

FY 08 UNIVERSITY WORKPLAN

WINONA STATE UNIVERSITY.....DATE: June 30, 2008

SYSTEM STRATEGIC PLAN

Strategic Direction One: Increase Access and Opportunity

| System Goals | Institutional Goals | Actual Institutional Outcomes |
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| <p>1.1 Raise Minnesota's participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and education goals.</p> | <ol style="list-style-type: none"> 1. Continue to collaborate with the Office of Admissions in recruiting culturally diverse, underrepresented and disadvantaged students by attending National College Fairs in Chicago, Milwaukee, and Minnesota. 2. Extend recruitment efforts to TRIO College Fairs and Student Leadership Conferences in Illinois and Minnesota. 3. Work closely with Wallin Scholarship Coordinators in Minneapolis in the recruitment of diverse high school students in the Minneapolis/St. Paul School Systems. 4. Establish relationship with 861 and Rochester School Districts for high school visits along with Houston, Wabasha, St. Charles, Lewiston, Altura, Red Wing and Kellogg School Districts. 5. The Office of Cultural Diversity will plan a Diversity Recruitment Day inviting Minnesota High School students and Minnesota Community and Technical College students. 6. Implement the Academic Progression Reporting System (APRS) in October 2006, formerly known as Early Alert, a computerized mid-semester grading system, a pilot project for Freshmen and Sophomores in collaboration with Student Support Services, Athletics and the Office of Cultural Diversity to identify students in academic jeopardy and ensure that they are utilizing resources for their academic success. 7. Work closely with the Office of Admissions in identifying potential transfer students for admission to Winona State University. 8. Target six Community and Technical Colleges and establish relationships with advisors for recruiting trips. | <ol style="list-style-type: none"> 1a. In collaboration with the Admissions Office the Inclusion and Diversity Office recruited at three major College Fairs in Chicago, Milwaukee and Minneapolis. The Inclusion and Diversity Office also recruited at 30 high schools in the Twin Cities, Illinois and Wisconsin as well as 14 Community Colleges in the MnSCU System collecting over 1000 contact cards from fairs and visits. 1b. Admitted for the Fall 2008 semester are 61 new entering freshmen and 21 new entering transfer students of color. 1c. The student of color population increased from 3.9% to 4.2% for the 2007/2008 academic year with a total of 335 students of color enrolled at Winona State University. 1d. In regards to Access and Opportunity and students of color with ACT scores 20 and below, WSU in FY07 admitted 47 students of color and in FY08 admitted 51 students of color. (All other new students of color were admitted under regular admission criteria.) 2. In collaboration with the Admissions Office and Student Support Services and the Inclusion and Diversity Office, we hosted 14 TRIO and Upward Bound Programs from High Schools in Wisconsin and Minnesota conducting workshops and tours for over 200 high school students, collecting contact cards and entering them in the Admissions Office and the Inclusion and Diversity Office Recruitment databases. 3. Due to the Wallin Foundation's reorganization, the Inclusion and Diversity Office collaborated with counselors from Achieve Minneapolis in the planning phase for Diversity Recruitment Day held in November 2007. 4a. The Inclusion and Diversity Office established a new relationship with the Rochester School District through their Diversity Coordinator and conducted presentations for students in Self Concepts, after school programs and in the classrooms in all of these high schools on college is possible as well as other topics. 4b. Worked closely with Project FINE and their Program Coordinator for Diversity Youth Quest and conducted presentations to Hmong and Latino students in Winona and St. Charles on college is possible as well as other topics. 4c. The Inclusion and Diversity Office sponsored 8 American Indian students in collaboration with Student Support Services a four day residential program to learn about college opportunities and college life. 4d. Conducted three workshops at Red Wing High School on college is possible. 4e. The Inclusion and Diversity Office will continue to establish relationships with the other school districts. |

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| | | <p>5a. The first Diversity Recruitment Day in FY 07 attracted 42 students from the Twin Cities, St. Charles, Lewiston and Altura senior high schools.</p> <p>5b. Diversity Recruitment Day for FY08 attracted 102 students from the Twin Cities, Rochester, Winona and Milwaukee junior and senior high schools.</p> <p>6. Implemented new academic probation and suspension policy and procedures, with focus on intrusive advising for students at risk academically. Fall to spring retention rates remained constant, in spite of new, more stringent requirements for academic good standing.</p> <p>Specific data:</p> <ul style="list-style-type: none"> • A recap of FY07 fall indicates that 48 faculty of 441 participated with a 10.88% response rate and 48 faculty of 467 participated with a 10.28% response rate. • For students below a C at midterm fall in the area of improvement: two decreased, eight unchanged and 14 improved and for spring three decreased, 17 unchanged and 14 improved. • For 2007 fall 879 students were populated into the Academic Progression Reporting System (APRS) and for spring 2008, 687 students were participants in APRS. • For FY08 fall 128 faculty of 494 participated with a 25.91% response rate and for FY08 spring, 106 of 463 faculty participated with a 22.89% response rate. • For FY 08 fall students with a C at midterm in the area of improvement: 11 decreased, 66 unchanged, 101 improved. <p>7a. Worked closely with the Admissions Office and participated in WSU Transfer Day.</p> <p>7b. Scheduled and recruited at 14 MnSCU Community and Technical Colleges.</p> <p>7c. Attended RCTC's Orientations for FY07 and FY08.</p> <p>7d. Established transfer agreement with Inver Hills CC Urban Teacher Education students (COE)</p> <p>7e. Increased collaborations with RCTC to better facilitate and encourage transfers of RCTC grads/students to WSU</p> <p>8a. The Inclusion and Diversity Office in collaboration with the Admissions Office attended College Fairs and recruited at 14 MnSCU Community and Technical Colleges.</p> <p>8b. Worked closely with RCTC and several community partners to create a Minority Recruitment for Teacher Education program in Rochester. The goal is to increase the teachers of color in southeast Minnesota.</p> |
| <p>1.2 Maintain an affordable cost of attendance for Minnesota residents.</p> | <p>Continually analyze the cost of attendance for Minnesota residents.</p> | <ul style="list-style-type: none"> • Graduate programs establish "differential tuition" for professional development courses for practitioners to help keep graduate tuition affordable for social services professionals. • For FY08, total cost of attendance at WSU only increased 2.6% versus the Higher Education Price Index increase of 3.37%. • The university will announce the public phase of our first comprehensive |

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| | | campaign. The campaign has three primary goals. One of them is student scholarships. Even before announcing the public phase of the campaign, we have exceeded the initial goal for scholarships. |
| 1.3 Work with other organizations to prepare all young people to graduate from high school and enroll in college ready for success. | <ol style="list-style-type: none"> To establish a Warrior “U” Residential Pre-Collegiate Summer Bridge Program for 80-100 culturally diverse, underrepresented and disadvantaged students 10th-12th graders from Winona, Rochester, Lewiston, Altura, Houston, Kellogg, Wabasha and Wallin Foundation students. Establish a curriculum focusing on Math 050 - Intermediate Algebra, Math 110 – Finite Mathematics and possibly Math 120 – Precalculus, dependent upon placement scores. Offer English 099 – Introduction to College Writing, a combination of English 105 – Listening to Academic Speech & Academic Reading & Writing I dependent upon placement scores. Science and English with English and Math pre-tests, post tests, ACT preparation, two electives and active and passive programming in the residence halls reflecting a college experience. | <ol style="list-style-type: none"> Through the Access and Opportunity Grant planned a five day residential program in July 2008 with the Rochester Public School System a Boys to Men Leadership Academy which attracted 32 9th through 12th graders from Rochester, the Twin Cities and Winona. <ol style="list-style-type: none"> The Boys to Men leadership Academy's curriculum focused on academic, personal and social growth and skills as well as leadership skills through workshops, open forums, and physical activities. A comprehensive "Math Lab" to address math preparedness for all students at all levels will be opened in fall 08. Design and programming includes work from Mathematics/Statistics faculty partnering with high school math teachers. |

Strategic Direction Two: Expand High-Quality Learning Programs and Services

| System Goals | Institutional Goals | Actual Institutional Outcomes |
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| 2.1 Demonstrate high quality in all educational programs. | <ol style="list-style-type: none"> See response to 3.1 and accompanying prospectus called Winona State University: A University for the 21st Century Implement new academic program review process. Introduce a rigorous institutional portfolio with evidence of quality and impact of programs. | <ol style="list-style-type: none"> Institutional Research is working with the 5 colleges to centralize data needs for program review. Program Review is a sub-category in the WSU Data Index and will contain data such as enrollment, retention and graduation rates by major/gender/ethnicity/first generation/ etc., FTE's, Graduate Follow-Up Study, and Cost Study data. We continue to refine the Program Review process and data needs for alignment with the information and data needed for the University work plan and our impending Higher Learning Commission Accreditation review. Design and implementation of our university portfolio continues. We continue to define and refine indicators and add reports and data to a web site that allows community access to all levels of information. The WSU Report Index , one piece of the university portfolio, is operational. It contains executive summaries, departmental data, a retention and graduation cube, and numerous other data sources. This is an on-going effort between IR and IT. We worked with Sysytem office and gave feedback and input to the system-level dashboard indicators. The AACSB Pre-Accreditation Committee accepted Winona State's College of Business accreditation plan. The College of Business faculty created rubrics and began collecting assessment data for the oral and critical analysis flag courses. |

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| <p>2.2 Produce graduates who have strong, adaptable and flexible skills.</p> | | <ul style="list-style-type: none"> • Relevant, adaptable, flexible skills are defined and integrated into programs by faculty within the context of what will lead to student success • 96.8% of graduates available for employment were working full or part time at the time they were surveyed • 83.7% of graduates available for related employment were working in their field • 8 of 9 graduate programs had a related employment rate of 90% or more • 17 of 61 undergraduate programs had a related employment rate of 90% or more; 7 programs were between 85 and 89.9% • Some starting job titles for graduates from the College of Liberal Arts include the following which reflect a wide array of skills applied in a variety of roles: Wall Mural Artist, Resource Development Specialist, Patient Representative, Website Designer, Stage Manager, Police Officer, Flight Attendant, Assistant Media Planner, Post Travel Specialist, Sports Writer, Director of Broadcasting, Project Manager, Research Assistant, Pharmaceutical Sales, ESL Teacher, Youth Party Planner, Cadet, Pharmacy Technician, Graphic Designer, Volunteer Coordinator, Human Resources Manager, Biomedical Services Assistant, Technical Writer. [Data reported is from the 2005-06 Graduate Follow-up Survey] |
| <p>2.3 Provide multiple delivery options for educational programs and student services.</p> | <p>Examples from one area of high need (others will follow)</p> <ol style="list-style-type: none"> 1. Develop the design of the Doctorate in Nursing Practice to incorporate multiple delivery options and effective inter-institutional collaboration. 2. Expand degree completion options for students who hold the RN degree. 3. Expand graduate offerings by collaborating with other MnSCU institutions as well as health care providers including Mayo and Gunderson-Lutheran. 4. Design remote access for a multitude of library resources. | <ol style="list-style-type: none"> 1. For the first year of the inter-institutional collaborative DNP program there was a full cohort of different-traditional students from several states. The multiple delivery options proved a successful strategy for student success. 2a. Chemistry, statistics, math, and science education are developing interactive tutorials designed and on-line learning modules to supplement and complement traditional class delivery. 2b. Several administrative areas have added on-line resources to supplement and complement student services. Examples include scholarship information, registration information for students and parents, and every-day business skills for students. 2c. RN completion courses continue to transition to on-line course delivery software blended with face-to-face and other approaches for program delivery. 3. Planning in progress for collaborative programs in Clinical Lab Science (nearly complete), Allied Health, and Science and Math Education. 4. No Entries |

Strategic Direction Three: Strengthen Community Development and Economic Vitality

| System Goals | Institutional Goals | Actual Institutional Outcomes |
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| <p>3.1 As a major partner in educating Minnesota's workforce, participate in identifying and meeting regional and statewide economic development priorities.</p> | <p><u>1. Entrepreneurship Center</u> In collaboration with its community partners, WSU will establish a Center for Entrepreneurship which will promote entrepreneurship in our service region by providing: innovative educational programs about entrepreneurship and business start ups; support for aspiring entrepreneurs and business start ups in the area, using the expertise and resources of WSU faculty, students, staff, and community members; and service as a</p> | <ol style="list-style-type: none"> 1a. An entrepreneurship camp was held for high school students in Alternative Learning Centers. Twenty-six students from around the state participated. 1b. Secured funding through the Southeast Minnesota Initiative Foundation and delivered workshops to approximately 50 recent immigrants interested in pursuing entrepreneurial ventures. Collaborated with project FINE. Expansion opportunities are being explored with Rochester Area Chamber of Commerce Diversity in Business Initiative. |

filtering mechanism that efficiently matches angel investors and venture capitalists with aspiring business persons.

2. Workforce Development

WSU will serve as the area's facilitator for addressing the pressing work force issues in our region including the training of the incumbent workforce, the increasing diversity of the workforce, the expansion of the local workforce, and the ways of creatively utilizing students and older people to meet our workforce needs.

3. Expand outreach efforts to PK-12 to increase awareness of health science careers. Develop systems to better coordinate PK-12 health science outreach state-wide.(CIHSEP)
4. Expand offerings in Rochester utilizing community-based learning and expanded programs that support community needs.
5. Promote opportunities that build cultural competence in faculty, staff, and students.
6. Continue to develop the Center for Integrated Health Science Education and Practice.

- 1c. Established the Inventors and Entrepreneurs Club of Winona in collaboration with Winona County EDA.
- 2a. Actively partnered on a FIRST grant to conduct asset mapping for southeastern Minnesota. WSU is positioned to assist with the preparation of sub-regional development projects around economic clusters once the mapping is complete.
- 2b. Created a Business Solutions enterprise that supports Leadership and Lean development opportunities for Business and Industry, especially health care.
- 2c. Hosted several events to promote regional development - i.e. Energy Summit - 85 participants, Economic Summit - 150 participants, Lean & Healthcare Conference -
- 2d. Collaborated with Rochester businesses on the Chamber of Commerce lead Workforce 2020 initiative which is promoting workforce development that supports community sustainability. As part of this effort lead an effort to facilitate conversation on the changing role of retirees in meeting community workforce demands.
- 2e. WSU-Rochester was awarded the Business Excellence in Workplace Flexibility award through the Alfred P.Sloan Foundation.
- 2f. Initial sponsor and design team member to launch a Collaborative Leadership Fellows program in Rochester to foster cross-sector leadership to build future community leadership capacity.
- 2g. Conducted professional development webinar for paralegal professionals in the region.
- 2h. Facilitated Southern Minnesota Initiative Foundation Diversity Dialogue on Generational Diversity in the Workplace in Rochester.
- 2i. Designed a inter-institutional Clinical lab Science program to address workforce needs.
- 3a. 41 students attended "Med Camp" in Rochester on June 9-11, 2008. This day camp provided multiple career opportunities for a diverse group of middle school learners in Rochester.
- 3b. 79 students attended the inaugural WSU "Scrubs Camp" on July 20-25, 2008. Thus residential camp focused on 1st generation students and drew a diverse group of participants from both urban and rural settings.
- 3c. 27 teachers who teach grades 6-12 were sponsored in February 2008 in the "National Biomedical Curriculum" which integrates applied knowledge in biomedical fields to standard math and science curriculums in secondary schools.
- 4a. Facilitated the development of a community based minority teacher education recruitment effort to respond to the demand for an increased number of teachers of color in southeast Minnesota.
- 4b. Expanded community based learning opportunities for Social Work, Education, Nursing, Counselor Education, and Business Administration students.
- 4c. WSU-Rochester faculty initiated efforts to develop the following new programs: Social Work (MSW; 2+2 in Social Work with Riverland Community College; 2+2 in Human Services with RCTC); Education. New program efforts utilized a community engagement model to co-develop relevant programs to meet current and future needs of the region.
- 4d. WSU-Rochester administration has worked with WSU faculty in Med

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| | | <p>Tech to collaborate with UM-Rochester on a Clinical Laboratory Science B.S. degree program.</p> <p>4e. WSU-Rochester introduced a Women and Gender Studies minor and a Child Advocacy Studies minor, with community-based learning as a central element of the programs.</p> <p>4f. The College of Nursing and Allied Health implemented the new Doctorate of Nursing Practice program based on the Rochester campus in collaboration with 3 other MnSCU institutions.</p> <p>4g. WSU-Rochester leadership team met with community and industry stakeholders in Rochester and region to explore needs and opportunities for development of campus expansion plan.</p> <p>5. Conducted 15 travel study programs that enrolled 280 students to a variety of international and domestic locations</p> <p>6a. Changed name CIHSEP to HealthForce Minnesota; developed brand, website and marketing materials.</p> <p>6b. Expanded Center locations to include rural (Rochester) and urban (Minneapolis) sites. Hired full-time assistants in both locations to offer service to stakeholders and advance mission.</p> <p>6c. Expanded industry partners from 4 rural based partners to 12 urban and rural Healthcare industry partners.</p> <p>6d. Funded 10 strategic projects in 4 targeted areas that include:</p> <ol style="list-style-type: none"> 1. Recruiting/retention of a diverse workforce 2. Expanding opportunities for youth 3. Incumbent worker opportunities training 4. New programs and degrees |
| <p>3.2 Support regional vitality by contributing artistic, cultural and civic assets that attract employees and other residents seeking a high quality of life.</p> | <p>Partner with the cities of Winona and Rochester and area nonprofit arts organizations in developing an Arts Management Program, a Winona Arts Academy, the Great River Shakespeare Festival, the Frozen River Film Festival and Jazz Program. These initiatives serve to further the region’s economic development plan to make Southeast Minnesota an artistic and cultural destination. It also serves Winona State University’s goal of becoming an incubator for creativity and innovation.</p> | <ul style="list-style-type: none"> • A full-time Arts and Lectures Administrator has been hired to work with the WSU community and community partners on on-going events. • An newly-designed academic program in Arts Administration will be offered in Fall 2008. • The Music Department received a small grant from the Southeastern Minnesota Arts Council to host a residency by musician Glen Vlez. • Hosted the third annual Frozen River Film Festival. More than 2,500 people attended the festival, approximately half of those were WSU students. Sustainability, global culture and green living continue to be a focus. • The GRSF and FRFF are bookend events that represent how WSU is using the arts to work with the community on the critically important issues of tourism, economic development and environmental sustainability. • Now in its 4th year, the Library Athenaeum hosts Winona State faculty and staff as well as members of the public who present on topics of interest to the larger community. Presentations include lectures, panel discussion and musical and dance performances.. • WSU launched an 18-month Sesquicentennial celebration to commemorate its founding as the first public normal school to be established west of the Mississippi River. A host of campus and community events have been sponsored including; a community-wide picnic to launch the celebration, a reception to host the unveiling of the |

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| | | <p>State of MN Sesquicentennial stamp, WSU published an updated history of the university, a photo history scrapbook and a historical calendar. Community events included the hosting of a national radio show, A Prairie Home Companion. The sell-out show raised \$40,000 for scholarships. A community-focused Gala dinner and dance raised \$9,000 for scholarships. Student art shows and a community arts contest for children were also part of the celebration.</p> |
| <p>3.3 Develop each institution's capacity to be engaged in and add value to its region.</p> | | <ul style="list-style-type: none"> • We are expanding the collaboration between WSU and Eagle Bluff Environmental Learning Center located near Lanesboro, MN. Part of the plan is to assess the academic opportunities and financial implications of a sustained partnership with Eagle Bluff ELC, and explore collaborative curriculum, certificates and research projects. • WSU took an active role in flood relief and recovery in Fall 2007; over 300 students and numerous faculty and staff were involved in clean up efforts in the communities of Rushford, Stockton, Minnesota City, and Winona County. • WSU and MN Southeast Technical College have entered into an agreement to provide an Associate of Arts degree designed to serve students considering transferring to a four-year university. It will allow SE Tech students to complete a Liberal Arts education and continue on to WSU. • As a lead signatory to the American College and University Presidents Climate Commitment (ACUPCC) Winona State University has been a regional leader in coalescing regional partnerships for economic and environmental sustainability in the SE Minn. region. WSU has joined with other regional government and educational partners to form Sustain Winona, a partnership committed to reducing greenhouse emissions through the promotion of energy conservation, low carbon energy technologies and pollution-prevention strategies. Recognizing the linkages between climate change, energy security, environmental health and robust economic growth, we are partnering as Sustain Winona to share experiences, fund solutions, and educate our communities on the need for aggressive action to address climate change. • Coordinated WSU response to interstate bridge closure with City of Winona, ultimately offered support for temporary housing and long term parking for city wide response. • WSU Emergency Procedures reference chart has been provided as a model of preparedness procedures to United States Geological Survey (USGS) laboratory in La Crosse, WI and to RCTC (Rochester Community Technical College). • Sponsored and coordinated NIMS training for Tech leadership team. |



Strategic Direction Four: Innovate to meet current and future educational needs efficiently

| System Goals | Institutional Goals | Actual Institutional Outcomes |
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| <p>4.1 Build organizational capacity for change to meet future challenges.</p> | <p>See separate document entitled Winona State University for a prospectus on our plans for WSU.</p> | <ul style="list-style-type: none"> • Continue to allocate resources to Innovation Fund. Awards support change and innovation in the curriculum, engagement, partnerships, resource development and community involvement. Innovation to meet future needs is a priority. • College of Education restructuring was implemented. New structure and curriculum to address changing needs of modern educational system by preparing future teachers. • The university continues to build capacity for philanthropy. The basic structure was outlined in a report completed during the "New University" initiative. The report recommended a path that would increase the number of employees working with our alumni and friends. During FY08 one additional full time development officer has been added to staff. The university is considering additional staff in FY09. FY07 was a record year in fundraising, up 12% over the prior year. Unaudited figures from FY08 show an increase of 50% over the previous record. • Establishment of Issues Management team; an interdisciplinary leadership team formed to respond effectively in times of crisis; be open, accountable and accessible; protect the image and reputation of the University and control messaging and flow of information. • Establishment of Behavior Assessment and Intervention team whose primary charge is to take the necessary steps to ensure a safe and healthy environment for WSU students to live and learn. The team identifies issues, addresses areas of concern, and intervenes in situations when appropriate. |

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| <p>4.2 Reward and support institutions, administrators, faculty and staff for innovations that advance excellence and efficiency.</p> | | <ul style="list-style-type: none"> • Continue Innovation funding that includes support for projects that advance excellence and efficiency such as Peer Tutoring programs. • Increased funding of student-faculty research and travel grant programs by 30%. • Increased funding to New Faculty orientation programs by 20%, including new faculty scholarship awards. • Continue design of a new Research Fellow program that will award faculty support to continue and expand their scholarly activity. • 18 ASF Special Initiative Awards granted 07-09. • IPESL program completed with funds of approximately \$135,000 (FY08) awarded to faculty for development efforts. • In support of the Sustain Winona and the American College & University Presidents Climate Commitment initiatives, the campus carbon footprint has been completed and will be used as a baseline against which to measure the initiative goals of energy conservation and renewable energy. • To reduce use of carbon fuels and energy expenditures, the university purchased five hybrid vehicles. • The campus facilities department has recently received a completed draft utilities meter study by Stanley Consultants. The study is the first step in installing meters in all WSU buildings so planners can receive individual energy data. This will allow measurements to study the effects of conservation efforts as well as usage for computing equipment maintenance repair or replacement. |
| <p>4.3 Identify and remove barriers to innovation and responsiveness.</p> | | <ul style="list-style-type: none"> • The Counseling Center will be on the second floor of the Wabasha Building beginning August 2008. This will give three of the Integrated Wellness departments an opportunity to work closely together in preparation for the new building in 2010. Students will be able to have easy access and be able to be referred very easily to Health Services, the Fitness Center and the Counseling Center. We will also be sharing some space--a therapeutic/relaxation room and a light therapy room--with Health Services. We will begin work on shared scheduling and on a shared lobby. • In close partnership with Winona Health, WSU is developing an electronic medical record system which will greatly enhance the continuity of care for students, improve medical access to information, and provide greater access to medical history. • Maxwell OneStop, an integrated approach to providing academic services to students, opened in May 2008 in its new location in the renovated Maxwell Hall. The Warrior Hub, at the center of the OneStop, provides numerous academic services for students in one convenient location. Planning and progress continues as the involved departments plan and implement more integrated and student-centered services. • Expand implementation of Lean Process principals to additional internal processes. This past year saw significant changes in several Human Resources processes such as hiring. |

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| <p>4.4 Hire and develop leaders who will initiate and support innovation throughout the system.</p> | | <ul style="list-style-type: none"> • Successful hire of Associate Dean of Liberal Arts, Interim Dean of Liberal Arts, AVP/Chief Information Officer, Director of HealthForce Minnesota, Dean of Library, Dean of Science and Engineering, Director of Human Resources, Director of OCED, VP Finance/Administration. Staff and faculty hires ongoing. • Will enhance leadership development opportunities for administrators, faculty and staff through participation in a new advisory committee structure and in the university's accreditation process and portfolio completion. |
| <p>4.5 Promote accountability for results through a system of accessible reports to the public and other stakeholders.</p> | | <ul style="list-style-type: none"> • WSU joined the national accountability program referred to as VSA -- Voluntary System of Accountability. • The university's portfolio has several components designed and implemented such as the WSU Report Index and the new Program Review Process Policy. • Institutional Research and IT jointly implemented a WSU Report Index to centralize university reporting and to eliminate the confusion that departments experience when not knowing where to go for specific data needs. The index contains two main categories: Administrative Reports and University Reports. Administrative Reports have been created to meet specific departmental needs. Some of these departmental reports have security controls and thus are not accessible by all employees. University Reports are accessible to all WSU employees and contain more general information. • Annually WSU participates in several national college ranking surveys including US News and World Report "Americas Best Colleges", The Princeton Review and America's 100 Best College Buys. These surveys are published nationally and offer the public the opportunity to compare WSU with other colleges and universities. • The Sedona database is regularly updated to reflect the professional activities of the faculty. Numerous required reports were generated to support the accreditation effort leading to the submission of the AACSB pre-accreditation plan in April, 2008. |

INSTITUTIONAL GOALS – LIST 3–5 KEY INSTITUTIONAL GOALS FOR THE COMING YEAR

| Institutional Goal | Actual Institutional Outcomes |
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| <p>1. Provide high-quality undergraduate and graduate programs that respond to economic, environmental and social challenges, and that serve as a durable foundation for the acquisition of the knowledge, skills, habits and capabilities of a well-educated person.</p> <p>Projected Institutional Outcomes</p> <p>a. Provide innovation monies to implement “Learning for the 21st Century” initiatives with a focus on interdisciplinary studies, the 1st-year experience, portfolios and enhanced advising, the science of learning, community-based learning, and global/multicultural</p> | <ul style="list-style-type: none"> • The Clinical Laboratory Sciences Program is preparing materials in order to be awarded national accreditation. • The National Child Protection Training Center received a \$389,815 federal earmark grant for its work on child advocacy and child protection and is anticipating receipt of another award of \$737,501. • Two faculty, one from physics and one from chemistry, teamed up to secure a MnSCU grant "Preparing Students for STEM Majors: A Thinking Skills Approach." |

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| <p>opportunities.</p> <ol style="list-style-type: none"> b. Complete the accreditation process for an undergraduate degree in Clinical Laboratory Sciences. c. Develop plans for a Masters in Composites Engineering. d. Prepare proposals for the establishment of an EdD in International and Community Leadership and a Doctorate of Nursing practice. e. Complete design and implementation of a Post-Baccalaureate Teacher Licensure Collaborative. f. Introduce a second annual cycle of admissions to nursing and expand our capacity by 40%. g. Introduce a portfolio of special certification programs in high need areas of nursing practice, beginning with critical care nursing. h. Continue to develop programming in Rochester including the design and implementation of integrative student services for all students who study at UCR. Introduce new degree programs and tracks as needed in Rochester (bioinformatics track in the BS in Computer Science, etc). i. Explore new opportunities for collaboration with the University of Minnesota in health sciences and select one or more areas for further development. j. Explore new opportunities for educational collaboration with one or more MnSCU two-year institutions and begin implementation. k. Continue to develop the River Studies Program and cooperate with UW-Lacrosse and other institutions in developing a joint model for the study of the Upper Mississippi. l. Continue to develop the National Child Protection Training Center and a curriculum for child advocacy and child protection. m. Obtain accreditation for Early Childhood Daycare Program | |
| <p>2. Provide opportunities and experiences that instill global competencies and learning opportunities that will make a difference in improving our world.</p> <p>Projected Institutional Outcomes</p> <ol style="list-style-type: none"> a. Design and implement campus initiatives that offer opportunities to experience different cultures and to participate in learning experiences that raise individual and collective global consciousness. b. Leverage our resources and connections in Rochester in order to serve, and learn from, diverse, underrepresented and under-served populations. c. Expand and enhance Institutional emphasis on International Programming. d. Develop institutional relationships in the Middle East, beginning with Egypt. e. Integrate the international programs (Global Studies, Study Abroad, Exchange Programs, and Travel Study) and strengthen their capacity for collaboration. f. Increase attention to international issues in SE Minnesota (including Rochester). g. Expand the travel study program to new parts of the world. h. Expand the international faculty-in-residence program. i. Increase the number of international students beginning in FY 07. | <ul style="list-style-type: none"> • Collaborative agreements have been signed or are in development with one domestic and two international institutions focusing on the Navajo Nation, electronic/interactive course design and delivery; and exercise and rehabilitative sciences. • The English/American Culture short-term summer program enrolled 34 students (an increase of nearly 20 students from last year). Students are from Egypt, China, and Taiwan. • The English Language Center opened in July 2008 to provide language programming to international and domestic students whose first languages are not English; 25 students enrolled in the program from China, Taiwan, Africa, and Thailand. • Travel study programs were expanded during the 2007-08 academic year; 280 students participated in 20 travel student courses. Student participation increased by 10 percent over the previous year, and the number of programs increased from 13 to 16. New courses this year included travel to England/Ireland, Guatemala, and Taiwan. • Eight travel study exploration grants were funded by the Travel Study Program for future program development by a number of academic departments. Destinations include: Peru, Nicaragua, Belize, Dhaka, Japan, Arizona, Alaska, and Chicago/Washington, D.C. • Preliminary arrangements have been made for three visiting scholars for the upcoming 2008-09 academic year from South Korea, Palestine (collaborative partnership with St. Mary's University of Minnesota), and China. • eLearning and Mass Communication partnered with the Indigenous Language |

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| | <p>Institute to facilitate a three-day digital storytelling workshop that brought together WSU students and representatives from regional indigenous groups.</p> |
| <p>3. Develop the infrastructure that supports a culture of change and innovation and that demonstrates new ways of working together to provide an environment that supports and sustains scholarly excellence and outstanding student experiences.</p> <p>Projected Institutional Outcomes</p> <ol style="list-style-type: none"> a. Continue to implement the competitive process for distributing L21 grants and fully incorporate rigorous evaluation and assessment into the design of funded projects. Begin review of early results. b. Enhance Career Development services and integrate planning into individual portfolios beginning in the first year. Recruit new personnel. c. Design holistic Wellness initiatives from which students can integrate customized information into their portfolios beginning in the first year and enhance current counseling services. d. Complete the plans for Interactive Academic Services (IAS) and implement sections of the plan while awaiting the renovation of Maxwell to provide space that will allow completion of the integration. e. Create a strategic planning and budget process and implement in FY 07 f. Begin to use data generated by the office of institutional research to assess institutional progress and to support the distribution of resources. g. Review and streamline core campus operations beginning with the recruitment and hiring of faculty and staff and begin implementation of the recommendations of the HR Study Group. h. Conduct first pilot cohort of a Leadership Academy for the 21st Century with a focus on transfer programs and new educational collaborations with two-year institutions. Plan to begin implementation of recommendations in 07. i. Recruit a Dean of Graduate Education & University Planning and Research and introduce a new infrastructure based on the Boyer model of scholarship to support practical research. j. Increase the number of students who participate in undergraduate research experiences that address campus and community needs. k. Expand Advancement and prepare for a capital campaign including the development of a prospect pool and the completion of a feasibility study. | <ul style="list-style-type: none"> • Peer tutoring and supplemental instruction hours were increased to an all-time high of 12,635 hours of tutoring provided to students in 2007-2008. This is a 45% increase over last year and up from only 505 hours five years ago. • The Wabasha Building, beginning in August 2008, will provide an opportunity for a change in infrastructure that will allow innovation in how the Wellness Center group will work together. It will also provide an excellent site for students not only to receive assistance with their wellness program, but also a site for practicum and internships. • Implementation and expansion of document imaging and the corresponding workflow. Improves recordkeeping and access to records; reduces errors and saves time; saves space and reduces paper waste; automates process workflow, job tracking, and logging. • Continued progress has been made on our online recruiting system, an internally developed system that will improve and expedite the unclassified recruiting process. The Educational Lean Improvement Model was used to facilitate this initiative. • A fulltime Safety Director position was developed and is being searched. This position will impact efficiency and effectiveness through dedicated and coordinated safety efforts across various campus departments and teams. • The university worked effectively with students, private benefactors, the local technical college, and state policy makers to make our new integrated wellness complex a reality. We expect to break ground in September 2008. The experience is a very tangible way to show people the benefit of thinking and working together differently. • The Integrated Academic Services Division (Admissions, Advising Services, Student Accounts, Career Services, Financial Aid, Registrars) conducts monthly division wide training meetings for all staff to share information and promote the new integrated model of providing enrollment services to students. • The University's sesquicentennial celebration was planned over a period of several years by a multi-disciplinary team which included faculty and staff from several departments. Each discipline took a leadership role in developing and implementing aspects of the 18-month celebration. Community members were also part of this team and played a critical role by providing the community perspective and encouraging public participation in the celebration. |
| <p>4. Create a learning environment that promotes active learning, interdisciplinary collaboration, and new ways to work together.</p> <p>Projected Institutional Outcomes</p> <ol style="list-style-type: none"> a. Work with the community to co-design the concept of using the region as a “living laboratory” – creating field stations that provide opportunities to study nature, history, | <ul style="list-style-type: none"> • Center for Mississippi River Studies continues. A "floating" field station has been purchased--the 64-foot Winona Explorer. There are now some 56 river-related courses in 15 departments and numerous community outreach offerings. Chemistry Professor Jeanne Franz received grants from the Hiawatha Valley Audobon Society and National Fish and Wildlife to offer a special program on board for area school teachers and their pupils. • The university received grants from the National Science Foundation |

culture, environmental impact, and other elements of our place.

- b. Increase WSU's engagement with the community in the areas of education, entrepreneurship, health care and neighborhood and community development.
- c. Continue work with community partners on sustainability and energy issues.
- d. Provide opportunities for students to learn about civic engagement and civic responsibility by directly serving the needs of our community.
- e. Work with the city of Winona to revise the community master plan and develop a university-community strategy for developing student housing at WSU.
- f. Continue to develop campus initiatives that support new ways to work together internally.
- g. Continue to work with regional partners on offering cultural events such as the Shakespeare Festival, Earth Day and the Frozen River Film Festival.
- h. Work with the City and the County on all hazards planning and clarify the role of WSU in supporting a joint strategy for emergency response.
- i. In collaboration with the local city and county governments and the Winona County Red Cross, update the WSU Emergency Response Plan.
- j. Complete an all hazards plan and implement staff training schedule.
- k. Provide leadership development programs through Winona State's Leadership Institute.
- l. Provide Continuing Education/Customized Training – collaboration and educational offerings based upon community and business needs assessment of the Winona Area Chamber.
- m. Establish a *Coordinating Business over Coffee* series in a partnership with SE Tech to offer educational programs to meet the needs of business, community, and industry.
- n. See Strategic Direction Three for other examples.

(\$18,979) and Excel Energy Foundation (\$15,000) to host a Summer 2008 National Prairie Conference.

- New cooperative work program with local companies has been established.
- A Minnesota Office of Higher Education grant drew together WSU, Saint Mary's University, Minnesota State College Southeast Technical, the Southeast Minnesota Water Resources Board, the City of Winona and the Minneapolis-based In the Heart of the Beast Puppet and Mask Theater in a year-long effort to celebrate water quality, ownership and stewardship.
- A U.S. Election Assistance Commission grant for \$29,495 will help recruit and place students as volunteer poll workers in this coming November election.
- The second floor Wabasha Building and the Fitness Center will be a hub of opportunity this year for students to participate in practicum and internship experiences. It will also be a great resource for our students to access many areas of health research. Counselor Education interns will have a more comprehensive experience with three of the Wellness Center departments located and working closely together.
- Established an Issues Management Team to lead communications during emergency situations. Subgroups were established to develop emergency preparedness measures. Subgroups include, Emergency Preparedness Planning, Emergency Notification, Emergency Operations Plan, Emergency response for events and after-hours, Prevention and Intervention strategies and Rochester campus preparedness. Outcomes from these Issues Management and subgroups include:
 - Drafted an Emergency Operation Plan EOP plan and established evacuation area for all Winona campuses
 - Coordinated emergency response with RCTC including sharing emergency best practices, conducting shared drills and ongoing collaborative emergency planning.
 - Establishment of Behavioral Assessment Intervention Team (BAIT) as a strategy to prevent potential crisis by identifying and addressing problematic student behavioral issues.
 - Issues Mgmt. team participated in a NIMS refresher course and table top drill (team initially trained for levels 100 and 200 in 2007).
 - Hosted NIMS training for next tier of WSU staff and extended training session to SE Tech leadership team
 - Conducted multiple fire drills to test response and alarm systems
 - Developed a new emergency web notification process, implemented and tested a new web template.
 - Developed a new severe weather web notification process, implemented and tested a new web template.
 - Implemented a Building Captain system to facilitate evacuation of all campus buildings.
 - Purchased bullhorns for use by building captains for campus notification and crowd control.
 - Purchased a broadcast system for campus security vehicles.
 - WSU Emergency Procedures reference chart has been provided as a model of preparedness procedures to United States Geological Survey (USGS) laboratory in La Crosse, WI and to RCTC (Rochester Community Technical

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| | <p>College)</p> <ul style="list-style-type: none"> Coordinated WSU response to interstate bridge closure with City of Winona, ultimately offered support for temporary housing and long term parking for city wide response. Support for WSU community during closure period included assessment of student and employee needs, establishment of transportation options and flexible work schedules. |
| <p>5. Prepare the University and our students for the 21st Century</p> <p>Projected Institutional Outcomes</p> <ul style="list-style-type: none"> New outcomes to be designed for this new goal. | <ul style="list-style-type: none"> Approximately 15-20 Travel Studies programs offered for WSU students to experience global learning. New programs offered FY08 - Quebec, Mississippi, Mexico II, Taiwan, Arizona, Guatemala, and Manchester-Dublin. One reality of the 21st century is the need to develop stronger partnerships and new revenue streams to support both the core of the institution and the margin of excellence. Although the most visible goal in the university's first comprehensive campaign is raising much needed resources, an additional goal of the campaign is to help internal and external stakeholder understand that WSU is worthy of philanthropic support. Internally, we are working with interested faculty, staff and students to take an active role in the campaign. Although their efforts will assist us in reaching our financial goals, the biggest dividends will be their experience which will plant seeds for the future. |

KEY GOALS: SETTING MEASURES

| System Goals with Targets * | Projected Institutional Target | Actual Institutional Result |
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| <p>GOAL 1. Improve participation and success.</p> <ul style="list-style-type: none"> Improve the fall 2011 retention rate for fall 2010 entering students by 4.3 percent. Improve the fall 2007 success rate for fall 2006 entering students of color by 1.0 percent. <p>STUDENT SUCCESS Improve Fall 06 to Spring 07 retention for students entering in Fall 06 (disaggregated by race, ethnicity, gender and first generation)</p> | <p>Fall 2011 Retention of 69.9% from current rate of 69%.</p> <ol style="list-style-type: none"> Identify an Enrollment Management administrator. Establish centralized location for collecting data on outcomes of each program. <ol style="list-style-type: none"> Develop comparisons for program cohort and general NEF cohort. Track new initiatives to correspond with changing student success rates. Design and implement alternative methodologies for tracking student progress and success. <p>Create feedback loop to inform university of progress.</p> <p>STUDENT SUCCESS Improve Fall 06 to Spring 07 retention for students entering in Fall 06 (disaggregated by race, ethnicity, gender and first generation)</p> | |

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| <p>GOAL 2. Demonstrate high quality in all educational programs.</p> <ul style="list-style-type: none"> - Increase the percentage of students enrolled in college level science, technology, engineering, or mathematics courses by 2.9 percent, from 2005-2009. - Increase the number of secondary teachers prepared for licensure in math and science by 115 percent between fiscal years 2005 and 2011. <p>S.T.E.M. Increase the number of students enrolled in STEM courses</p> <p>Increased graduates in STEM fields by 2010</p> | <p>WSU has recently seen an increase (10%) in enrollment in STEM majors in the past two years due to the completion of a state of the art science laboratory facility. The renovation of Pasteur Hall will be finished in August 2006—this will complete the science complex at WSU first envisioned eight years ago. The new facilities have already begun to make a difference.</p> <p>We have had an increase in the number of students enrolled in STEM courses because there have been more science majors but also because we are designing integrative science/humanities/social sciences courses. Many L21 (referenced above) courses have been purposefully designed to be interdisciplinary between STEM departments and education and the College of Liberal Arts, based on the understanding that science is also a liberal art. Courses such as Forensic Sciences, Drawing for the Sciences, and Investigative Science have been successful pilots. Students are “taking” more science in these cross-disciplinary courses and seminars.</p> <p>In order to continue this trend, we will implement strategies to increase graduates in STEM fields (including the important science and math teaching majors) by 3% every year up to 2010 and will continue to develop integrative liberal arts courses that include significant science content and application.</p> <p>We will focus on attracting more students to the STEM fields by:</p> <ol style="list-style-type: none"> 1. Continuing to design more innovative interdisciplinary courses that focus on the STEM fields; 2. integrating the study and solving of real problems (local to global) into the curriculum—beginning with the freshman experience; 3. offering unique masters programs that target emerging fields such as nanotechnology, bioinformatics, and clinical lab specialties; 4. making a concerted effort to form articulation agreements with our 2-year partners—targeting new technology and science fields, and education, and students that will add diversity to our community; and, <p>designing special programs for K-12 that (a) provide professional development for in-service teachers of math and science, and (b) will attract K-12 students to discover the wonder of the STEM fields and society’s need for graduates in the STEM disciplines.</p> | |
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| <p>GOAL 3.1. Meet economic development needs.</p> <ul style="list-style-type: none"> - Increase the number of students enrolled in online courses by 59.7 percent between fiscal years 2005 and 2009. - Increase the number of students enrolled in customized training courses by 10.5 percent between fiscal years 2005 and 2009. - Increase the number of continuing education students aged 25 to 44 by 7.4 percent between fiscal years 2005 and 2009. | <p>Align with system goals. Optimize opportunities, quality, and corresponding enrollments.</p> | <ul style="list-style-type: none"> • Enrollment in online only (Media Code 03) courses increased from 465 students in the Spring 2007 term to 661 in the Spring 2008 term, an increase of 196 students. Spring 2008 offerings included new online courses in the areas of Counselor Education and Health, Exercise, and Rehabilitative Science. • Enrollment in Summer 2008 online courses increased to 551 students, up from 347 in Summer 2007, with new online offerings in English and Business. • WSU participated in the Noel-Levitz Priority Survey for Online Learners in Spring 2007. The assessment revealed strong satisfaction ratings by WSU online learners in the areas of student-instructor interaction and technical support. WSU participated in the PSOL again in the Spring 2008 term and is awaiting the results. • Partnering with St. Paul College, WSU was awarded a Department of Labor grant to develop a new Clinical Laboratory Science Program. Large segments of this program will be fully online, with online courses in Physiology, Microbiology, and Immunology already under development. • A new online Pharmacology class, taught by professional pharmacologists from Mayo Clinic, and an online Biostatistics class, both part of the Doctorate of Nursing Practice program, were successfully delivered. • WSU science faculty and support staff participated in two workshops at Carnegie Mellon University to begin developing online courseware using CMU's Open Learning Initiative software. |
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| <p>GOAL 4.1. Build organizational capacity for change.</p> <ul style="list-style-type: none"> - Measure increased availability and reliability of the information technology infrastructure and maintain at 99.9 percent. | <p>Align with system goals.</p> | <ul style="list-style-type: none"> • There was an increase in active Desire2Learn (D2L) courses from 714 in the Spring 2007 term to 1024 in the Spring 2008 term. • In FY 08, approximately three-quarters of active WSU faculty and staff made an average of 2.5 visits to the WSU eLearning Center and received support in their application of technology to teaching, learning, and working. • WSU continues to partner with Atomic Learning, a technology training company, resulting in campus-wide access to a library of over 15,000 online training modules related to the use of various software titles. In FY08, these movies were used by instructors, staff, and students, as an alternative and supplement to traditional support. The service is also being integrated into OR 100, our first year orientation course. • Rapid increase in the number of collaborative portal applications based on our Microsoft SharePoint infrastructure. This included campus-wide surveys, advisor scheduling, and administrative planning. • Successful deployment of DyKnow Vision, a tablet-based application for supporting collaborative note-taking in the laptop classroom. DyKnow was used primarily in STEM courses in FY08. • WSU became an Apple iTunes University in FY08, allowing faculty, staff and students free access to technology for developing and sharing podcasts with the world. |
| <p>GOAL 4.3. Reward and support institutions, administrators, faculty and staff for innovations that advance excellence and efficiency.</p> <ul style="list-style-type: none"> - (System target to be established in fiscal year 2008). | <p>In design.</p> | <ul style="list-style-type: none"> • A Leadership Academy, now in its third year of operation, draws together employees and students from across campus to address critical issues via in a comprehensive problem-solving process. • MnSCU-supported Special Initiative Awards provide stipends for Administrative & Service Faculty who take on special projects above and beyond their normal duties. • Expanding support of faculty and staff development through increased opportunities for leadership development in alignment with engagement, scholarship and partnership-building. We continue to provide innovation funds to support new and creative initiatives and curriculum improvements. |

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| <p>ADDITIONAL OVERALL TARGETS.</p> <ul style="list-style-type: none"> - Increase institution support from public sources by \$7.6 million between fiscal years 2006 and 2010. - Increase institution/foundation support from private sources by \$9.5 million between fiscal years 2006 and 2010. - Increase the alumni participation rate to 7.4 percent in fiscal year 2011 from 4.6 percent in fiscal year 2005. | <ol style="list-style-type: none"> 1. Continue actively searching for several fund raising staff to replace vacancies in a very tight competitive market. 2. Design capital campaign. 3. Enhance the alumni experience, including participation rates. | <p>The WSU Foundation experienced a record year (FY08). FY07 was also a record year, up more than 12% over the previous year is total giving. Early national research from CASE (Council for the Advancement and Support for Education) shows that college and university foundations experienced an average increase of approximately 1% over FY07. The weak economy, major losses in the stock market and depressed consumer confidence has taken its toll on philanthropy.</p> <p>Unaudited figures for the year ending 6/30/08:</p> <ul style="list-style-type: none"> · Total Philanthropic Support is \$3,927,201 up 62.1% over the previous fiscal year. · Total Receipts are also up over last year. \$4,952,202 has been received, up 54.9% over the previous fiscal year. |
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* Overall system targets have not yet been set

FUTURES PLANNING

As you look to 2010 and beyond, what major directions or changes do you anticipate in facilities, human resources, students, mission, program or technological priorities? Be brief.

2010 and Beyond:

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| <ul style="list-style-type: none"> • FACILITIES | <ul style="list-style-type: none"> • Funding for the WSU Integrated Wellness Complex was included as part of the bonding bill signed in April 08. The bonding bill provides \$8.4M for the wellness complex. That amount will combine with the \$7.1M already obtained through student activity fees and \$3M being raised through private donations. • Funding is approved for a 400 bed residence hall. Project is currently in schematic design with target occupancy in Aug 2010. • Planning continues for College of Business. Actively working pre-design in cooperation with MnSCU planners. • Remodeling of Maxwell Hall is complete. • Funding in place for faculty and staff learning commons. |
| <ul style="list-style-type: none"> • HUMAN RESOURCES | <ul style="list-style-type: none"> • Establish and implement successful professional and leadership development programs throughout the campus. • Develop a collaborative university culture focused on working together smarter. • Utilizing the Educational Lean Improvement Model, collectively improve both intra- and inter-departmental processes. • In conjunction with Affirmative Action, successfully recruit and develop a new generation of faculty and staff as current employees begin to retire in larger numbers. |
| <ul style="list-style-type: none"> • STUDENTS | <ul style="list-style-type: none"> • Align budget, planning, and innovation to fulfill our vision -- student success. • Increase enrollment in transfer students, co-enrollment programs, summer courses and programs. First year retention rate will exceed 80% by 2010 and 6-year graduation rates will reach 56%. |
| <ul style="list-style-type: none"> • MISSION | <p>Success in the 21st century requires adaptive skills – the ability to apply knowledge in new settings and in new ways to unexpected and new questions. Success for an individual or for a university in the 21st century will depend on our ability to find good solutions to complex and ever-changing problems. Our vision is to make the university itself a working model of scholarship in action and contemporary democracy – in order fulfill our mission of “A community of learners dedicated to improving our world.”</p> |

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| <ul style="list-style-type: none"> • ACADEMIC PROGRAMS | <ul style="list-style-type: none"> • Design and expand graduate programs to significantly increase our graduate enrollment. • Grow our graduate level programs in concert with our outreach offerings. • Increase in interdisciplinary scholarship and research. • Significant increase in academically-related work experiences and community-based learning. • Introduce programming at all levels based on strategic directions determined by analyses of information from our academic centers, and system, institutional, and faculty initiatives. |
| <ul style="list-style-type: none"> • TECHNOLOGY | <p>The institutional goal is to maintain its reputation as a nationally recognized leader in applying new and emerging technology to curriculum. WSU continued to improve and assess its Laptop Program this year, one critical component of its integrated learning environment. An RFP resulted in a new vendor partner in Toshiba and a more mobile and functional laptop option. Improvements in wireless networking, classroom technologies, the campus portal, and online course management tools all contributed to an increase in the breadth and depth of technology usage. The seamless integration of technology into the academic process continues to strengthen and expand each year due to a concerted effort to develop and support faculty and students. The planned opening in FY09 of the new faculty and staff development center will provide a convenient and exciting environment for employees to sharpen their skills and explore new applications.</p> |



Judith A. Ramaley, President

Date: June 30, 2008