

Winona State University

Strategic Enrollment Plan

2015-2020

I. Introduction

In order for Winona State University to continue to thrive, as we have done for more than 150 years, we must develop and implement deliberate, intentional strategies to manage enrollment, including recruitment, retention, and graduation strategies. Strategic Enrollment Planning includes the stages of preparation, development of strategies, creation of goals, and implementation. Beginning in the spring of 2014, two university groups (Enrollment Management Committee and Enrollment Analytics Workgroup) combined to engage in this planning process, and this document is the result of their work.

II. Preparation: Establish and Review Key Performance Indicators

Data was collected and analyzed to discover past and current enrollment trends at WSU. We looked at data over a five year period. One important finding was that enrollment at WSU has been relatively stable in spite of the overall enrollment declines experienced by the MnSCU system, but the number of new entering first year students (NEF) has declined in the last two years, especially in the number of Wisconsin students. We also noted that WSU has increasing numbers of transfer students (NET), Rochester students, Post-traditional students, part-time students, and diverse students. The table below shows enrollment numbers by various categories for the last five fall terms at WSU.

Overall Enrollment (in Headcounts, Fall 10th Day Data; Excludes New Students Entering in Spring)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Change- 1 yr	5 yr
Grand Total (UG, GRAD, Degree Seeking & Special, Full-Time & Part-Time)	8552	8893	8879	8753	8652	-1.2%	1.2%
Winona	7620	8046	8114	7775	7468	-3.9%	-2.0%
Rochester and Other Sites / Online	932	847	765	978	1184	21.1%	27.0%
Undergraduate Enrollment - Subtotal	8043	8438	8400	8252	8108	-1.7%	0.8%
Rochester and Other Sites / Online	615	610	532	719	843	17.2%	37.1%
Post Traditional (UG)	741	860	876	954	960	0.6%	29.6%
Part time	616	779	808	903	907	0.4%	47.2%
Graduate Enrollment - Subtotal	509	455	479	501	544	8.6%	6.9%
Rochester and Other Sites / Online	317	237	233	259	341	31.7%	7.6%
Part time	232	161	181	177	182	2.8%	-21.6%

New Entering Student Enrollment Trend (Headcounts, Fall 10th Day; Excludes Students Entering Spring)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Change 1 yr	Change 5 yr
Newly Entering First-Year Students (NEF)	1633	1873	1787	1650	1648	-0.1%	0.9%
Minnesota Residents	1007	1220	1223	1139	1098	-3.6%	9.0%
Wisconsin Residents	507	517	453	384	425	10.7%	-16.2%
Students of Color	116	133	125	154	159	3.2%	37.1%
International Students	20	30	36	50	26	-48.0%	30.0%
First Generation	738	810	782	705	691	-2.0%	-6.4%
Low Income	594	589	529	446	427	-4.3%	-28.1%
Newly Entering Transfer Students (NET)	560	626	600	630	613	-2.7%	9.5%
Students of Color	76	86	75	76	89	17.1%	17.1%
International Students	16	17	10	19	14	-26.3%	-12.5%
PSEO	31	28	47	40	36	-10.0%	16.1%

We also collected and analyzed retention and graduation data. In general, first to second year retention rates have stabilized at around 78% after significant gains were made in the previous fifteen years (a slight dip occurred in Fall 14 after the initial analysis). Retention rates from second to third year are stable, and rates from third to fourth year are down slightly. Graduation rates have increased slightly at both the 4 year and 6 year measure. We also looked more closely at retention and graduation rates by various populations; some populations show patterns somewhat different than the overall population as shown in the data below. Underrepresented minority students (URM) show generally both lower retention and graduation rates than the overall population, which tells us that we do have an achievement gap at WSU that must be addressed. First Generation students, defined as students whose parents do not have a bachelors' degree, have higher retention rates in the first year but are less likely to complete. Low Income students more likely persist to the second year and more likely to graduate eventually, but less likely to graduate in four years.

Retention/Persistence (% of students in a most recent Fall NEF cohort who persisted fall to fall)

	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Change 1 yr	Change 5 yr
1st to 2nd Year Retention							
1st to 2nd Year - Overall	74.7%	78.3%	78.4%	77.7%	76.0%	-2.2%	1.7%
1st to 2nd Year - URM	72.4%	77.6%	69.5%	68.8%	67.5%	-1.9%	-6.8%
1st to 2nd Year - First Generation	89.3%	90.7%	90.5%	88.0%	86.8%	-1.4%	-2.8%
1st to 2nd Year - Low Income	80.5%	77.8%	76.4%	77.3%	72.0%	-6.9%	-10.6%
2nd to 3rd Year Retention							
2nd to 3rd Year - Overall	85.7%	86.5%	84.8%	86.2%	88.6%	2.8%	3.4%
2nd to 3rd Year - URM	80.3%	85.4%	91.1%	81.3%	90.7%	11.6%	13.0%
2nd to 3rd Year - First Generation	86.6%	88.5%	83.2%	85.1%	88.1%	3.5%	1.7%
2nd to 3rd Year - Low Income	88.8%	90.3%	84.2%	84.7%	88.5%	4.5%	-0.3%
3rd to 4th Year Retention							
3rd to 4th Year - Overall	91.9%	93.9%	94.1%	91.0%	91.2%	0.2%	-0.8%
3rd to 4th Year - URM	89.8%	88.7%	90.8%	90.2%	88.0%	-2.4%	-2.0%
3rd to 4th Year - First Generation	91.2%	93.8%	92.7%	91.2%	91.4%	0.2%	0.2%
3rd to 4th Year - Low Income	95.0%	92.0%	94.4%	92.3%	92.3%	0.0%	-2.8%

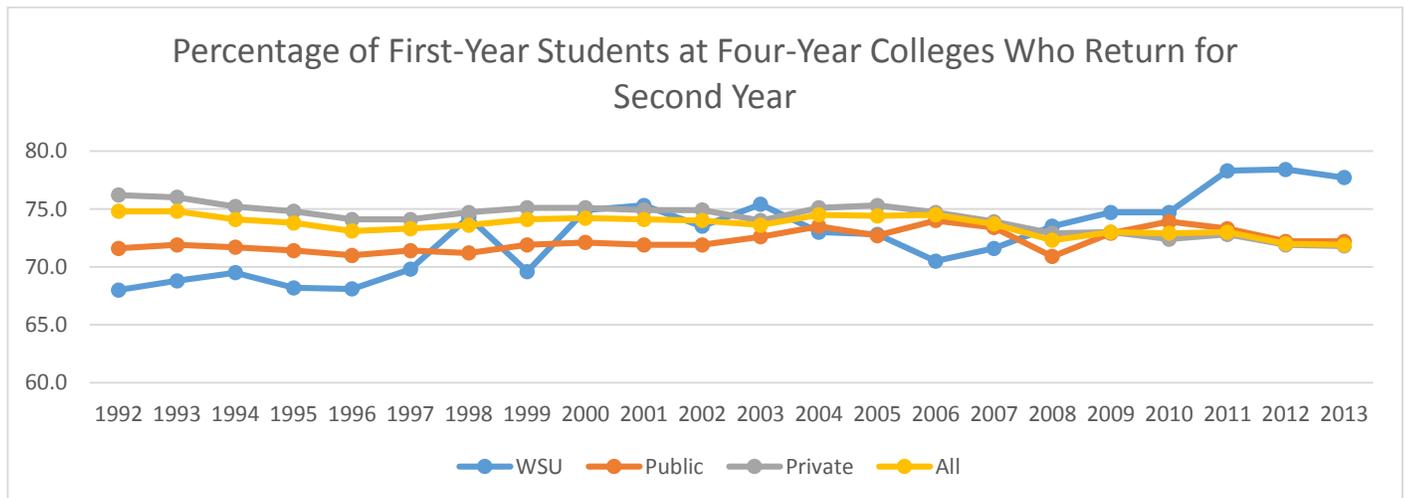
Degree Completion (% of students in a most recent Fall NEF cohort who completed a degree)

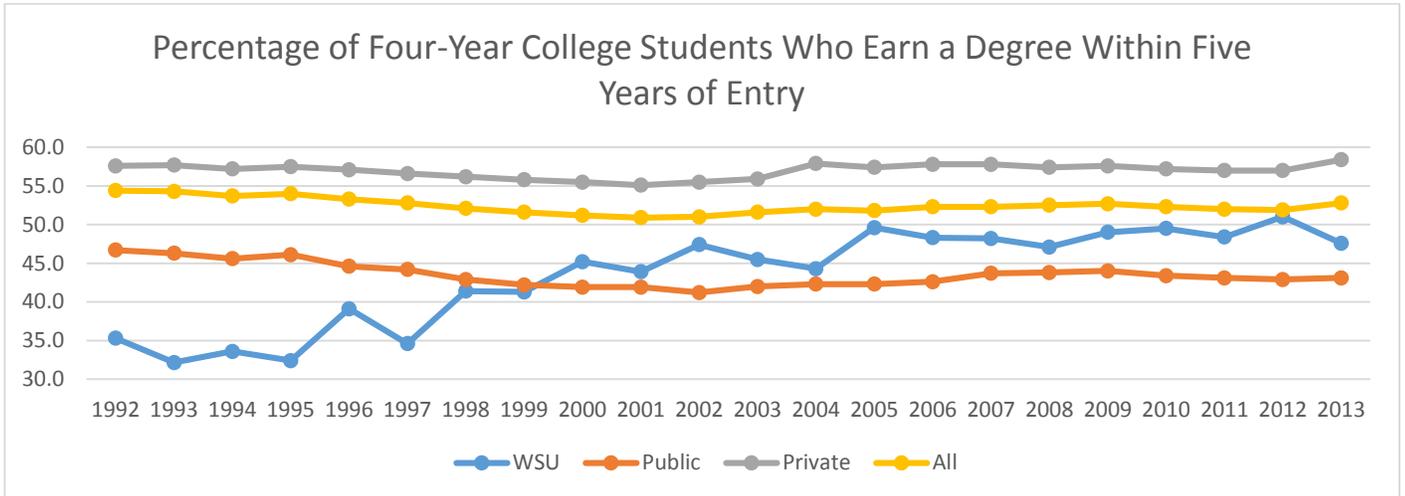
	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Change 1 yr	Change 5 yr
4 Year Completion Rates							
4 Year Completion Rate - Overall	25.8%	28.7%	31.0%	30.9%	35.0%	13.3%	35.7%
4 Year Completion Rate - URM	26.3%	23.2%	17.7%	26.0%	25.0%	-3.8%	-4.9%
4 Year Completion Rate - First Gen	26.3%	28.8%	32.0%	33.2%	32.5%	-2.1%	23.6%
4 Year Completion Rate - Low Income	20.2%	30.7%	31.5%	32.5%	31.0%	-4.6%	53.5%
6 Year Completion Rates							
6 Year Completion Rate - Overall	54.8%	53.9%	52.8%	56.3%	57.1%	1.4%	4.2%
6 Year Completion Rate - URM	26.1%	41.0%	45.0%	50.5%	43.2%	-14.5%	65.5%
6 Year Completion Rate - First Gen	54.5%	53.3%	50.9%	53.6%	55.8%	4.1%	2.4%
6 Year Completion Rate - Low Income	56.1%	57.1%	54.5%	65.5%	62.8%	-4.1%	11.9%

III. Preparation: Conduct Analysis of Situation and Environment

In addition to studying data on student enrollment patterns at WSU, the group also looked at external factors such as projections of high school graduates in Minnesota and Wisconsin (see Minnesota Office of Higher Education data at <http://www.ohe.state.mn.us/pdf/Enrollment/INSIGHT/InsightNov10.htm> and Western Interstate Commission on Higher Education’s report at <http://www.onlineuniversities.com/blog/2013/02/what-does-increasingly-diverse-student-body-mean-higher-ed/>). What we found was that while the number of high school graduates will not increase by any significant amount until around 2020, the population of students coming out of high school will become considerably more diverse.

We also compared WSU trends with other system schools and with national trends. The charts below show WSU’s retention and graduation rates over the last two decades compared to other public institutions, private institutions, and overall. These charts show that WSU’s retention rate has increased considerably more than national trends, and that our five year graduation rate, while it too has shown considerable improvement, is still lagging behind the privates and the overall national rates.





Our analysis of these and other data and research led us to the following statements, which served as our summary of the environment and current situation around enrollment at WSU:

- a. The number of high school graduates in our region, as well as nationally, is flat or declining slightly for the next three to seven years.
- b. High school graduates are becoming more ethnically diverse.
- c. New WSU student enrollment is becoming more diverse, not only ethnically, but also with increasing numbers of transfer, post-traditional, and part-time students.
- d. WSU is experiencing declining numbers of new entering first year students, especially in the number of students from Wisconsin.
- e. Current WSU retention and graduation rates show moderate increases over time, but we are still below the national average in five year graduation rates, and in our achievement gap with URM students.
- f. The number of international students is increasing nationally (9%).
- g. Half of transfer students come from RCTC; all top 10 feeder schools are MnSCU institutions except for Western Wisconsin Tech.
- h. WSU has not utilized PSEO and/or concurrent enrollment in the same way that most of our sister institutions have to increase enrollment.
- i. The number of on-line courses at WSU has increased but is still below average when compared to other institutions.

IV. Preparation: Known Planning Assumptions

In the process of Strategic Enrollment Planning, it is also important to identify known planning assumptions, based on the goals and priorities of the university. The planning group, with its wide representation of students, staff, faculty, and administrators, was able to bring much of this knowledge to the table.

Additionally, the President was consulted during the process. The group identified the following planning assumptions:

- WSU is committed to having a more diverse student body
- WSU is committed to closing the achievement gap for underrepresented minority students
- WSU is committed to internationalization through international student recruitment and exchange, cross cultural programming and study abroad
- Increasing graduation rates and maintaining or increasing retention rates are priorities at WSU
- WSU is committed to maintaining the admission and academic standards of its student body
- The Rochester campus provides opportunities to grow and diversify enrollments with professional and graduate programs
- WSU is committed to increasing transfer and graduate student populations
- WSU is committed to maintaining enrollment or experiencing controlled growth through 2019.

V. Develop Strategies: Determine and prioritize strategies

The strategic enrollment process put forth in Noel-Levitz's 2012 "Strategic Enrollment Planning: A Dynamic Collaboration" (J. Hundrieser, ed.) calls for developing large-scale strategies, then prioritizing these strategies, then developing action plans to meet these strategies and setting enrollment goals.

Following are the large scale strategies for Winona State that were set by the group.

- Diversify enrollment at WSU by increasing the number of under-represented minority students, international students, transfer students, and graduate students while maintaining our traditional student base.
- Increase student completion rates by increasing graduation rates, decreasing time to graduation, and increasing retention rates.
- Create a Strategic Enrollment Plan for Rochester, with a focus on improving the experience for post-traditional learners and strategically increasing academic program opportunities.

VI. Create Goals and Action Plans for Prioritized Strategies

Three subcommittees were convened to develop specific goals and action plans for each of the three general strategies. Below are those goals and plans.

1. Diversify enrollment at WSU by increasing the number of under-represented minority students, international students, transfer students, and graduate students while maintaining our traditional student base.

Priority	Year	Item	Action	Accountability
Objective 1.A: Enroll 1700 first year students by Fall of 2016, and maintain or slightly increase that base each year. Enroll 650 transfer students by Fall of 2016 and increase by 3% each year.				
	1-2	A.1.	Create and enhance recruiting programs and plans to maintain or expand current market share of Minnesota high school graduates enrolling at WSU	Admission, Inclusion & Diversity (I&D), International Services and Cultural Outreach (ISCO)
	1	A.2.	Increase marketing and recruiting efforts in Wisconsin to recapture enrollment of NEFs from Wisconsin	Admissions, Marketing
	1	A.3.	Increase recruiting efforts in collaboration with MnSCU colleges	Admissions, MNSCU Transfer Services
	1-2	A.4.	Increase scholarship base for both recruitment (incoming) and retention (current) of students	Admissions, Inclusion & Diversity, ISCO, Warrior Success Center
	1-2	A.5.	Conduct targeted recruitment of potential transfer students specifically for programs and majors with capacity for growth	Admissions, Deans, Academic Departments
Objective 1.B: Increase the number of new international students by 3% annually				
	1-3	B.1.	Strategically increase WSU's participation in international outreach activities such as education fairs and school visits to build and enhance brand recondition for WSU abroad	ISCO
	1-2	B.2.	Engage Education USA and US commercial offices abroad through updates, webinars and visits to promote WSU in primary and secondary markets	ISCO
	1	B.3.	Connect with boarding schools, language schools (Including ELC) and community colleges in the US; develop pathways to increase the number of students enrolling at WSU from these sources	ISCO
	1	B.4.	Create targeted messages and promotional materials	Admissions, ISCO, Inclusion & Diversity
	1	B.5.	Network with counselors at CIS, OACAC, NAFSA NACAC and ECIS to develop an awareness about WSU programs and available scholarships	Admissions, ISCO
	1-2	B.6.	Use WSU international web site and social media tools to reach out to a larger pool of students	ISCO
	1-3	B.7.	Invest in translations of key information; create and post information about country specific admission information	ISCO
	1-3	B.8.	Take advantage of current students, faculty and alumni connections to reach out to potential students	ISCO
Objective 1.C: Increase the number of new underrepresented students by 3% to reach 11 to 12% by 2020.				
	2	C.1.	Host an Alumni Day event for students of color and international students during Homecoming	Admissions, I & D, ISCO
	1-2	C.2.	Build a network of alumni recruiters to attend events with WSU admissions staff	Admissions, I & D, ISCO
	1	C.3.	Build internal reporting for the WSU callathon for students in collaboration with the KEAP Center	Admission, I & D
	1	C.4.	Partner with Riverland/IHCC/RCTC's Inclusion and Diversity programs.	Admissions I & D
	1-3	C.5.	Participate in the McNair Scholarship Program – develop a direct link and scholarship for students.	I & D
	1	C.6.	Award an Above and Beyond Scholarship to enrolled Hope Academy student graduates	I & D
	1-2	C.7.	Create a Diversity Recruitment Day in Rochester	I & D, Admission
	1	C.8.	Collaborate with "Out of School" programs – Twin Cities community-based after school programs such as East Side Neighborhood Services	I & D

	1	C.9.	Continue outreach to MN and WI Trio Programs	Admission, I & D
	1	C.10.	Develop a relationship with AVID MN and WI programs and develop a scholarship base.	Admissions, I & D

2. Increase student completion rates by increasing graduation rates, decreasing time to graduation, and increasing retention rates.

Priority	Year	Item	Action	Accountability
Objective 2.A. Increase the number of students who complete degrees within 4 years by 5% by 2018				
	1	A1.	Develop and implement a manner to establish early, proactive connections between student populations and academic and student service departments (for example, connections could be established during the Freshman Orientation Week)	Enrollment Management, Orientation Committee, International Services, Student/Academic Service Departments
	1	A2.	Implement a system of major mapping	Warrior Success Center, Academic Departments
	2-3	A3.	Establish a system of full-year partial registration for all incoming students (for example, at least General Education courses)	Academic Affairs, Registrars, Warrior Success Center, Admissions
	1-2	A5.	Develop techniques to implement full-year enrollment through leveraging the increase use summer school as a tool to help students stay on track academically	Warrior Success Center, Academic Affairs, Registrars
Objective 2.B. Increase first to second year retention rates to 80% by 2018				
	1-2	B1.	Build opportunities for incoming students to have contact with Access Services, Inclusion Diversity Services, Student Support Services, and other service and Academic departments during orientation week. Follow up meetings to take place before or around mid-term.	Enrollment Management, Orientation Committee, Warrior Success Center, Student/Academic Service Departments
	1-2	B2.	Encourage more frequent and intentionally planned follow up meetings between Advisors/Advisees at midterm and between terms to address any issues which students may be facing.	Academic Affairs, Warrior Success Center
	1	B3.	Broaden use of APRS student reporting system to include mid-term semester grades for additional groups of "high risk" students (for example, those students admitted on appeal, first generation students, etc.)	Enrollment Management, IT, Warrior Success Center
	1	B4.	Develop and implement a system for gathering exit interview data from students leaving WSU. Information from exiting students gathered at IT at the time of laptop return and/or housing upon exit.	Enrollment Management, IPAR, IT, Housing
Objective 2.C. Increase first to second year retention rates among under-represented student groups by 5% by 2018				
	1	C1.	Establish a meaningful contact between students and student/academic services early on in the relationship with the University (examples would include breakout sessions during Orientation Week with Inclusion/Diversity, Warrior Success Center, Enrollment Services, Academic Departments as appropriate, Access Services, etc.)	Enrollment Management, Orientation Committee, Student/Academic Service Departments
	1-2	C2.	Develop and implement a system that accounts for follow-up contacts being made with students during the semester to ensure adequate progress is being made.	
	1-2	C3.	Leverage University assets, such as workstudy innovation dollars, to establish more student-to student mentoring for under-represented groups of students.	Enrollment Management, Financial Aid, Student Support Services, Access Services, Cultural

				Diversity/Inclusion, Warrior Success Center
	1	C4.	Research areas where possible greater interdepartmental information sharing can provide advisors, instructors, and student service providers greater access to relevant student information.	Warrior Hub, Registrar, Warrior Success Center, IPAR
Objective 2.D. Increase consistency in Advising experience for WSU students.				
		D.	Develop and implement campus systems to ensure greater consistency in the advising experience for WSU students.	
	2-3	D1.	Recommend to Colleges the notion of implementing an advising model that utilizes professional advisors for topics outside advising for the major itself.	Enrollment Management, Academic Affairs
	1	D2.	Develop and implement new models of ongoing training for academic advisors that “brings the training to the department”. (For example, a representative of the Registrar’s office meeting with the department about changes to DARS)	Enrollment Management, Warrior Hub, Registrar, Warrior Success Center
	1-2	D3.	Develop and implement a method of providing consistent, ongoing communication to faculty regarding changes coming through student service areas that impact advising or student progress.	Warrior Hub, Registrar, Financial Aid, Warrior Success Center, Admissions,
	1	D3.	Develop and implement a new procedure that requires students returning from academic suspension to work with advisors in the Warrior Success Center to develop an “Academic Success Plan” prior to re-entry.	Warrior Hub, Registrar, Warrior Success Center

3. Create a Strategic Enrollment Plan for Rochester, with a focus on improving the experience for post-traditional learners and strategically increasing academic program opportunities.

Priority	Year	Item	Action	Accountability
Objective 3. A. Improve the experience of undergraduate and graduate students, with emphasis on the specific needs of post-traditional learners.				
High	1	A.1	Share existing data and seek input about post-traditional learners among planners and WSU Faculty.	Enrollment Mgmt., OCED, IPAR, IAS
Medium	1	A.2	Understand and craft policies & procedures on credit for prior learning	OCED, CPL Task Force
Medium	1-2	A.3.	Create an identity for WSU undergrad students at UCR, such as a lounge or study area Create a graduate-level academic atmosphere for WSU graduate students in Rochester, such as a lounge or study area	WSU-R Student & Campus Services (SCS) and leadership, Learning Alliance, Graduate Student Council
High	1-3	A.4.	Establish resources including a workshop series to help new and returning students on their academic and career pathway. Topics could include technology usage, resume skills, or other topics to reduce the fears and lack of understanding that exist about attending a university. Establish a free and interactive orientation course to teach academic or student success skills such as how to use D2L etc.	TLT, Warrior Success Center, WSU-R SCS Office
High	1	A.5	Investigate and implement flexible payment schedules to allow employers to pay for their employee’s education at the end of the semester. (This is done by other higher ed schools in Rochester.)	Registrar, Student Accounts, Finance Office
Objective 3.B. Strategically increase academic program opportunities				
High	1	B.1.	Identify and address current academic challenges to maximize enrollment	Academic Affairs (AA), Dean’s Council, IPAR, OCED
High	1-2	B.2.	Investigate the dynamics of the Rochester labor market and shape academic planning to meet defined needs.	IPAR, OCED, AA,

High	2-3	B.3.	Overcome barriers of tradition, time and place. I. e. evening, weekend and online classes	AA, Dean's Council
High	2-3	B.4.	Conduct an academic planning process specific to Rochester. Start by assessing and building programs based on existing strengths. Consider interdisciplinary offerings that address workforce needs.	AA, Dean's Council
Objective 3.C. Increase outreach and awareness to underrepresented populations.				
High	1-2	C.1.	Develop outreach efforts to establish a WSU presence in area high schools. Content such as the following would be valuable: Communicate learning requirements for admittance to WSU to area high schools. I.e. the requirement for four years of high school English is one example. Students in ESL courses are not qualifying for admittance to WSU.	Winona & Rochester Admissions, Inclusion & Diversity, Academic Program Directors
High	1-3	C.2.	Establish resources including a workshop series to help new and returning students on their academic and career pathway. Topics could include technology usage, resume skills, or other topics to reduce the fears and lack of understanding that exist about attending a university. Establish a free and interactive orientation course to teach academic or student success skills such as how to use D2L etc.	TLT, Warrior Success Center, WSU-R SCS Office
Medium	2	C.3.	Investigate the potential to increase English language learning options in Rochester	ELC, AA, Inclusion & Diversity
High	1-3	C.4.	Establish bridge programs that take place in Rochester for underrepresented at RCTC to move them to WSU (a version of Path to Purple)	Inclusion & Diversity, Winona & Rochester Admissions, Dean's Council
Objective 3.D. Improve the quality and seamless nature of transfer services and student services.				
High	1-2	D.1	Promote appropriate successful advising at the community college level. For example, educate academic advisors about inability of students in the sciences to complete in four years if they have only taken general ed courses.	Dean's Council, SCS Office, College advisor specialists
		D.2.	Design and promote effective and up-to-date transfer tools. (Such as curriculum and program sheets.)	
High	1-2	D.3.	Establish comprehensive data sharing between RCTC and WSU-R for students in articulated programs.	AA Data Group, Enrollment Mgmt. Leadership
High	2	D.4.	Assess Welcome Center success to identify best practices and determine how we build on that.	Winona & Rochester Admissions, SCS Office
Objective 3.E. Increase enrollment of WSU-R- undergraduate students (unduplicated headcount) by 2% annually				
High	1	E.1.	<i>Focus on selected sub-groups, beginning with:</i> <ul style="list-style-type: none"> • Retaining current students from semester to semester, and year to year/Spring to Fall "re-registration rate" • Increasing RCTC student transfers to WSU/WSU-R each term/year • Increasing the conversion rate for "Admitted but not Enrolled" new students each term • Re-enrolling "Step out" students 	Winona & Rochester Admissions, SCS Office
High	1	E.2.	<i>Improve Student success</i> – defined as "academic persistence," by increasing and measuring: <ul style="list-style-type: none"> • Course completion rate • Completed degree/graduation 	SCS Office

High	2	E.3.	<i>Improve Student satisfaction</i> – “would students recommend WSU-R to others?” Surveys of WSU-R current students, graduates and step-outs	SCS Office, Dean’s Council, IPAR
High	1-3	E.4.	<i>Increase Community awareness</i> of WSU-Rochester- “who, what and where we are” <ul style="list-style-type: none"> • SNG “top of mind” community awareness survey (every 2 years, w/RCTC) • Student survey of RCTC population - Qualtrix; survey table in atrium • Survey of prospective and new students re: how they learned about WSU-R • Number of events and activities each year with WSU-R presence in area/region • Increase funding and tracking of marketing initiatives • Increase our outreach and presence in the community An example: Support a Rochester Area Chamber of Commerce event such as Women in Leadership, Young Professionals Series, or Eggs and Issues. 	SCS Office
Objective 3.F. Establish a strategic recruitment communications plan				
High	1-2	F.1.	Establish a sequenced communication plan for WSU-R prospective undergraduate transfer students and prospective graduate students. Create a mix of email, letter, postcard, and phone communications for our prospective students. Each message would focus on an action step: learn more, apply, visit, attend, and register.	Winona and Rochester Marketing & Communications
High	1-2	F.2.	Strengthen our WSU-R website. An example: Increase the academic content on the WSU-R website; Increase WSU-R website traffic with SEO, Facebook Ads, Digital Marketing, Social Media.	Winona and Rochester Marketing & Communications

VII. Next Steps

This plan has been widely circulated to campus leadership and to various constituency groups. The joint committee made up of the Enrollment Management Committee and the Enrollment Analytics group (see Appendix A) continued to fine tune and monitor progress on the actions items during the 2014-15 Academic Year. At the close of the 2014-15 Academic Year, this group identified some action items that would need additional attention, and possibly resource allocation, to move forward.

The Vice President for Enrollment Management will continue to spearhead the implementation of this plan and make adjustments as necessary, seeking input from the two groups noted above as well as campus leadership and constituency groups. This document is intended to be a “living” document which will guide our Enrollment efforts for the next five years but will also be subject to change to reflect any changes in the environment, external or internal, which could result in goals shifting or changing.

APPENDIX

Planning Group Members

(in alphabetical order by last name)

Lori Beseler (Warrior Hub / Registrar's Office)

Edward Callahan (ITS Data Services)

Jennifer Corey (Facilities)

Cristeen Custer (Assistant Vice President, University Communications and Marketing)

Diane Dingfelder (Executive Director, Office of Extension and Continuing Education)

Scott Ellinghuysen (Vice President of Business and Administration / Chief Financial Officer)

Mark Eriksen (Faculty, Library and Information Services)

Eri Fujieda (Institutional Planning, Assessment & Research)

Jade Grabau (Student and Campus Services, WSU-Rochester)

Alexander Hines (Office of Inclusion & Diversity)

John Johanson (Faculty, Psychology)

Craig Johnson (Student and Campus Services, WSU-Rochester)

Stacey Matthees (Finance and Administrative Services)

Peter Miene (Associate Dean, College of Liberal Arts)

Charla Miertschin (Dean, College of Science and Engineering)

Barbara Oertel (Interim Assistant Vice President of Enrollment Management)

Kemale Pinar (International Services)

Edward Reilly (Associate Vice President of Academic Affairs)

Patricia Rogers (Vice President of Academic Affairs / Provost)

Beth Sass (Special Assistant to Provost)

Paula Scheevel (Housing)

Carl Stange (Admissions)

Paul Stern (Warrior Hub / University Information)

Katrina Young (Admissions)

Mingrui Zhang (Faculty, Computer Science)