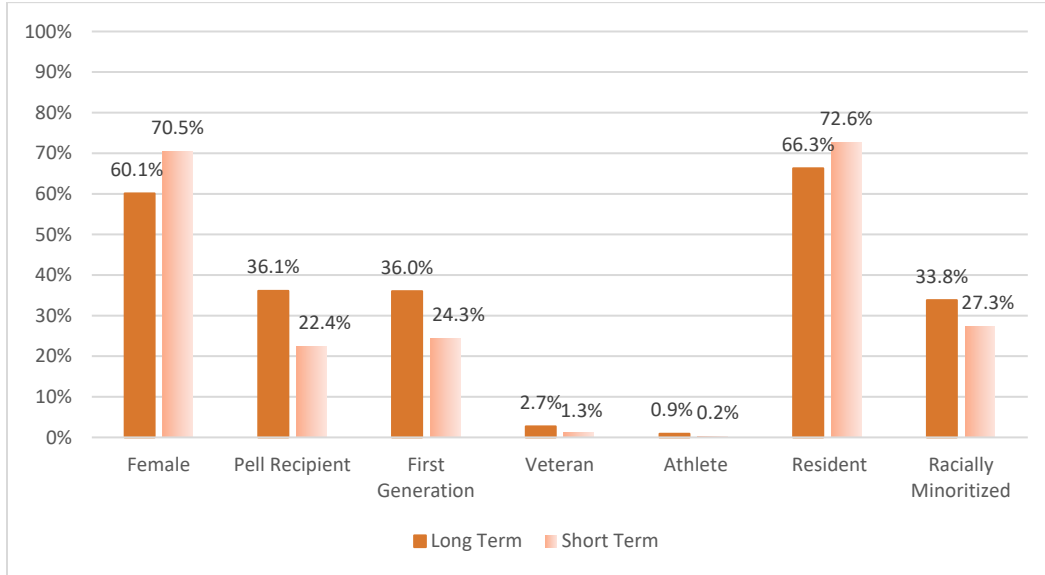
Figure 17. Student demographics by length – Leadership



Within leadership programming, most historically underrepresented demographic groups are overrepresented among short-term program experiences, which is noteworthy given that 94% of all leadership programming observations are classified as long-term experiences. Female-identifying students (by 9.9 PP), Pell recipients (by

14.1 PP), first generation (by 11.7 PP), and racially minoritized students (by 15.2 PP) are more likely to be in short-term leadership programming. Though, non-Colorado residents appear slightly underrepresented among short-term experiences.

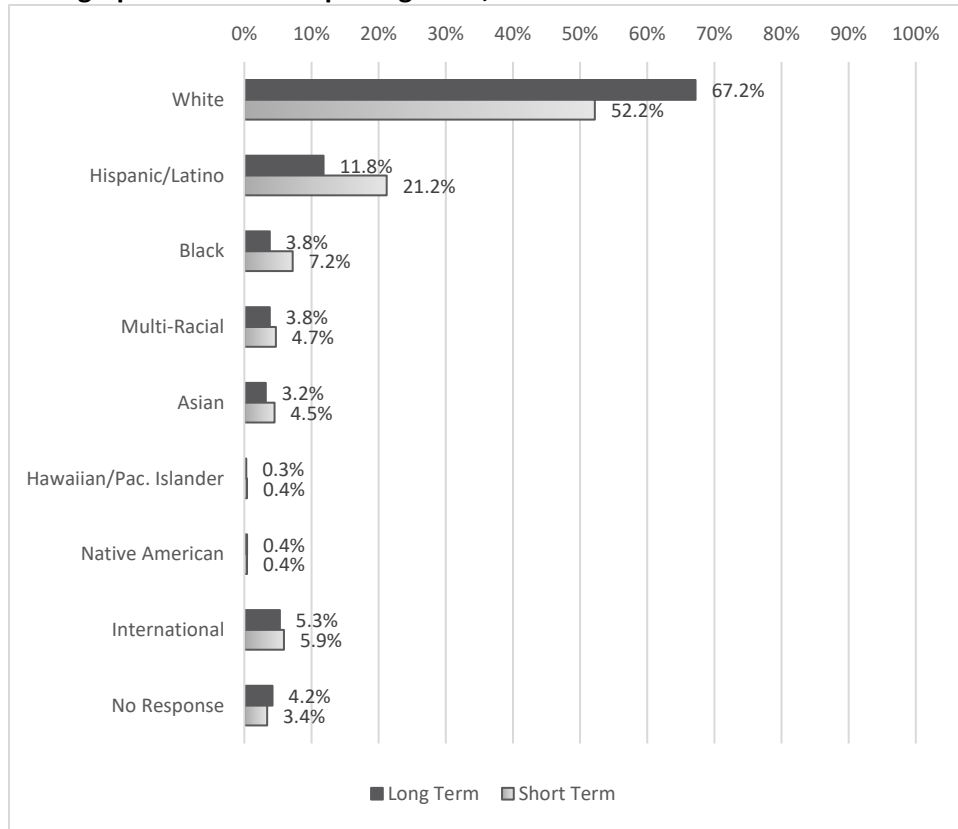
Figure 18. Student demographics by length – Community Service



Within community service programming, with the exception of female-identifying students, most historically underrepresented demographics are more likely to participate in long-term experiences. The percentages in Figure 18 serve in contrast to those presented in Figure 17 for leadership programming. Pell recipients (by 13.7 PP), first generation (by 11.7 PP), and racially minoritized students (by 6.5 PP) are overrepresented among long-term experiences. Female-identifying students (by 10.4 PP) and Colorado residents (by 6.3 PP) are overrepresented among short-term programs.

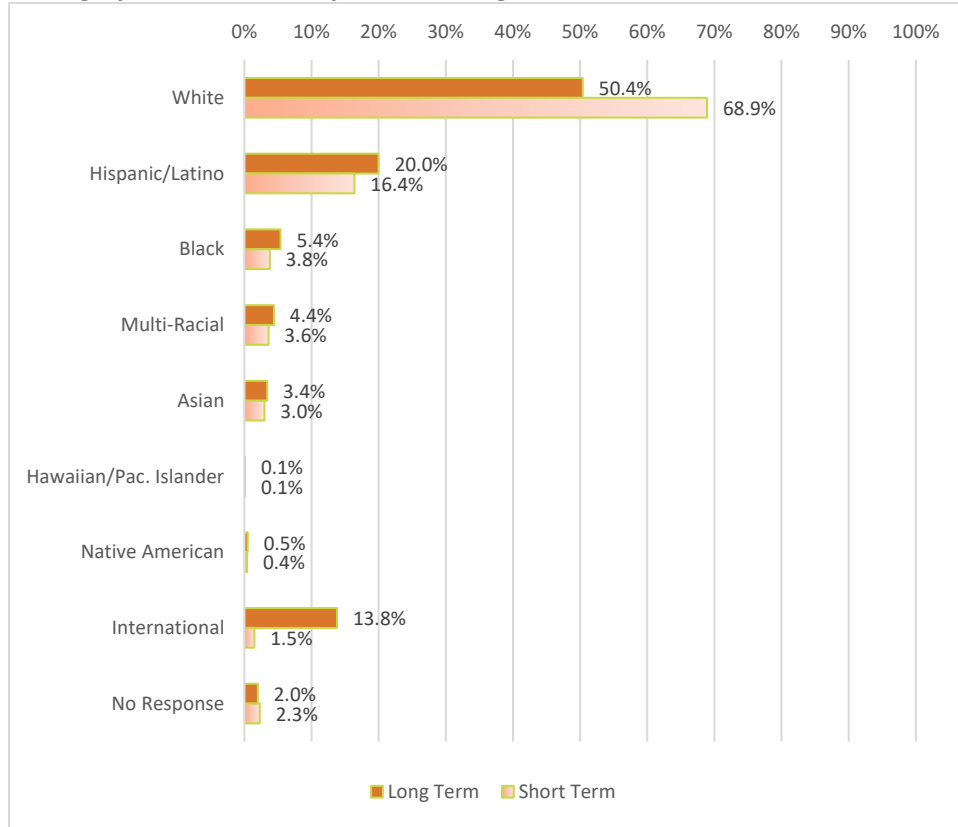
Figures 19 and 20 below show more detailed race/ethnicity breakdowns by experience length for leadership programming and community service programming, respectively. Appendix A [Table 4](#) provides more detail by specific SLiCE program.

Figure 19. Race demographics – Leadership: Long Term, Short Term



The 15.2 PP gap between long-term and short-term leadership experiences in the share of participants who are racially minoritized is due to gaps in several race/ethnicity categories. Hispanic/Latino (by 9.4 PP), Black (by 3.4 PP), Asian (by 1.3 PP), and Multi-Racial (by 0.9 PP) students are overrepresented among short-term experiences compared to long-term. International students are also slightly overrepresented among short-term programs by 0.6 PP, while Native American and Hawaiian/Pacific Islander-identifying students are represented at around the same rate across experience length.

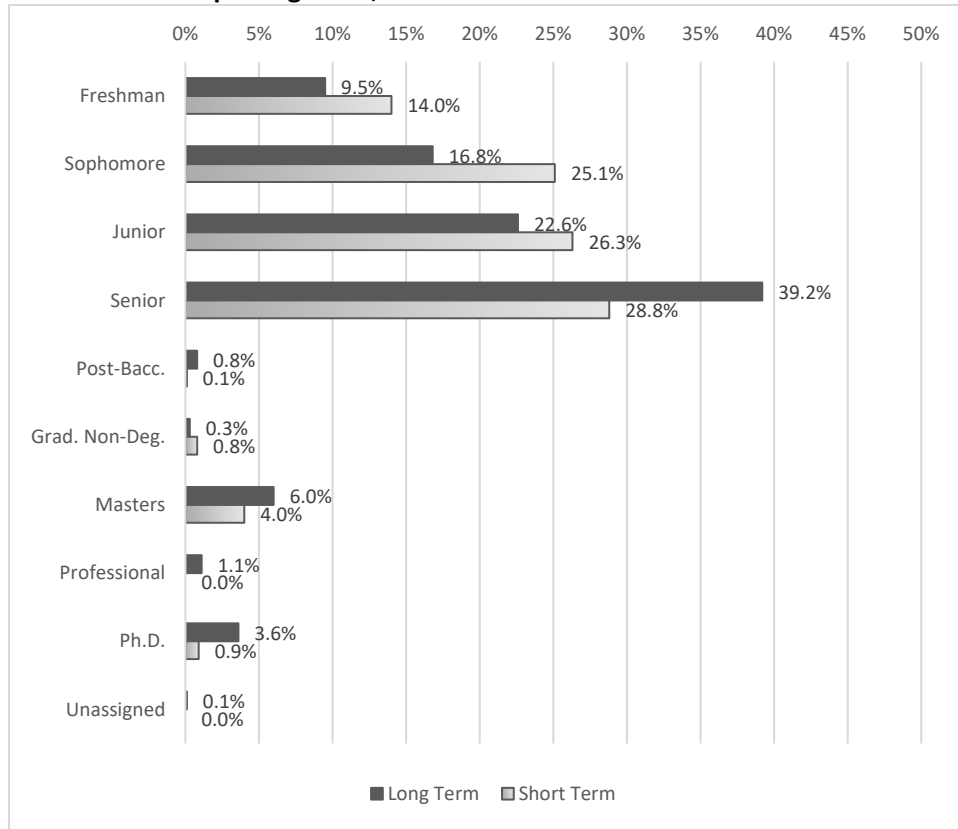
Figure 20. Race demographics –Community Service: Long Term, Short Term



The smaller 6.5 PP gap between short-term and long-term community service in the share of participants who are racially minoritized is due to mostly to gaps between Hispanic/Latino and Black representation between the two experience lengths. Hispanic/Latino (by 3.6 PP), Black (by 1.6 PP), and Multi-Racial (by 0.8 PP) students are slightly overrepresented among long-term community service experiences. Native American and Hawaiian/Pacific Islander-identifying students are represented at around the same rate in both categories. Meanwhile, the share of International students in long-term programming is 12.3 PP higher than that of short-term programming.

Figures 21 and 22 below show class level breakdowns by experience length for leadership programming and community service programming, respectively. Appendix A [Table 5](#) provides more detail by specific SLiCE program.

Figure 21. Class level – Leadership: Long Term, Short Term



As Figure 13 showed above, the overrepresentation of senior-level students in SLiCE programming is mostly due to their overrepresentation among leadership programming participants. As Figure 21 indicates, among leadership programming, seniors are especially overrepresented among long-term experiences (39.2%) compared to short-term experiences (28.8%). In contrast, freshmen, sophomores, and juniors are underrepresented among long-term experiences by 4.5, 8.3, and 3.7 PP respectively.

Masters and Ph.D. students are slightly overrepresented among long-term leadership programming as well.

Figure 22. Class Level – Community Service: Long Term, Short Term

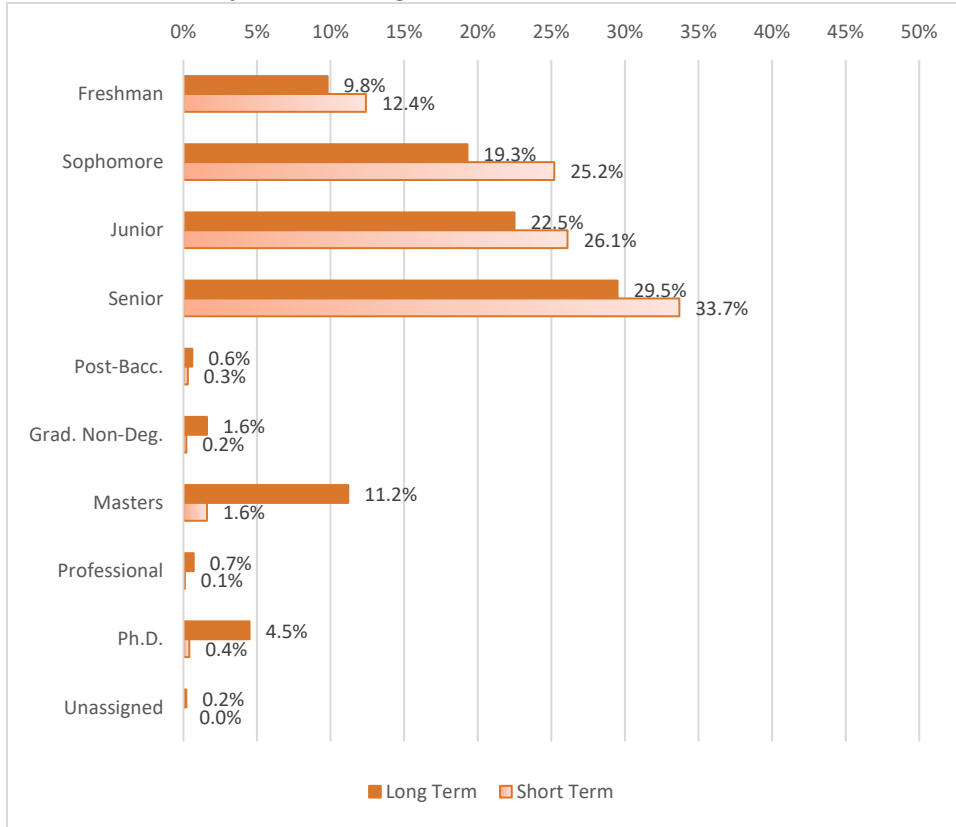
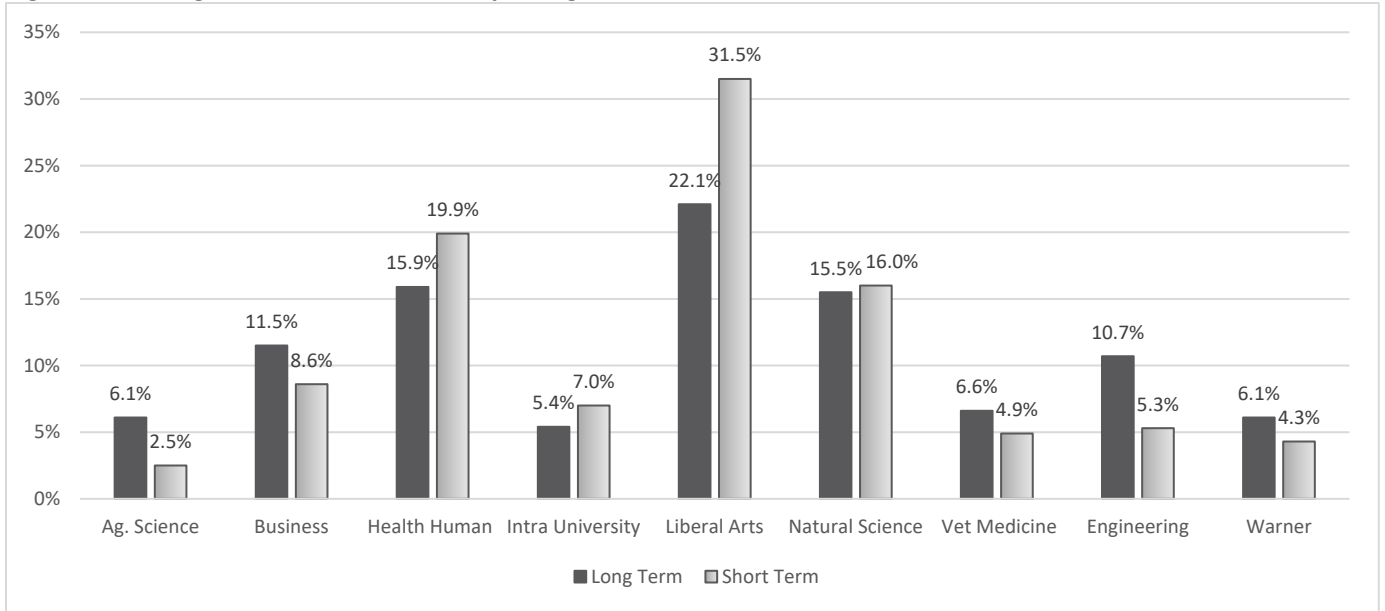


Figure 22 shows that, among community service programming, undergraduates at all levels are overrepresented among short-term experience participants. Conversely, Masters-level students are highly overrepresented among long-term experience participants (by 9.6 PP), and Ph.D. students are notably more represented as well (by 4.1 PP).

Figures 23 and 24 show college affiliation information for long-term and short-term experiences broken down by leadership and community service programming. Appendix A [Table 7](#) provides more detailed information by SLiCE program.

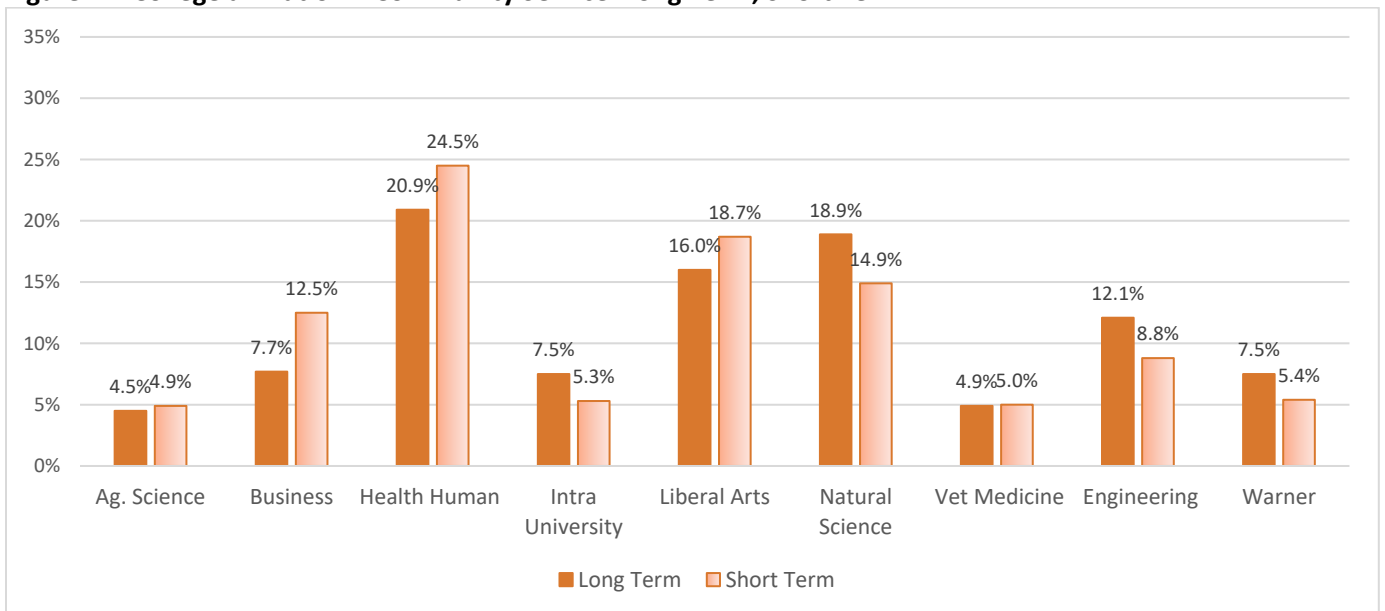
Figure 23. College affiliation – Leadership: Long Term, Short Term



Among leadership programming, the largest gaps in college affiliation between long-term and short-term programming are in Liberal Arts, Engineering, Health and Human Sciences, and Agricultural Sciences. Short-term participants are overrepresented in Liberal Arts and Health and Human Sciences by 9.4 PP and 4 PP, respectively; while long-term participants are overrepresented in Engineering and Agricultural Sciences by 5.2 PP and 3.6 PP, respectively.

Short-term participants are also slightly more represented in Natural Science and among Intra University students. On the other hand, long-term participants are slightly more represented in Business, Vet Medicine, and the Warner College of Natural Resources.

Figure 24. College affiliation – Community Service: Long Term, Short Term



Among community service programming, the largest gaps in college affiliation between long-term and short-term programming are in Business, Natural Science, Health and Human Science, and Engineering. However, none of these gaps rise to the level of magnitude observed for leadership programming in Figure 23. Short-term participants are overrepresented in Business and Health and Human Sciences by 5.2 PP and 3.6 PP, respectively. Meanwhile, long-term participants are overrepresented in Natural Science and Engineering by 4.5 PP and 3.3 PP, respectively.

Conclusions

Increased Program Participation and Continuous Term Participation

The findings of this report showed an overall increase in participation in SLiCE from FA08-FA19 of 194% over the analyzed period. About 60% of participants do more than one SLiCE program. Participants are generally farther along their undergraduate experiences, with the highest group enrolling in their senior year (34.9%).

Underrepresented Student Groups Utilizing SLiCE Programming

Historically underrepresented populations (female, first generation college students, Pell grant recipients and racially minoritized student groups) are generally overrepresented among SLiCE programming compared to their representation within the general undergraduate student population at CSU in FA19.

Community Service Programming Popular Among Undergraduates, Underrepresented Student Groups

A majority of freshmen, sophomores, and juniors enroll in community service focused programming. Additionally, Pell recipients, first-generation college students, and racially minoritized student groups participate in community service programs at a higher rate than leadership programming. Hispanic/Latino identifying students participate in community service programming at about a 7 PP greater rate than leadership programming. Online students are also represented at a higher rate in community service focused programming.

Program Recommendations

The following recommendations are made using identified gaps in participation via this brief, reflecting the belief transformative learning occurs through intentional cross-unit planning to enhance students' experience with high-impact practices that promote engagement and student success; ensuring students are receiving equitable extracurricular programming is critical (Schuh, Jones & Torres, 2017, p.499; Kuh, 2012).

Increase Partnerships with Identified Student Programs

Presented in this report, students with transfer status, non-resident students, and CSU online students are underrepresented in SLiCE programming compared to their general population on campus. Partnerships with these student groups could involve updated program design which utilizes information from a potential needs-based assessment of these groups. Virtual programming could be a potential option for future program to better ensure equitable student engagement theory (Kearsley & Shneiderman, 1998).

Athletes and veterans are additionally underrepresented in SLiCE programming as well. A relevant topic nationally (see Bauer-Wolf, 2019), athletes are one of the critical populations on campus missing out on high-impact extracurricular activities which result in better student success matrix and career placement. Additionally, veterans are also a critically underserved student population nationally (Olsen, Badger & McCuddy, 2014). Barriers to engagement for these groups center on their inability to participate due to their non-traditional schedules (Bauer-Wolf, 2019; Olsen, Badger & McCuddy, 2014). Being engaged in unit-planning for

these students allows for the prioritization of high-impact extracurricular practices within the current structure of curriculum engagement for these student populations (Keeling, 2006).

Increase Partnerships with Intra University

When considering college affiliation representation within SLiCE programming, Liberal Arts, Natural Science and Health and Human Services are the predominant college affiliations of participants. Intra University students are the lowest college affiliation within SLiCE and hold the largest gap in participation compared to the reference group. Reflecting suggestions of partnerships with non-traditional programs, a needs-based assessment of Intra University students could inform future program design allowing these students to access a certain level of engagement with CSU previously not available. Additionally, defining the students within this group could further clarify the needs of these students which are very diverse and student-to-student specific.

Further Evaluation of Leadership Focused SLiCE Programming and Intentional Planning to Increase Participation of Historically Underserved Populations

Comparing the demographic composition of both leadership and community service programming showed an overall higher usage of community service focused programming by all noted historically underserved groups described in this brief. Further evaluation of leadership focused programming could be beneficial in areas noted below.

- Assessment of relevancy and outcomes of current leadership programming.
- Increasing number of short-term leadership programs with consideration that most participants of short-term leadership programs are racially minoritized and underrepresented student populations (see **Error! Reference source not found.**), but most participants of leadership programming are participating in long-term programs (94.1%) and were non-minoritized (66.3%)(see **Error! Reference source not found.**).

Enhanced Freshman Orientation SLiCE Marketing

Participants at a freshman class level are the lowest served by SLiCE programming. Increased marketing and recruitment during freshman orientation and the following weeks could enhance knowledge of programming among this student group and potentially encourage continued participation past the current trend of participation in only one program (see Appendix A Table 3 and **Error! Reference source not found.**).

Enhanced Understanding of Health and Human Services and Community Service Programs

Reflecting the large population of students affiliated with Health and Human Services participating in community service programs (22.4%), an enhanced understanding of Health and Human Services curriculum could show why there is increased participation in this type of programming for the identified students and if there is possibility for replication in other college affiliations.

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Appendix A

The tables below provide data points and relevant statistics that inform the figures in the main body of the report.

Table 1. Overall SLiCE participation by term

Term	SLiCE Participant Total	CSU UG Total	% of UG in SLiCE
Spring 2008	119	19,083	0.6%
Summer 2008		4,890	
Fall 2008	1,121	20,829	5.4%
Spring 2009	1,334	19,205	6.9%
Summer 2009	52	4,989	1.0%
Fall 2009		21,204	
Spring 2010		19,653	
Summer 2010		5,222	
Fall 2010	971	21,953	4.4%
Spring 2011	1,340	20,304	6.6%
Summer 2011	71	5,338	1.3%
Fall 2011	974	22,300	4.4%
Spring 2012	1,492	20,608	7.2%
Summer 2012	46	5,069	0.9%
Fall 2012	568	22,412	2.5%
Spring 2013	936	20,756	4.5%
Summer 2013		5,087	
Fall 2013	801	22,565	3.5%
Spring 2014	980	20,906	4.7%
Summer 2014	51	4,803	1.1%
Fall 2014	100	22,506	0.4%
Spring 2015		21,010	
Summer 2015		5,999	
Fall 2015	1,353	23,009	5.9%
Spring 2016	3,176	21,452	14.8%
Summer 2016		6,184	
Fall 2016	318	23,768	1.3%
Spring 2017	112	21,904	0.5%
Summer 2017		6,337	
Fall 2017	2,414	23,943	10.1%
Spring 2018	4,586	22,062	20.8%
Summer 2018		6,603	
Fall 2018	3,806	24,380	15.6%
Spring 2019	4,804	22,615	21.2%

Summer 2019		6,654	
Fall 2019	3,292	24,600	13.4%
Spring 2020	3,477	22,566	15.4%
Summer 2020		7,048	
Fall 2020		23,590	
Totals	38,294	643,406	
Growth % FA08-FA19	194%		

Table 2. Number of distinct student participants by SLICE observation

Number of Observations	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Count of distinct students	6827	5906	1414	1618	496	397	159	129	64	35	24	18	7	10
Share of all distinct students	39.9%	34.5%	8.3%	9.5%	2.9%	2.3%	0.9%	0.8%	0.4%	0.2%	0.1%	0.1%	0.0%	0.1%
Number of Observations	15	16	17	18	19	20	21	22	23	24	25	26	27	Total
Count of distinct students	8	4	1	0	1	0	0	0	1	0	0	1	1	17,121
Share of all distinct students	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	

Table 3. Student demographics

	Headcount	Female	Pell Recipient	First Generation	Veteran	Athlete	Colorado Resident	Racially Minoritized
CSU FA19 UG Reference	26,559	52.9%	21.2%	24.6%	3.7%	1.4%	66.8%	25.1%
SLICE Overall	38,294	63.1%	27.1%	27.9%	2.1%	0.5%	71.5%	27.7%
Leadership Programming	19,026	61.8%	24.1%	25.1%	2.1%	0.3%	74.1%	24.2%
Long-Term (LT) Programs	17,914	61.3%	23.3%	24.4%	2.1%	0.2%	73.9%	23.3%
President's Leadership Program	834	71.9%	21.3%	21.3%	1.4%	0.0%	75.4%	25.2%
Public Achievement	78	76.9%	20.5%	28.2%	2.6%	0.0%	69.2%	34.6%
REAL Experience	2,353	64.6%	26.5%	29.0%	1.2%	0.0%	74.9%	28.7%
SLICE Applicants	498	74.7%	32.1%	32.9%	1.4%	0.0%	76.3%	30.7%
SLICE Student Staff	309	80.9%	39.3%	33.9%	1.9%	0.0%	82.9%	45.6%
Student Organizations	13,831	59.1%	22.1%	23.1%	2.4%	0.3%	73.3%	21.4%
CSU/UADY	11	54.5%	45.5%	36.4%	0.0%	0.0%	100.0%	27.3%

Short-Term (ST) Programs	1,112	71.2%	37.4%	36.1%	1.9%	0.8%	77.7%	38.5%
LeaderShape	344	61.3%	37.1%	32.5%	1.5%	3.3%	79.4%	31.1%
Campus Step Up	742	75.6%	37.5%	38.0%	1.6%	0.0%	76.7%	41.4%
SJTI	6	66.7%	100.0%	33.3%	0.0%	0.0%	100.0%	66.7%
Circle of Change	20	80%	20%	30%	20%	0%	80%	50%
Community Service Programming	19,267	64.3%	30.0%	30.8%	2.1%	0.6%	68.8%	31.2%
Long-Term (LT) Programs	11,508	60.1%	36.1%	36.0%	2.7%	0.9%	66.3%	33.8%
Ram\$ for Change	555	54.1%	39.8%	44.0%	2.7%	0.5%	79.6%	51.9%
Praxis	12	50.0%	20.0%	60.0%	0.0%	0.0%	100.0%	66.7%
Rams Against Hunger	9,708	57.0%	39.8%	38.9%	2.8%	0.9%	64.6%	35.1%
SLICE Adaptive Swim	781	87.5%	9.7%	12.2%	1.7%	0.0%	74.8%	13.2%
TGIF	452	87.6%	13.5%	17.8%	1.3%	0.0%	71.2%	19.0%
Short-Term (ST) Programs	7,759	70.5%	22.4%	24.3%	1.3%	0.2%	72.6%	27.3%
30 Days	42	85.7%	23.8%	14.3%	4.8%	0.0%	90.5%	14.3%
C.A.N.S. Around The Oval	366	66.7%	24.0%	24.6%	3.3%	0.8%	74.6%	26.8%
Alternative Break	1,636	79.3%	29.2%	30.8%	1.3%	0.3%	76.5%	33.2%
CSUnity	5,715	68.1%	20.4%	22.5%	1.1%	0.1%	71.2%	25.8%

Table 4. Race/Ethnicity demographics

	White	Hispanic/ Latino	Black	Multi- Racial	Asian	Hawaiian/ Pac. Islander	Native American	Inter- national	No Response
CSU FA19 UG Reference	69.2%	14.2%	1.9%	4.6%	2.8%	0.1%	0.5%	5.6%	0.9%
SLICE Overall	62.1%	15.5%	4.4%	4.0%	3.3%	0.2%	0.4%	7.1%	3.1%
Leadership Programming	66.3%	12.4%	4.0%	3.9%	3.3%	0.3%	0.4%	5.3%	4.1%
Long-Term (LT) Programs	67.2%	11.8%	3.8%	3.8%	3.2%	0.3%	0.4%	5.3%	4.2%
President's Leadership Program	71.2%	13.2%	5.0%	4.1%	2.6%	0.2%	0.0%	0.7%	2.9%
Public Achievement	65.4%	23.1%	0.0%	9.0%	2.6%	0.0%	0.0%	0.0%	0.0%
REAL Experience	61.8%	15.6%	3.5%	4.4%	3.9%	0.6%	0.7%	5.9%	3.7%
SLICE Applicants	56.8%	14.7%	7.6%	4.8%	2.8%	0.6%	0.2%	7.2%	5.2%

SLICE Student Staff	51.1%	31.1%	5.2%	4.5%	4.5%	0.3%	0.0%	0.6%	2.6%
Student Organizations	68.7%	10.5%	3.6%	3.7%	3.1%	0.2%	0.3%	5.6%	4.3%
CSU/UADY	45.5%	27.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	27.3%
Short-Term (ST) Programs	52.2%	21.2%	7.2%	4.7%	4.5%	0.4%	0.4%	5.9%	3.4%
LeaderShape	57.3%	15.4%	7.3%	2.6%	4.9%	0.3%	0.6%	8.7%	2.9%
Campus Step Up	50.3%	23.6%	6.6%	5.8%	4.4%	0.5%	0.4%	4.6%	3.8%
SJTI	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Circle of Change	40.0%	30.0%	20.0%	0.0%	0.0%	0.0%	0.0%	10.0%	0.0%
Community Service Programming	57.8%	18.5%	4.7%	4.1%	3.2%	0.1%	0.5%	8.9%	2.1%
Long-Term (LT) Programs	50.4%	20.0%	5.4%	4.4%	3.4%	0.1%	0.5%	13.8%	2.0%
Ram\$ for Change	41.8%	25.9%	14.1%	4.5%	6.7%	0.0%	0.7%	4.0%	2.3%
Praxis	16.7%	50.0%	0.0%	16.7%	0.0%	0.0%	0.0%	0.0%	16.7%
Rams Against Hunger	47.0%	21.1%	5.5%	4.6%	3.2%	0.1%	0.6%	16.1%	1.8%
SLICE Adaptive Swim	82.2%	6.0%	0.8%	2.3%	4.1%	0.0%	0.0%	0.3%	4.4%
TGIF	79.2%	11.9%	0.9%	3.5%	2.7%	0.0%	0.0%	0.4%	1.3%
Short-Term (ST) Programs	68.9%	16.4%	3.8%	3.6%	3.0%	0.1%	0.4%	1.5%	2.3%
30 Days	81.0%	0.0%	9.5%	4.8%	0.0%	0.0%	0.0%	0.0%	4.8%
C.A.N.S. Around The Oval	67.8%	13.4%	4.9%	3.6%	4.4%	0.5%	0.0%	1.9%	3.6%
Alternative Break	61.9%	19.5%	5.9%	4.1%	3.2%	0.2%	0.2%	1.6%	3.3%
CSUnity	70.8%	15.8%	3.1%	3.4%	2.9%	0.1%	0.5%	1.5%	1.9%

Table 5. Class level

	Freshman	Sophomore	Junior	Senior	Post-Bacc.	Grad. Non-Deg.	Masters	Professional	Ph.D.	Un-assigned
CSU FA19 UG Reference	25.5%	22.3%	23.0%	27.6%	1.7%					
SLICE Overall	10.3%	19.5%	23.4%	34.9%	0.6%	0.7%	6.6%	0.7%	3.2%	0.1%
Leadership Programming	9.7%	17.3%	22.8%	38.6%	0.7%	0.3%	5.9%	1.0%	3.5%	0.1%
Long-Term (LT) Programs	9.5%	16.8%	22.6%	39.2%	0.8%	0.3%	6.0%	1.1%	3.6%	0.1%
President's Leadership Program	32.7%	31.1%	15.1%	21.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Public Achievement	9.0%	10.3%	17.9%	62.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
REAL Experience	15.3%	24.8%	23.9%	29.7%	0.6%	0.3%	3.4%	0.0%	1.1%	1.0%
SLICE Applicants	24.7%	30.9%	27.7%	13.5%	0.0%	0.2%	3.0%	0.0%	0.0%	0.0%
SLICE Student Staff	5.8%	18.1%	26.9%	45.3%	0.0%	0.0%	3.9%	0.0%	0.0%	0.0%
Student Organizations	6.6%	14.1%	22.6%	42.5%	0.9%	0.3%	7.0%	1.4%	4.5%	0.0%
CSU/UADY	13.5%	25.5%	25.8%	32.9%	0.2%	0.2%	1.5%	0.1%	0.4%	0.0%
Short-Term (ST) Programs	14.0%	25.1%	26.3%	28.8%	0.1%	0.8%	4.0%	0.0%	0.9%	0.0%
LeaderShape	20.9%	25.0%	25.6%	23.8%	0.3%	0.0%	3.8%	0.0%	0.6%	0.0%
Campus Step Up	11.3%	25.7%	26.1%	30.2%	0.0%	1.2%	4.3%	0.0%	1.1%	0.0%
SJTI	0.0%	0.0%	33.3%	66.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Circle of Change	0.0%	10.0%	40.0%	50.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Community Service Programming	10.9%	21.7%	23.9%	31.2%	0.5%	1.0%	7.3%	0.4%	2.9%	0.1%
Long-Term (LT) Programs	9.8%	19.3%	22.5%	29.5%	0.6%	1.6%	11.2%	0.7%	4.5%	0.2%
Ram\$ for Change	16.8%	21.8%	24.5%	32.1%	0.7%	0.5%	2.9%	0.0%	0.7%	0.0%
Praxis	0.0%	50.0%	16.7%	16.7%	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%
Rams Against Hunger	0.0%	50.0%	16.7%	16.7%	0.0%	0.0%	16.7%	0.0%	0.0%	0.0%
SLICE Adaptive Swim	19.0%	23.8%	25.1%	29.6%	0.5%	0.0%	1.8%	0.3%	0.0%	0.0%
TGIF	17.7%	28.1%	23.9%	28.5%	0.0%	0.0%	1.8%	0.0%	0.0%	0.0%
Short-Term (ST) Programs	12.4%	25.2%	26.1%	33.7%	0.3%	0.2%	1.6%	0.1%	0.4%	0.0%
30 Days	31.0%	40.5%	11.9%	16.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
C.A.N.S. Around The Oval	7.1%	19.4%	25.4%	42.9%	0.5%	0.0%	3.8%	0.0%	0.8%	0.0%
Alternative Break	9.3%	25.2%	27.8%	35.1%	0.6%	0.2%	1.5%	0.0%	0.4%	0.0%
CSUnity	13.5%	25.5%	25.8%	32.9%	0.2%	0.2%	1.5%	0.1%	0.4%	0.0%

Table 6. Academic characteristics

	Mean HS Rank	Mean HS/Transfer GPA	CSU Online	Transfer	STEM
CSU FA19 UG Reference	69.4 %	3.52	4.4%	6.4%	39.9%
SLICE Overall	77.2%	3.65	5.9%	1.3%	41.2%
Leadership Programming	78.2%	3.68	3.8%	0.9%	40.9%

Community Service Programming	78.2%	3.68	3.8%	0.9%	40.9%
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Table 7. College affiliation

	Ag. Science	Business	Health Human	Intra University	Liberal Arts	Natural Science	Vet Medicine	Engineering	Warner
CSU FA19 UG Reference	6.4%	8.8%	17.1%	12.5%	17.0%	17.9%	3.5%	9.9%	6.8%
SLiCE Overall	5.3%	10.5%	19.3%	6.0%	19.9%	16.4%	5.7%	10.6%	6.3%
Leadership Programming	5.9%	11.3%	16.2%	5.5%	22.6%	15.5%	6.5%	10.4%	6.0%
Long-Term (LT) Programs	6.1%	11.5%	15.9%	5.4%	22.1%	15.5%	6.6%	10.7%	6.1%
President's Leadership Program	3.7%	13.9%	12.7%	8.9%	26.7%	14.3%	9.1%	6.0%	4.7%
Public Achievement	0.0%	15.4%	15.4%	3.8%	20.5%	20.5%	7.7%	2.6%	14.1%
REAL Experience	9.1%	10.8%	19.1%	9.8%	24.6%	12.7%	4.4%	5.6%	4.0%
SLiCE Applicants	1.2%	12.0%	20.9%	11.0%	30.1%	14.3%	2.4%	4.0%	4.0%
SLiCE Student Staff	0.0%	12.6%	25.6%	2.9%	36.2%	14.2%	1.0%	4.5%	2.9%
Student Organizations	6.1%	11.4%	15.2%	4.3%	20.8%	16.1%	7.1%	12.3%	6.7%
CSU/UADY	0.0%	18.2%	18.2%	0.0%	27.3%	18.2%	0.0%	9.1%	9.1%
Short-Term (ST) Programs	2.5%	8.6%	19.9%	7.0%	31.5%	16.0%	4.9%	5.3%	4.3%
LeaderShape	3.2%	11.3%	14.2%	8.7%	26.2%	16.6%	5.5%	9.9%	4.4%
Campus Step Up	2.3%	7.7%	22.6%	6.2%	34.1%	15.4%	4.2%	3.4%	4.2%
SJTI	0.0%	0.0%	33.3%	0.0%	0.0%	0.0%	33.3%	0.0%	33.3%
Circle of Change	0.0%	0.0%	10.0%	10.0%	35.0%	35.0%	10.0%	0.0%	0.0%
Community Service Programming	4.7%	9.6%	22.4%	6.6%	17.1%	17.3%	5.0%	10.7%	6.7%
Long-Term (LT) Programs	4.5%	7.7%	20.9%	7.5%	16.0%	18.9%	4.9%	12.1%	7.5%
Ram\$ for Change	2.5%	8.5%	23.6%	8.8%	18.4%	14.8%	3.1%	16.8%	3.6%
Praxis	0.0%	0.0%	16.7%	0.0%	33.3%	33.3%	0.0%	16.7%	0.0%
Rams Against Hunger	5.1%	8.0%	17.5%	7.8%	16.6%	19.1%	4.6%	13.0%	8.4%
SLiCE Adaptive Swim	0.9%	5.2%	44.0%	4.9%	10.2%	20.2%	9.6%	3.1%	1.8%
TGIF	1.3%	6.0%	51.5%	3.8%	10.8%	16.6%	6.2%	1.3%	2.4%
Short-Term (ST) Programs	4.9%	12.5%	24.5%	5.3%	18.7%	14.9%	5.0%	8.8%	5.4%

30 Days	4.8%	9.5%	4.8%	14.3%	19.0%	28.6%	4.8%	0.0%	14.3%
C.A.N.S. Around The Oval	5.5%	13.9%	22.1%	2.7%	16.4%	12.6%	5.7%	15.8%	5.2%
Alternative Break	3.4%	6.5%	22.7%	4.3%	26.7%	16.4%	7.5%	4.3%	8.3%
CSUnity	5.2%	14.2%	25.3%	5.7%	16.6%	14.6%	4.3%	9.6%	4.5%

Appendix B

The descriptions below are pulled from SLiCE programming websites.

Leadership Programming

Long Term

President's Leadership Program:

President's Leadership Program is an academic experience that provides opportunities to expand participants' knowledge regarding diversity issues, values, and ethics in the greater context of leadership development. The program offers three different courses, lasting one academic year. Program components include service-learning and membership events. Participants enroll through an application process.

Public Achievement:

CSU students in Public Achievement are trained as facilitators to execute the Public Achievement curriculum in K-12 schools. The Public Achievement organizing model recognizes that people of every age have skills, talents, and ideas, and that by learning to work with others, they can solve problems and build sustainable democratic societies. Public Achievement teaches skills for community organizing and making a difference in the community. Participants identify issues that are important to them, generate a list of stakeholders, identify potential solutions, and then implement. Open to any fee-paying student.

REAL Experience:

The REAL Experience facilitates a variety of workshops that promote holistic leadership for the real world with exposure to current leadership topics and skills. Open to any fee-paying student.

Student Organizations:

Over 400 student organizations are offered every academic year with new organizations being formed every year based on explicit student interest. The various organizations offer students an opportunity to connect and find community with fellow students who have similar interests, passions, or academic pursuits. Enrollment requirements vary per organization.

SLiCE Applicants:

This count represents all students who place an application for enrollment in a SLiCE program.

SLiCE Student Staff:

This count represents all SLiCE staff, including those who participate in various SLiCE programming.

CSU/UADY:

The Autonomous University of Yucatán (UADY) and CSU facilitated exchange program allowing collaborative work on The Journal of Undergraduate Research and Scholarly Excellence. Participants enroll through an application process.

Short Term

Leadershape:

Leadershape is weeklong retreat providing participants the opportunity for self-discovery, self-reflection, and feedback in a community of approximately 60 peers. Leadershape's mission is to help individuals identify the values they hold that lead to making a difference in the communities around them. Program components involve self-assessment, intensive small group discussions and team building challenges which assist participants in developing a vision for their leadership future. By leading with passion, integrity, and a healthy disregard for the impossible, participants explore who they are and the impact that they want to have on communities working towards a more caring, just, and equitable society. Open to any fee-paying student.

Campus Step Up:

Campus Step Up is a two-day retreat which encourages students to become more aware of issues pertaining to diversity and social justice that focuses on self-reflection, education, and personal growth. Through the workshops offered, students attend information sessions and work collaboratively to unpack identity and biases, culminating in creating a 5-step action plan to guide their individual contribution to social justice movements. Open to any fee-paying student.

SJTI:

SJTI is a retreat focused on self-reflection regarding social justice issues. Participants create an actionable plan to facilitate living their commitments to furthering social justice on campus. Open to any fee-paying student.

Circle of Change:

Circle of Change is a conference for racially minoritized and first-generation college students from across the country. Program components include monthly virtual master classes for student affairs professionals within higher education, an online e-learning course for students that desire to develop their professional and leadership skills, and an array of other programs that are geared towards developing the next generation of culturally diverse leaders and professionals. Open to any fee-paying student.

Community Service

Long Term

Rams Against Hunger:

Rams Against Hunger serves as emergency food relief program for Colorado State University students experiencing food insecurity.

Sub programs:

Meal Swipe Program: Student need program supplementing meal swipes onto approved students' RAmID card. This is a donation-based program. Open to any fee-paying, undergraduate student.

Food Pantry: Student need program supplementing various food items to any student. Operating 3 days a week. Open to any fee-paying student.

Pocket Pantries: Student need program supplementing various snack food items to any student. 3 locations on campus. Open to any fee-paying student.

Ram Food Recovery Program: Student need program supplementing hot meals for student with leftover food from catered. Open to any fee-paying student.

SLiCE Adaptive Swim:

SLiCE Adaptive Swim is a student-based volunteer program. Program components consist of a mentorship/instructional program where students partner with local swim students for an hour a week to build relationships and community while furthering swim instruction. Open to any fee-paying student

TGIF:

TGIF is a student-based volunteer program. Program components consist of a mentorship program with teens in the community. Offering mutually beneficial relationships and learning for both teens and students. Open to any fee-paying student.

Ram\$ for Change:

Ram\$ for Change (formerly known as CSU Serves) is a fundraiser for Registered Student Organizations which involves helping local community agencies with their much-needed projects on Ram\$ for Change weekends. Open to any fee-paying student.

Praxis:

PRAXIS is a program designed to support students interested in developing a community service or action project that is innovative, creative, and change oriented. PRAXIS allows students the opportunity to put their passion into action by providing them with resources, training, and support to develop their ideas and implement their projects. PRAXIS is a two-semester commitment. In addition to implementing the project, students participate in leadership training and service-learning experiences. Open to any fee-paying student.

Short Term

Alternative Break:

Alternative Break is an immersion experience into various cultural, environmental, and socioeconomic communities across the nation. Students participate in a one-week service experience at different locations around the country and world. Throughout the week students volunteer at one or more nonprofit/government agencies. Before the trip, students attend weekly meetings in preparation. Open to any fee-paying student.

C.A.N.S. Around the Oval:

C.A.N.S. Around the Oval is an entire CSU volunteer program where students, faculty and staff join local community members and the Food Bank for Larimer County to raise awareness about local. Program components include food collection and fundraising. Open to any fee-paying student.

CSUnity:

CSUnity is a day-long community service program. Components vary per year. Open to any fee-paying student.

30 Days:

30 Days is a month-long community service programming. Components vary per year. Open to any fee-paying student.