

FY 09 PRESIDENTIAL WORK PLAN

Winona State University.....DATE: July 14, 2009

SECTION I: SYSTEM STRATEGIC PLAN

Strategic Direction One: Increase access and opportunity

System Goals	Institutional Goals	Actual Institutional Outcomes
<p>1.1 Raise Minnesota's participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals.</p>	<p>1. Improve the timely completion of students' educational objectives by providing comprehensive academic services to students, both in Winona and in Rochester.</p>	<p>For Fall 2004 new entering first-year (NEF) students, the graduation rate after 4 years was 25.59% compared to 24.10% for Fall 2003 NEF and 23.91% for Fall 2002 NEF. The 5-year graduation rate was 47.12% for Fall 2003 NEF and 48.2% for Fall 2002 NEF.</p> <p>In Winona, academic support services offered included:</p> <ul style="list-style-type: none"> • Supplemental Instruction offered 23 sections of 13 courses. Six of these courses were new additions to the program. A total of 1,108 students participated, attending an average of 5 sessions each. Students attending SI on the average earned grades 0.67 higher than those who did not attend. Students attending SI had a positive perception of the program. Some 83.3% improved understanding of course content, 76.6% believed attending SI improved their grade, and 86.8% said they would attend future SI classes. • Advising Services provided more advising opportunities for high risk students by collaborating with the Retiree Center. Retired faculty participated in training and worked individually with students. Due to these and other efforts, the number of advising contacts increased by 9% without increasing staff or resources. • The online Academic Progression Reporting System encourages faculty to identify students who may be struggling and refers their names to offices that may be able to assist them. Last year the number of faculty participating doubled. Now almost half of all faculty participate, entering nearly 3,000 mid-term grades into the system. • In May 2008, the Warrior Hub (Financial Aid, Registrar, Student Accounts) was established on second floor Maxwell (west end). This represented more than a co-location of offices. It was an integration of academic services. "Generalists" received 60 hours of cross-training to respond to inquiries. Monthly meetings of these offices with other co-located offices (Career Services, Advising Services, and Admissions) were held throughout the year. Assessment Day data showed 74% of 2,782 polled students had visited the Hub and of those visiting only 1% were dissatisfied. <p>At WSU – Rochester, academic services included:</p> <ul style="list-style-type: none"> • The University Center Rochester (UCR) saw increased use of the newly expanded UCR Learning Center (LC), which offers individualized learning assistance. There were 373 WSUR student visits/uses (duplicated count) and 17,747 total visits (WSUR and RCTC) recorded in 2009. WSUR visits equal 2.102% overall which is up from 1.937% in FY08. Headcount of individual WSUR Students using the LC is 129 (non-duplicated). WSU provided tutoring services in the LC for 53 WSUR students in FY09 (140 visits/144 contact hours), roughly double the amount provided to WSUR students in FY08.

		<ul style="list-style-type: none"> • The UCR Test Proctoring Center established in FY08 provides alternative scheduling of course testing. In FY09, 53 WSUR students utilized this service to take WSU course tests on alternate dates to accommodate their scheduling needs (In FY08, 34 students utilized this service). • In Spring 2009, a WSUR graduate study room was created to provide individual and small group study space and access to printing large documents such as thesis projects. A total of 37 graduate students used this study room (90% nursing students and 10% education students), with slightly over 400 total student visits recorded. • WSUR increased coordination of and internal marketing strategies for summer session classes. Evaluation of enrollment data at the conclusion of summer session will take place. Early indications are that WSUR will require unique strategies adapted to the Rochester market, including more online course offerings, in order to significantly increase summer enrollments.
	<p>2. Improve student success and retention by continuing to develop a coordinated package of strategies that includes those specifically designed for underrepresented students.</p>	<p>The percent minority enrollment (based on new IPEDS definition) at WSU has increased from 4.2% in Fall 2003 to 5.3% in Fall 2008. Strategies used to encourage retention included:</p> <ul style="list-style-type: none"> • In 2008-09, Inclusion and Diversity offered 7 academic skills workshops, 4 heritage month programs, 6 diversity programs, and presented 9 speakers and/or panel discussions. An estimated 1,616 WSU students, faculty and staff attended these activities along with 386 individuals from Southeast Technical College and 2,000 individuals from Winona Senior High. Similar programs offered in 2007-2008 attracted 1,536 WSU attendees. • The Diversity Office offered 1,265 advising and counseling appointments for their clientele. • Student Support Services, a federally funded grant program, serves 225 first-generation students, low-income students or students with disabilities each year. In 2008-09, (as of June 30), the participants' participation rate was 90% compared to 84% in 2007-08 and 76% in 2006-07. In 2008-09, the good academic standing rate was 79% and the 6-year graduation rate was 47%. • The College of Education adopted an application process and evaluation rubric for the Minority Teacher Scholarship (funded by the MN legislature). • HealthForce MN funded three projects in Minneapolis: HIRED-Broadway Teen Program, Project for Pride in Living and Jump Start, all aimed at diverse and disadvantaged populations to improve college readiness and increase interest in health care careers.
	<p>3. Integrate models and align resources in order to design programs that have a strong focus on health and safety at both the individual and university community level.</p>	<p>In the area of health and wellness:</p> <ul style="list-style-type: none"> • Directors and chairs involved in the Integrated Wellness Center (now under construction) met monthly during 2008-09 and had an all-day retreat on May 11. They are currently "mapping" existing services to align resources with the goal of integrating services for more efficient delivery. A fall 2009 retreat is planned. • WSU Health Services schedules an average of 8,000 appointments annually. Activities, classes and programs offered in 2008-09 covered such topics as wellness, smoking cessation, alcohol education, safe sex, nutrition, walking and stress and attracted some 6,800 students, compared with 2,267 in 2007 -08. Flu immunizations were given to 500 students (compared to 400 in 2007-08). A total of 132 faculty and staff participated in a program to learn how to identify students in distress, and 653

		<p>WSU community members of all types participated in a Health/Mindful Mondays program.</p> <ul style="list-style-type: none"> • Counseling Services offered 1,222 individual sessions in 2008-09 compared to 1,178 in 2007-08. Staff made 19 presentations on such topics as depression, stress, healthy relationships, alcohol, sexual assault, grief, career decision-making and conflict resolution, attracting 2,898 attendees, compared to 1,932 the previous year. • Visits to the current Fitness Center this academic year (as of 6/1/09) were in the 90,000s. Some 240 patrons participated in the 8th annual January fitness challenge and 30 participated in a Women's Strength and Conditioning class. The Center continued collaborating with the Miller Foundation to provide fitness/strength and conditioning to Winona area junior and senior high schools and continued its partnerships with Southeast Technical Institute and Viterbo College. <p>In the area of Safety: Safety Director Erin Paulson was hired and began work July 6, 2009. She met briefly with the All-University Safety Committee before starting work. A plan of action will be developed over the summer.</p>
<p>1.2 Work with other organizations to prepare all young people to graduate from high school and enroll in college prepared for college-level work.</p>	<p>1. Continue to build upon and expand partnerships with K-12 focused upon readiness for college-level work, especially among students of color and recent immigrants.</p>	<p>New entering first-year student of color enrollments were 55 in Fall 04, 81 in fall 05, 57 in fall 06, 54 in fall 07 and 61 in Fall 08. New entering transfer students of color were 36 in fall 04, 35 in fall 05, 49 in fall 06, 29 in fall 07 and 21 in fall 08. In Winona, K-12 partnerships included the :</p> <ul style="list-style-type: none"> • The Kids First Program with the Winona Housing and Redevelopment Authority attracted 90 participants with an average attendance of 50 children each evening. Over 200 WSU students devoted more than 5,000 hours of service to the program. • The March to College serves all Winona 5th graders and all 5th graders from Dayton's Bluff Elementary School in St. Paul. WSU National Society of Collegiate Scholars (NSCS) students design and conduct the program. • The Inclusion and Diversity Office established relationships with government agencies and schools in Winona, Rochester and the Twin Cities. Partnership activities involve recruiting students and co-sponsored programming and community outreach in regards to human rights and diversity training. • On-campus minority recruitment programs brought 379 students to 8 events in 2008-2009. In 2007-08, 292 students attended 14 events. • The Inclusion and Diversity Office and Outreach and Continuing Education (OCED) offered a Boys to Men Summer Leadership Academy program for boys of color in 9th-12th grade. Some 39 attended workshops on forums designed to encourage pursuing post-high school studies. A Family Ties program for parents and students offered August 16-20 engaged 80 parents in workshops on parent involvement, counseling, success and wellness while 46 students participated in workshops on adjusting to campus life and university services. • The number of PSEO students enrolled increased from 46 in 2007-08 to 53 in 2008-09. • OCED and HealthForce MN offered a 2008 Scrubs Camp, a week-long residential camp for high school youth to explore health care careers, attracted 63 participants. Almost double that number are enrolled for the 2009 camp. Several other FY09 youth programs were coordinated by OCED in collaboration with internal and

external partners:

- *College For Kids*, 255 participants
- *Robotics Workshop*, 9 participants
- *Dixieland Jazz Workshop*, 23 participants
- *Camp Invention*, 40 participants
- *Math Science Teacher Academy*, 28 participants
- *Youth Leadership*, 40 participants
- *Model Legislature*, 130 participants

At WSU-Rochester, K-12 programming included :

- WSUR assisted Rochester Public Schools with planning the September 2009 "Education Summit," the second annual event is expected to draw 500+ regional residents to UCR for workshops, presentations and an expo. Three WSUR faculty/administrators are involved in planning the event. Approximately 500 community members attend the first Summit in September of 2008. Approximately 6 WSUR faculty/staff were involved in the 2008 Summit, and 12 education students worked as volunteers.
- WSUR staff participated in 4 "community dialogue" sessions this past year aimed at closing the "opportunity gap" for students in the Rochester Public Schools. Meeting participants shared info on WSUR programs and resources, networked with community partners and made key contacts with representatives from Somali and Hispanic youth support groups for recruitment purposes and community service follow-up efforts.
- WSU staff and faculty collaborated with the Boys and Girls Club of Rochester to develop a partnership plan for FY09, with key priorities being to integrate community-based service learning into the WSUR curriculum, to improve processes related to tracking student volunteer experiences and to increase the number of senior student projects involving the club. WSUR staff participated in monthly partnership team meetings. Last year's outcomes efforts included: 6 club members participated in a WSUR campus visit with a tour and activities; a WSU WAGS course was taught by Tamara Berg on-site at the club, with 12 students enrolled; Dr. Berg helped lead a "Date Smart" program at the club as a prelude to the Spring 09 WAGS course; several WAGS students enrolled in independent studies to continue their club activities in summer and fall 09; 9 WSU students engaged in field experiences at the club, completing at least 12 hours of service each, for a total of 108 hours of service; WSU students conducted a research project at the club to identify best practices for recruiting volunteers; an increased number of WSU faculty engaged with the club this past year (1 from Social work, 1 from education); 2 club members have applied to WSU for 2009-10.
- The Director of Outreach and Continuing Education actively serves on the Workforce 2020 Committee of the Rochester Area Chamber of Commerce and on the Innovations Subcommittee. Monthly meetings have resulted in a new database prototype that will link community resources to learners of all ages, in particular, at-risk youth.
- WSUR and Rochester Public Library sponsored the annual "Rochester Reads" program. Education students helped with planning and staffing for the events.

		<ul style="list-style-type: none"> • The Minority Teacher Recruitment Program partnership between the WSUR Education Department and representatives from 15 community stakeholders received \$10,000 in grants from the Rochester Area Foundation for 5 activities identified as priority needs: Future Teacher Academy; Mentoring High School Students; College Summer Program; High School Student & Parent Outreach; and Minority Adult Outreach. • A WSUR education faculty member is serving on the board of the Rochester Area Math and Science Partnership, a collaborative community partnership involving multiple employer and school district representatives to promote math and science in the schools. Participation has included panel presentations to school administrators, service learning opportunities for 10 WSUR education students, teacher workshops, and a summer institute with Mayo Clinic. • A WSUR counselor education faculty member provided about 4 hours per week of counseling and mental health/addiction education at Hawthorne Center, which offers adult learning opportunities for an extremely diverse 800-plus student population. She also supervised a University of Minnesota doctoral student and a WSU practicum student. Together the three provided the Center 25-40 hours of service weekly. • Educators in the Workplace is a Rochester Chamber initiative tied to Workforce 2020 to provide workplace experiences for K-12 educators to increase awareness of employment opportunities and workforce skills requirements. Two WSUR staff have been engaged in planning and administration of this year's 3-day institute June 22-24. Forty-four participants are registered to date. • HealthForce MN funded three projects in Minneapolis: HIRED-Broadway Teen Program, Project for Pride in Living and Jump Start, all aimed at diverse and disadvantaged populations to improve college readiness and increase interest in health care careers. • HealthForce MN also has funded many K-12 initiatives – the Health Science Partnership, Middle School Day Camp, and numerous STEM/Science Fairs.
	<p>2. Increase programming that encourage and inspire more young people to prepare for careers in health care and other STEM-based fields.</p>	<p>Major and minor enrollments in the College of Nursing and Health Sciences increased from 1,365 in 2007 to 1,493 in 2008. Major and minor enrollments in the College of Science and Engineering increased from 1,477 in 2007 to 1,510 in 2008. (Note: Double majors may be counted twice.) In Winona, activities included:</p> <ul style="list-style-type: none"> • The College of Science and Engineering again sponsored the Regional Science and Engineering Fair with faculty helping to organize and judge local schools. • Project WET and WILD, begun in 2006, is conducted aboard the Winona Explorer floating classroom. In 2009, 25 WSU students served as teaching assistants or pre-service teachers, reaching out to 337 K-12 students, 80 adult community members and 47 practicing students. • The College of Science and Engineering was accepted by the federal interagency network Great Rivers Cooperative Ecosystems Study Unit (CESU) and the Great Plains CESU and entered into a cooperative agreement with the USGS Upper Midwest Environmental Sciences Center (UMESC) to provide students with internships conducting research with WSU and USGS scientists.

		<p>In Rochester, activities included:</p> <ul style="list-style-type: none"> • HealthForce MN’s 2008 Scrubs Camp, a week-long residential camp for high school youth to explore health care careers, attracted 63 participants. Almost double that number are enrolled for the 2009 camp. • HealthForce MN funded three projects in Minneapolis: HIRED-Broadway Teen Program, Project for Pride in Living and Jump Start, all aimed at diverse and disadvantaged populations to improve college readiness and increase interest in health care careers. • HealthForce MN has funded many K-12 initiatives – the Health Science Partnership, Middle School Day Camp, and numerous STEM/Science Fairs. • HealthForce MN sponsored 21 bus passes for Roosevelt High School students to attend a before-school program for college credit.
<p>1.3 Maintain an affordable cost of attendance for Minnesota residents.</p>	<p>1. Implement LEAN strategies to allow WSU to serve more people more effectively with current resources</p>	<p>Examples of efficiency activities include the:</p> <ul style="list-style-type: none"> • An Applied Educational Lean Certificate program was developed and delivered on May 12-14, 2009 and additional dates have been scheduled for 2009-10. Eight process improvement projects are currently underway involving: the Integrated Wellness Center, Nursing curriculum revisions, the unclassified hiring process, the UCR Welcome Center, faculty contracts, graduate studies, OCED and WSU Foundation voucher reimbursement. Eleven additional projects will be launched in summer 2009. • In May 2008, the Warrior Hub (Financial Aid, Registrar, Student Accounts) was established on second floor Maxwell. This represented more than a co-location of offices. It was an integration of academic services. “Generalists” received 60 hours of cross-training to respond to inquiries. Monthly meetings of these offices with other co-located offices (Career Services, Advising Services and Admissions) were held throughout the year. Assessment Day data showed 74% of 2,782 students polled had visited the Hub and of those visiting only 1% were dissatisfied. • The Student Resource Center in Kryzsko Commons responds to general student inquiries and served 3,281 customers last year. The SRC also expanded its web presence. Of 1,733 students polled, 38% had visited the Center, 15% had mailed a question in, and 11% had phoned with a question. 49% reported the staff to be fair to excellent in regard to friendliness (but 48% did not respond). • A one-stop faculty/staff resource center is being located on first floor Maxwell’s east end. The Teaching, Learning and Technology Center (including Media Services) and the Grants & Sponsored Projects Office moved in in early summer 2009. They will be joined by the Academic Assessment Office; Institutional Planning, Assessment and Research Services; Institutional Research; Faculty Development; a Faculty Association Office; the Higher Learning Commission Resource Room; the Statistical Consulting Center; and the Center for Engaged Research, and the Center for River Studies. These support areas will provide new integrated services for faculty and staff.
	<p>2. Launch the public phase of WSU’s first comprehensive campaign, “Light the Way” that includes a \$4-million goal for additional student scholarships.</p>	<p>The campaign’s public phase was launched on 8/21/08. Since that date, gifts to scholarships total \$553,232.87. The campaign totals for scholarships (silent and public phases) total \$3,977,428.06.</p>

Strategic Direction 2: Promote and measure high-quality learning programs and services		
System Goals	Institutional Goals	Actual Institutional Outcomes
2.1 Promote accountability for results through a system of accessible reports to the public and other stakeholders.	1. Support the adoption of the national Voluntary System of Accountability (VSA) for the seven universities in order to provide collaborative support for reporting and analytics efforts.	WSU's College Portrait is online on the Voluntary System of Accountability web site (http://www.collegeportraits.org/MN/WSU).
	2. Enhance our assessment, leadership, and institutional research functions to support public accountability.	<p>Several steps for enhancements have been or are being taken:</p> <ul style="list-style-type: none"> • A search will be initiated for a Director of Institutional Planning, Assessment and Research Services; and for an Associate Director of Institutional Planning and Assessment and Research Services. The Director is an important position in WSU's restructuring plan to build capacity and provide an integrated model of support in the areas of data collection, assessment, analytics, research and planning. Expanded duties from areas such as institutional research and assessment are combined with new challenges and expectations in accountability and reporting to constituents. • The Higher Learning Commission (HLC) Committee offered assessment workshops throughout the year in preparation for preparing the accreditation self-study report. All academic service providers developed missions, goals, objectives and measures. Academic departments completed similar plans that also include curriculum maps and student outcomes. Data collection is beginning. All plans will be posted on a WIKI site for easy access. • WSU is expanding the Leadership Academy and developing an Office of Educational Improvement and Leadership to facilitate LEAN process improvement projects. Eight process improvement projects are currently underway involving: the Integrated Wellness Center, Nursing curriculum revisions, the unclassified hiring process, the UCR Welcome Center, faculty contracts, graduate studies, OCED and WSU Foundation voucher reimbursement. Eleven additional projects will be launched in summer 2009. • AACSB – The College of Business assessment plan was implemented, including adopting the STEPS (Student Tracking Evaluation Portfolio System) database
2.2 Produce graduates who have strong, adaptable and flexible skills.	1. Continue the redesign of professional programs to meet the changing needs of the workplace.	<p>In the College of Nursing and Health Sciences:</p> <ul style="list-style-type: none"> • The Nursing Department will implement a new 120 credit-hour undergraduate curriculum in FY10. • The Department of Health Exercise and Rehabilitative Services received approval for two minors, one in nutrition and one in wellness. • In 2008-09 the Recreation, Tourism and Therapeutic Recreation program was redesigned to enable more specialization within the major as well as greater opportunity for individuals to double major. <p>In the College of Education:</p> <ul style="list-style-type: none"> • A new Early Childhood Special Education license and M.S. degree program was offered, enrolling 11 graduate students in the first cohort.

		<ul style="list-style-type: none"> • The Teacher Preparation Collaborative, a post-baccalaureate program to prepare adults for middle school and/or high school licensure, now has 12 participants. • The new Clinical Lab Science degree was designed to help meet the needs of the changing workforce in state and regional healthcare. <p>In the College of Science and Engineering:</p> <ul style="list-style-type: none"> • The ABET Accredited Composite Engineering degree is designed as a continuous improvement model with assessments informed, in part, by the Advisory Board of Regional businesses.
	2. Develop additional advanced degree programs and certificates, especially at the graduate level.	<p>Through Outreach and Continuing Education (OCED):</p> <ul style="list-style-type: none"> • A new 19-credit, interdisciplinary certificate in Organizational Leadership was developed, the first certificate of its kind in MnSCU – an upper division certificate that leads to an adult completion degree, BA in Professional Studies. It will be piloted in Rochester through an adult cohort in FY10. • A new continuing education certificate, <i>Energy Resource Advisor (ERA)</i>, is currently under development through a MnSCU Innovation grant. It is being developed in partnership with Eagle Bluff Environmental Learning Center, U.S. Fish and Wildlife, Winona County Environmental Services and Clean Energy Resource Teams (CERTs). After it is piloted, it will be shared with five other MnSCU institutions partnered with 5 additional environmental learning centers across the state. • <i>Business Writing Professional</i>, a 12-credit focused area of study, is being developed with Rochester Community Technical College for online delivery. Projected implementation is FY10. • <i>Wilderness First Responder Recertification</i>, a nationally recognized program, was added to the non-credit, continuing education offerings for FY09 and attracted 15 participants. • <i>Essential Leadership Series for Managers and Supervisors</i>, a non-credit professional development certificate, was developed and offered in Winona and Rochester. It will be offered as a customized training option for business and industry clients in FY10.
	3. Conduct an assessment of our University Studies program in conjunction with our preparation for reaccreditation.	<p>In terms of assessment:</p> <ul style="list-style-type: none"> • Our University Studies program is under review using a longitudinal model (testing and research) to assess the efficacy of the designated courses for writing flags, critical thinking flags, and oral communication flags. In addition, all College of Business B.S. programs conducted program reviews.
2.3 Provide multiple delivery options for educational programs and student services.	1. Continue the development of on-line and hybrid certificate and degree programs especially at the post-baccalaureate level.	<p>In the College of Education:</p> <ul style="list-style-type: none"> • The new Early Childhood Special Education program was designed for nontraditional students with a post-baccalaureate option and has multiple pathways for entrance. • The Business Education Program updated the Riverland Community and Technical College-WSU Transfer Articulation plan. • The Teacher Preparation Collaboration Program, a post-baccalaureate program to prepare adults for middle school and/or high school licensure, involves WSU faculty through portfolio evaluation and recommendations related to students' program completion.

		<p>Outreach and Continuing Education (OCED) is developing alternative delivery options:</p> <ul style="list-style-type: none"> • A new, 19-credit <i>Organizational Leadership</i> certificate will be offered beginning FY10 through an adult cohort model based in Rochester. Certificate classes will be offered online, evenings, and weekends for busy, working adults. • A new non-credit certificate, <i>Energy Resource Advisor (ERA)</i>, is being developed using online instructional methods combined with contextual field experiences at Eagle Bluff Environmental Learning Center. • OCED is partnering with the Department of Nursing to offer the online delivery of a certificate for acute care and critical care nurses. • OCED is working with RCTC to offer a 12-credit focused area of study, <i>Business Writing Professional</i>, through online delivery. • With funding from HealthForce Minnesota, OCED delivered an 8-part Leadership Academy at Madonna Living Communities, a long-term care provider in Rochester. It was delivered on-site and customized to meet the needs of the organization and its 56 participants.
	<p>2. Increase the effectiveness of student services for adult learners and transfer students in Rochester in cooperation with RCTC.</p>	<p>WSU Rochester efforts to increase effectiveness included:</p> <ul style="list-style-type: none"> • WSUR FY09 New Student Orientation activities were improved through distribution of 250 flash drives with electronic orientation materials, group presentations to the new nursing program students, and visits to 4 WSUR classes during first week of semester. • The quality of Transfer Admission & Registration Information Sessions was improved prior to start of each semester and 6 sessions served 90 new WSUR students in FY09. • Walk-in transcript service began at WSUR in February 2009, serving 33 students by the end of May. • A new help phone line was installed in the WSUR IT area to provide direct link to the Winona IT help desk for assistance when WSUR IT staff are not available. WSUR is in the process of adding computer stations in this campus IT area to provide WSUR students with a self-service process to reset their system log-on passwords. • WSUR contacted 181 "step out" students prior to the start of Fall 08 and Spring 09 semesters to offer assistance with registration and gather feedback on their WSUR/UCR experience. After the phone contact, 33 of these students registered for the next semester. • WSU International Services staff began monthly visits to WSUR campus to provide services to WSUR International Students, with 20 students served in FY09. • A MnSCU pilot project was initiated to employ GPS planning and advising resources on the WSUR campus.
	<p>3. Continue to build a portfolio of collaborative programs with RCTC in areas of need in the Rochester area.</p>	<p>Collaborative programs with RCTC included:</p> <ul style="list-style-type: none"> • A new "Path to Purple" program is being designed with RCTC with enrollment beginning in Fall 2010, providing a WSU admission option for "WSU non-admitted" students to enroll at RCTC for a minimum of 24 credits, with guaranteed admission to WSU if minimum academic entrance requirements are met at RCTC. • WSUR and RCTC are collaborating to develop a new UCR Welcome Center to provide integrated information, advising and student services. • RCTC and WSU Accounting faculty are developing a new 150 credit 2+2 articulated

		<p>accounting program to meet requirements for the CPA exam.</p> <ul style="list-style-type: none"> • The WSUR Rochester Education Department is working with RCTC to design curriculum for four 2+2 tracks in education to meet K-6 teaching specializations in communication arts, math, science and social studies. • WSUR faculty are collaborating with RCTC faculty to develop 2 new program articulation agreements for Social Work: Human Services Specialist and Alcohol and Drug Counseling. • WSUR is collaborating with the RCTC nursing department on the shared use of/funding for patient simulation technology on UCR campus. • Through a MnSCU grant, WSUR and RCTC are collaborating on development of joint GPS student planning and advising resources on UCR campus • WSUR and RCTC are collaborating to offer a new focused area of study in Business Writing, a 12-credit option with courses from both WSU and RCTC. Projected start date is Fall 2009. • WSUR and RCTC are exploring more transfer opportunities through the BA in Professional Studies degree and Organizational Leadership certificate.
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Strategic Direction 3: Provide programs and services that enhance the economic competitiveness of the state and its regions

System Goals	Institutional Goals	Actual Institutional Outcomes
<p>3.1 Be the state’s leader in identifying workforce education and training opportunities and seizing them.</p>	<ul style="list-style-type: none"> • Provide targeted workforce education that includes: <ol style="list-style-type: none"> 1. Continuing the development of the capacity and impact of Health Force Minnesota throughout Minnesota. 2. Developing career-specific options for Southeast Minnesota in cooperation with UM-R and our two-year college and industry partners. 	<ol style="list-style-type: none"> 1. HealthForce MN has over 24 partnerships with educational and industry from Austin to Duluth. Metro partners include Allina, Children’s Hospitals and Clinics, Fairview, MN Hospital Association, Aging Services of MN, Care Providers of MN, HealthPartners, MN Home Care Association and Hennepin County Medical Center. Since its inception in 2005, HealthForce MN has funded over\$2.87 million in 70 projects with 49 collaborative organizations in southeast Minnesota. It provided over \$250,000 for curriculum development and simulation labs for nursing students at RCTC and WSUR. Listed below are some examples of the types of activities undertaken (which have been cited in more detail elsewhere in this report): <ul style="list-style-type: none"> • HealthForce MN funded three projects in Minneapolis: HIRED-Broadway Teen Program • Project for Pride in Living • Jump Start • Health Science Partnership • Middle School Day Camp • Numerous STEM/Science Fairs • SCRUBS Camp • SCRUBS Camp for Adults • Madonna Living Communities Leadership Academy • Clinical Lab Sciences partnership 2. WSU Rochester partnership activities with its sister institutions at UCR include: <ul style="list-style-type: none"> • RCTC and WSU Accounting faculty are developing a new 150-credit articulated accounting program to meet the requirements for the CPA exam. • The WSUR Rochester Education Department is working with RCTC to design curriculum for four 2+2 tracks in education to meet K-6 teaching specializations in communication arts, math, science and social studies. • WSUR faculty are collaborating with RCTC faculty to develop 2 new program articulation agreements for Social Work: Human Services Specialist and Alcohol and Drug Counseling. • WSUR is collaborating with RCTC on integration of the WSUR Bioinformatics program with the RCTC biology curriculum. • The Clinical Lab Science baccalaureate degree was designed in partnership with the Allina Health Center, University of Minnesota and St. Paul College. <p>The OCED Director serves on the design team for the Collaborative Leadership Fellows (CLF) program, a year-long leadership development program, in collaboration with UMR, UM-Extension, United Way, Olmsted Public Health, and Rochester Public Schools. OCED serves as the fiscal agent for the project. Outreach and Continuing Education (OCED) is providing targeted workforce</p>

		<p>education in a variety of ways:</p> <ul style="list-style-type: none"> • In May 2009, OCED, HealthForce MN and Workforce Development partnered to host the first <i>Scrubs Camp for Adults</i>, an opportunity for dislocated workers to explore career pathways in allied health; 89 participants. • Through grant funding by HealthForce Minnesota, OCED delivered a <i>Leadership Academy</i>, an 8-part leadership development series, for 56 participants at Madonna Living Communities, a long-term care provider in Rochester. • OCED has been awarded a grant for \$41,000 from HealthForce Minnesota to deliver leadership development training to a regional consortium of healthcare providers within the Benedictine system and for the Madonna Living Communities (<i>Leadership Academy II</i>). • OCED hosted two HR Listening Sessions with a total of 12 business and industry representatives to seek input on adult learner needs. A 19-credit certificate in <i>Organizational Leadership</i> was developed as a result. Several of the HR leaders will serve on the advisory committee for this new initiative. • OCED was awarded \$99,000 to pilot and deliver the <i>Organizational Leadership</i> certificate to adult dislocated workers through a grant provided by Workforce Development, Inc., which serves a 10-county region in southeast Minnesota. • OCED partnered with the MN Department of Education and HealthForce Minnesota to deliver a workshop for secondary teachers, <i>Anatomy in Clay</i>, in the Twin Cities; 24 participants. An additional workshop is scheduled for October 2009. • OCED is working with the Department of Nursing to deliver a certificate for acute care and critical care nurses throughout southeast Minnesota, and western Wisconsin.
<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>1. Become a regional resource that supports artistic, cultural and civic opportunities for SE MN by expanding curricular and co-curricular opportunities, partnerships and programming.</p>	<p>The academic departments continue to offer artistic events for the campus and community at-large. Events in 2008-09 included:</p> <ul style="list-style-type: none"> • The 2008-09 Theatre and Dance productions included the Children’s Theatre production of <i>13 Clocks</i> (2 public performances for 318 and 8 free children’s performances for 3,250), <i>Five Women Wearing the Same Dress</i> (5 public performances for 457), <i>Dancescape 2009</i> (4 public performances for 1,100) and <i>Imaginary Invalid</i> (3 public performances for 667). There were also student-initiated small plays and guest artist performances throughout the year. • The Music Department offers concerts by students, faculty, ensembles and bands for free or for nominal admission fees. A total of 49 events were scheduled in 2008-09. • The Art Department’s Watkins Gallery hosted 8 exhibits in 2008-09, including invitational, professional, juried and student shows. Faculty estimate attendance for each exhibit to be approximately 700. • The English Department’s long-standing John S. Lucas Great River Reading Series at the Residential College offered readings by Anne Ursu, Richard Robbins, Pam McClure, Jane Hamilton and Diane Wilson. Attendance ranged from 80-125 with a total attendance of 1,035.

		<p>Primary lecture series continue to attract significant audiences.</p> <ul style="list-style-type: none"> • The Lyceum Series is entering its 20th year of presentations. In 2008-09, it offered 6 presenters. Attendance at events ranged from 90-700, with approximately 1,600 attending in total. Lyceum also co-sponsored a presentation at the local MN Marine Art Museum which attracted an audience of 30. • The Athenaeum Series, a 1 p.m. lecture series begun in spring 2005 continues to sponsor lectures and performances by university employees. In Fall 2008, 11 presentations were offered, attracting an audience of 465, and 10 presentations were offered in Spring 2009 attracting 375. <p>Annual cultural events are growing.</p> <ul style="list-style-type: none"> • The Celebration of the Book series, established in spring 2005, offered four Wednesday evening events, including a lecture, two panel discussions and the film <i>Fahrenheit 451</i>. Total attendance was 137. • The Frozen River Film Festival, begun in 2006, continues to grow. Earned revenue was up 9.6% in 2009 and attendance was 2,184. Events included 41 films, ranging in length from 2 minutes to 93 minutes, lectures, workshops, and outdoor activities. Local businesses organized musical events in conjunction with the Festival. • The Great River Shakespeare, begun in 2004, is becoming a community fixture. In 2008, main theatre ticket sales were up 3.8%. Total attendance for Taming of the Shrew, The Merchant of Venice, Pericles (apprentice play) and the Front Porch Series was 8,140. • The Common Book project, begun in 2005-06 connects incoming first-year students in the university, the community. It continues to expand. The 2008-09 selection, <i>The Blue Death</i>, was assigned to 2,000 students in 50 classes from 10 departments. Some 1,600 students attended two lectures by author Bob Morris. <p>WSU actively supports students' civic involvement in the community. Community Service is encouraged by the Community Liaison Office and the Center for Engaged Research. FY08:</p> <ul style="list-style-type: none"> • 2,100 students were involved in volunteer projects • 2,200 participated in service-learning class projects • 60 courses include community service components • Over 300 community partners have worked with students who earned academic credit for the experience. <p>WSU – Rochester also supports engagement in the Rochester community.</p> <ul style="list-style-type: none"> • The Social Work Department partners with the Intercultural Mutual Assistance Association to co-facilitate community-wide events of various ethnic communities and provides space for interpreter training and other cultural events. • The Refugee Resettlement Program of Catholic Charities facilitates offering of SOCW355, the Multicultural Issues course, and helped students develop a
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		<p>“newcomers” video for refugees.</p> <ul style="list-style-type: none"> • Some 50-60 Rochester organizations offer internships for Social Work students. • Ten area health, education and social services agencies partner with the Social Work Department on the Master’s of Social Work program development. Students have been involved in promoting “Citizenship Day” and Rochester’s Cardboard Box City event. • The nursing faculty in Rochester partner with the Rochester School District’s adult literacy program, providing health education and services to immigrant and refugee learners. <p>Outreach and Continuing Education (OCED) is working with a variety of collaborative partners to support regional vitality including:</p> <ul style="list-style-type: none"> • SE Minnesota Training Consortium, a consortium of 6 MnSCU institutions and DEED and workforce development partners • Workforce 2020, Business Learning Network, and Educators in the Workplace – committees of the Rochester Area Chamber of Commerce • Business Education Partnership – a committee of the Winona Area Chamber of Commerce • Collaborative Leadership Fellows (CLF), a year-long leadership development program, in partnership with U of M-Rochester • Rochester Human Resource Association • Society of Human Resource Management (SHRM), Winona. • 7 Rivers Region Alliance, a leadership collaborative to promote economic development in western Wisconsin, southeast Minnesota, and northeast Iowa.
<p>3.3 Develop each institution’s capacity to be engaged in and add value to its region and meet the needs of employers in its region.</p>	<p>1. Strengthen the role of the Office of Outreach and Continuing Education (OCED) as a focus for regional economic and community development efforts and collaborations throughout SE Minnesota and increase the involvement of WSU in regional workforce and economic development initiatives.</p>	<p>Efforts to strengthen the role of Outreach and Continuing Education (OCED) as a focus for regional economic and community development have included the following initiatives in FY09.</p> <ul style="list-style-type: none"> • A Director of OCED, a 12-month, administrative position, was hired 7/1/08. The Director has university-wide responsibilities and serves both Rochester and Winona campuses. • The OCED Director serves on the SE Training Consortium administrative team, a consortium of 6 MnSCU institutions and workforce development partners, with the purpose of identifying and addressing regional economic needs. The Director also serves on the UCR Learning Alliance, a collaborative leadership team made up of RCTC and WSUR administrators. • The OCED Director serves as a member of two MnSCU Action Teams for Custom Training: 1) Communication Action Team; and 2) Performance Measures Team. • The OCED Director represents the President on the 7 Rivers Region Alliance Board of Directors which is currently involved in efforts to expand the bio-composites industry through collaborative regional economic development efforts tied to the Composite Engineering program at WSU. • The Business Solution Coordinator actively participates in the Coalition for Continuous Healthcare Improvement (CCHI), a consortium of 5 MnSCU institutions

		<p>with the purpose of providing process improvement and leadership training and resources for healthcare providers in Minnesota.</p> <ul style="list-style-type: none"> • A Business Solutions Director was hired 4/1/09 with full-time responsibilities in the Rochester area to develop relationships and training opportunities with business and industry employers. • OCED hosted a Human Resources Listening Session in February 2009 in Rochester to assess needs of business and industry partners and to develop a new leadership development offering. Six HR professionals attended from several different organizations around the Rochester region. • The Organizational Leadership Certificate, a 19-credit, interdisciplinary certificate designed for working professionals, is projected to be offered in Fall 2009 with the first adult cohort based in Rochester. Delivery will be blended (online and face-to-face), and classes will be scheduled to accommodate working professionals. • Customized contract training was delivered in Rochester to Bamber Valley Elementary School, United Way, and Madonna Living Communities. • WSUR staff participation on new community steering committee to create a Rochester Citizens League. • WSUR faculty and staff assisted with planning and participated in monthly community "Coffee & Conversation" sessions on key community issues.
	<p>2. Conduct a review of the role of customized training within the WSU portfolio of workforce development strategies. Propose an appropriate standard and benchmarks for university contributions to workforce development for consideration by the Chancellor's Office.</p>	<p>The Outreach and Continuing Education Department (OCED) has implemented strategies to define and develop the role of customized training within the university.</p> <ul style="list-style-type: none"> • OCED conducted a comparative analysis of continuing education units at universities, both public and private, throughout the region to create department goals and benchmarks. • Best practices within MnSCU were identified. The Educational Lean project was piloted with OCED this past academic year. Department processes were streamlined and clarified. A new registration process was developed. OCED staff is now regularly reporting participation and satisfaction data in ISRS. • A new customer database was created. 5,000 business and industry contacts were entered with key information. The database has the capability to sort by SIC code for segmented marketing. Database management and maintenance continues on a daily basis and is used for e-marketing. • OCED marketing strategies implemented included website redesign, creation of a continuing education course catalog, direct mail to 25,000 homes, and targeted e-marketing. • For FY09, 17 customized training contracts were delivered compared to 13 for FY08. Clients include Madonna Living Communities, United Way, Rochester Public Schools, Department of Education, and healthcare providers. Customized contract activity is expected to increase in FY10. • As of 5/26/09, Customized Training and Open Enrollment served an unduplicated headcount of 1153 (duplicated headcount = 1428). • As of 5/26/09, Credit-Based Classes offered through OCED Extension served 1,811 participants; 2,759 credits were generated.

		<ul style="list-style-type: none"> ● OCED continued to provide leadership and administration for credit-based programs at the university in FY09: <ul style="list-style-type: none"> ○ Travel Study – 185 participants; 952 credits ○ Extension – 1,811 participants; 2759 credits ○ Summer Session – 466 participants; 1,122 credits. OCED has been charged with coordinating and growing summer session enrollments. ● OCED continued to provide leadership and administration for continuing education programs at the university in FY09: <ul style="list-style-type: none"> ○ Elderhostel – 103 participants ○ College For Kids – 255 participants ○ Camps and Conference – 9452 participants ○ University on the River – 80 participants ○ Adult summer residence programs (Snowbird University, Great River Shakespeare Festival, Dakota Gathering) – 300 participants ● OCED continued to provide leadership, administration, and advising for the Adult Entry Program and Professional Studies in FY09: <ul style="list-style-type: none"> ○ 90 new students admitted to WSU through the Adult Entry Program (AEP) ○ 21 students enrolled in the Professional Studies Minor ○ 58 students enrolled in the Professional Studies General Option ○ 5 students enrolled in Professional Studies Leadership Option ● Total FY09 OCED participants were : <ul style="list-style-type: none"> ○ 13,049 participants served ○ 7,215 credits generated
	<p>3. Support the work of Sustain Winona, a multi-partner collaborative addressing sustainability and climate commitment.</p>	<p>The WSU Campus-wide Climate Commitment Committee aligns its efforts with those of Sustain Winona, a multi-partner collaborative of public and private entities addressing sustainability and climate commitment. Coalition members identified three common goals this year. By the end of 2011, each member will reduce garbage generated by 25%, reduce electrical energy consumption by 10% and reduce fuel use by 5%. The new WSU Goes Green web site keeps the campus up-to-date on the status of the Climate Committee’s efforts. The WSU commitment to infusing environmentalism into the curriculum is evident in the selection of last year’s Common Book addressing water quality and a current internal grant initiative to integrate sustainability into the curriculum.</p>

Strategic Direction 4: Innovate to meet current and future educational needs efficiently

System Goals	Institutional Goals	Actual Institutional Outcomes
4.1 Build organizational capacity for change to meet future challenges and remove barriers to innovation and responsiveness.	1. Develop a strategic planning and budgeting model.	The WSU Chief Financial Officer developed the capstone tool of the university's strategic planning and budgeting model--an interactive Budget Scenario Calculator. The budget calculator allows the administration to analyze the effects of using different variables in the areas of revenue generation, expenses and university actions to reduce costs or enhance revenue. The WSU budget calculator is being used a t to examine various scenarios the university is analyzing to bring the FY10-11 into balance.
	2. Utilize preparation for reaccreditation by the Higher Learning Commission (HLC) to introduce and gain experience with new assessment models.	The Higher Learning Commission (HLC) Committee offered assessment workshops throughout the year in preparation for conducting the accreditation self-study. All academic service providers developed missions, goals, objectives and measures. Academic departments completed plans that also include curriculum maps and student outcomes. All plans will be posted on a WIKI site for easy access. WSU is using the HLC criteria to align accountability reporting at all levels of the university, for example from joining the national Voluntary System of Accountability down to individual program reviews.
	3. Expand the WSU Leadership Academy and utilize the concepts of LEAN to redesign campus operations to support better services for a growing population on a stable or diminishing financial base.	WSU is expanding the Leadership Academy and developing an Office of Educational Improvement and Leadership to facilitate LEAN process improvement projects. Eight process improvement projects are currently underway involving: the Integrated Wellness Center, Nursing curriculum revisions, the unclassified hiring process, the UCR Welcome Center, faculty contracts, graduate studies, OCED and WSU Foundation voucher reimbursement. Eleven additional projects will be launched in summer 2009.
4.2 Reward and support institutions, administrators, faculty and staff for innovations that advance excellence and efficiency.	1. Continue to invest in innovation through the WSU Innovation Fund and other means of support and evaluate the impact of the first five years of investment.	<p>WSU continues to invest in innovative projects and initiatives university-wide. A report evaluating the first five years of funding was prepared in 2008. Each Dean and the Office of the Provost also receive innovation allocations for initiatives in their areas. Examples of university-wide projects include:</p> <ul style="list-style-type: none"> • New faculty development • Center for Engaged Scholarship • Sustainability Campus Climate Efforts • The Common Book Project <p>Annual institutional award programs continue to support professional improvement and innovation:</p> <ul style="list-style-type: none"> • Special Initiative Awards totaling approximately \$56,500 were earned by 13 MSUAASF employees for 10 projects addressing such areas as career development, financial aid, student employment, wellness, web site development and accreditation. • Professional Improvement Fund awards totaling \$11,200 supported 15 MSUAASF members' attendance of and/or presentations at professional conferences. • Professional Improvement Fund awards totaling \$64,020 supported 54 Faculty Association members' travel, research and study. • WSU Foundation has awarded special project grants to faculty and staff initiatives 17

		<p>that enhance student learning and support the university mission:</p> <ul style="list-style-type: none"> ○ Fall 2008 - \$28,440 to fund 17 initiatives ○ Winter 2009 - \$16,640 to fund 12 initiatives ○ Spring 2009 - \$13,970 to fund 9 initiatives
4.3 Hire and develop leaders who will initiate and support innovation throughout the system.	1. Develop leaders as innovators.	Both the Cabinet and the Council of Administrators have begun using LEAN techniques to analyze and improve processes. WSU is developing a LEAN educational model named Educational Improvement and Leadership (EIL). This is specifically designed to develop leaders as innovators by providing a set of skills and content in efficiency and leadership that will be applicable across the university. We continue providing leadership workshops for academic chairs and directors. Human Resources is providing workshops for staff.
	2. Recruit a Dean of the College of Nursing and Health Sciences, a Dean of the College of Liberal Arts and a Dean of Students.	William McBreen was hired as the Dean of the College of Nursing and Health Sciences and Karen Johnson was hired as the Dean of Students. The Search for the Dean of the College of Liberal Arts was put on hold for one more year due to budget constraints.
	3. Hire a Safety Director and an emergency planner to support and build a strong campus safety program.	The University hired a Campus Planner and a Safety Director. The search for a separate position of emergency planner was put on hold due to budget constraints.
	4. Continue to encourage members of the WSU administration to participate in system-wide innovation.	<p>Administrators consistently search out opportunities for innovation. A few examples include:</p> <ul style="list-style-type: none"> ● The Office of Academic Affairs coordinated a study of the uses of e-texts in large enrollment classes. The report was submitted to Todd Digby in June 2009 and will help inform the plans to reduce students' textbook costs. ● Winona State and Southeast Technical College have signed an agreement through which SETC students can earn their AA Degree at Winona State. ● WSUR is collaborating with RCTC to develop and implement a new "Path to Purple" program for Fall semester 2010 to provide RCTC as a path to WSU admission for "WSU non-admitted" students. ● WSUR is collaborating with RCTC to on creation of the new UCR Welcome Center, including joint staff sessions focusing on implementation of "Education Lean" principles into UCR student service processes.

SECTION II: KEY SYSTEM TARGETS

The following are revised and ongoing goals related targets for the system. Please place an (x) in the second column for the one additional system target of particular interest to the institution aside from underrepresented students and STEM to complete the three targets that will be considered as part of the presidential evaluation process to determine merit bonus compensation.

System Targets	Merit Bonus (note with an X)	Projected Institutional Progress in FY 2009	Actual Institutional Result																																
Target 1 – Success of Underrepresented Students - Improve persistence and completion rate for underrepresented students	X	Progress to Target: 166.7% to target as the Fall 2007 entering cohort as measured in Fall 2008, Achieved Fall 2009. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Entering Cohort</th> <th>Measured in 2nd Fall</th> <th>Persistence and Completion</th> <th></th> </tr> </thead> <tbody> <tr> <td>Fall 2003</td> <td>in Fall 2004</td> <td>84.90%</td> <td></td> </tr> <tr> <td>Fall 2004</td> <td>in Fall 2005</td> <td>88.80%</td> <td></td> </tr> <tr> <td>Fall 2005</td> <td>in Fall 2006</td> <td>86.40%</td> <td></td> </tr> <tr> <td>Fall 2006</td> <td>in Fall 2007</td> <td>87.60%</td> <td>Base Met</td> </tr> <tr> <td>Fall 2007</td> <td>in Fall 2008</td> <td>89.10%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Fall 2013</td> <td>in Fall 2014</td> <td>88.50%</td> <td>Target</td> </tr> </tbody> </table>	Entering Cohort	Measured in 2nd Fall	Persistence and Completion		Fall 2003	in Fall 2004	84.90%		Fall 2004	in Fall 2005	88.80%		Fall 2005	in Fall 2006	86.40%		Fall 2006	in Fall 2007	87.60%	Base Met	Fall 2007	in Fall 2008	89.10%						Fall 2013	in Fall 2014	88.50%	Target	The original target of 87.6% was met with the 2007 cohort. WSU agreed to a stretch target of 88.5% which we have already met (89.1%). We are committed to increasing this measure of student success every year.
Entering Cohort	Measured in 2nd Fall	Persistence and Completion																																	
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Target 2a – STEM Credit Enrollment - Increase the percentage of students enrolled in college level STEM courses by 2011.	X	Progress to Target: Achieved in 2006 <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Percent Enrolled in STEM Courses</th> <th></th> </tr> </thead> <tbody> <tr> <td>Fall 2005</td> <td>60.60%</td> <td>Base</td> </tr> <tr> <td>Fall 2006</td> <td>60.80%</td> <td></td> </tr> <tr> <td>Fall 2007</td> <td>61.10%</td> <td></td> </tr> <tr> <td>Fall 2008</td> <td>61.30%</td> <td></td> </tr> <tr> <td>Fall 2009</td> <td>62.00%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Fall 2011</td> <td>60.60%</td> <td>Target</td> </tr> </tbody> </table>	Year	Percent Enrolled in STEM Courses		Fall 2005	60.60%	Base	Fall 2006	60.80%		Fall 2007	61.10%		Fall 2008	61.30%		Fall 2009	62.00%					Fall 2011	60.60%	Target	The original base was 60.6%. We originally targeted no change of credit hour production, but began work on increasing STEM majors and minors. Major and minor enrollments in the College of Science and Engineering increased 2% from 2007 to 2008.								
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Target 2b – STEM Teacher Education Graduates - Increase the number of secondary teachers prepared for licensure in math and science by 2011.		Progress to Target: 20% to target as of Prel. 2009 <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year</th> <th>Number of STEM Teacher Education Graduates</th> <th></th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>10</td> <td>Base</td> </tr> <tr> <td>2006</td> <td>14</td> <td></td> </tr> <tr> <td>2007</td> <td>17</td> <td></td> </tr> <tr> <td>2008</td> <td>12</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>2011</td> <td>20</td> <td>Target</td> </tr> </tbody> </table>	Year	Number of STEM Teacher Education Graduates		2005	10	Base	2006	14		2007	17		2008	12					2011	20	Target	We recognize these yearly graduate numbers fluctuate, so it is difficult to see an upward trend, but we do have increased numbers of student currently enrolled as STEM teacher majors and expect to see increasing graduation rates in the future.											
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<p>Target 3a – Customized Training</p> <ul style="list-style-type: none"> - Increase the number of students enrolled in customized training by 2009. 		<p>Progress to Target: -164.6% to target as of 2008</p> <table border="1" data-bbox="800 164 1367 423"> <thead> <tr> <th>Year</th> <th>Unduplicated Headcount – Contract and Open Enrollment</th> <th></th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>1125</td> <td>Base</td> </tr> <tr> <td>2006</td> <td>1159</td> <td></td> </tr> <tr> <td>2007</td> <td>1004</td> <td></td> </tr> <tr> <td>2008</td> <td>939</td> <td></td> </tr> <tr> <td>2009</td> <td>1238</td> <td>Target</td> </tr> </tbody> </table>	Year	Unduplicated Headcount – Contract and Open Enrollment		2005	1125	Base	2006	1159		2007	1004		2008	939		2009	1238	Target	<p>OCED received \$30,000 in MnSCU Innovation funding to develop an Energy Resource Advisor (ERA) certificate in partnership with Eagle Bluff Environmental Center, U.S. Fish and Wildlife, Winona County Environmental Services and Clean Energy Resource Teams. The curriculum will be shared with five other MnSCU institutions. Preliminary figures for 2009 show an unduplicated headcount of 1153, an increase of 214 students compared to FY08, indicating a positive response to the new programs and focus on workforce development. With the addition of a full-time administrator in Outreach & Continuing Education (OCED), we have begun exploring regional partnerships and customized training possibilities that have the potential to create numerous new jobs in the coming years.</p>			
Year	Unduplicated Headcount – Contract and Open Enrollment																							
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<p>Target 3b – Continuing Education</p> <ul style="list-style-type: none"> - Increase the number of continuing education students by 2009. 		<p>Progress to Target: Targeted no change – data show a decrease</p> <table border="1" data-bbox="789 683 1377 967"> <thead> <tr> <th>Year</th> <th>Unduplicated Headcount Students Age 25 - 44</th> <th></th> </tr> </thead> <tbody> <tr> <td>2005</td> <td>1457</td> <td>Base</td> </tr> <tr> <td>2006</td> <td>1401</td> <td></td> </tr> <tr> <td>2007</td> <td>1354</td> <td></td> </tr> <tr> <td>2008</td> <td>1351</td> <td></td> </tr> <tr> <td>2009</td> <td>1373</td> <td>Preliminary</td> </tr> <tr> <td>2009</td> <td>1457</td> <td>Target</td> </tr> </tbody> </table>	Year	Unduplicated Headcount Students Age 25 - 44		2005	1457	Base	2006	1401		2007	1354		2008	1351		2009	1373	Preliminary	2009	1457	Target	<p>OCED developed a 19-credit certificate in Organizational Leadership for working adults and received a \$99,000 grant from Workforce Development to pilot the program with 20 dislocated workers in southeast Minnesota. OCED also collaborated with the Benedictine Health System to provide a year-long Leadership Academy at Madonna Living Communities in Rochester. As OCED continues to identify new certificate possibilities, we will be able to offer more job-related continuing education opportunities.</p>
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<p>Target 4 – Collaborative Goal</p> <ul style="list-style-type: none"> - Advance a partnership with another system institution to address one or more system strategic plan goals. 	<p>X</p>	<p>This is a new target. The following are examples of the type of partnerships we will be implementing, supporting and tracking in order to address several system goals.</p> <ol style="list-style-type: none"> 1. Clinical Laboratory Science Online Program (10 new students in the first year). 2. Cooperative Academic Affiliation (Southeast Technical 	<ol style="list-style-type: none"> 1. HealthForce MN partnered with St. Paul College, Allina Hospitals and Clinic, HEIP and the University of Minnesota to leverage more than \$1.8 million from the Department of Labor to create seamless pathways in Clinical Lab Science (CLS). In spring 2009, there were 44 CLS majors in all. Fall 2009 registration is not complete, but 9 new “honors” students the 3 new transfer students have registered as CLS majors so far. 2. Winona State and Southeast Technical College 																					

		<p>and WSU to obtain AA degree. (7 new students in first year).</p> <p>3. Expand programming with DNP Collaborative to include more flexibility for students needing or wanting a non-cohort model.</p>	<p>have signed an agreement through which SETC students can earn their AA Degree at Winona State.</p> <p>3. The first cohort of 22 DNP students graduated in Spring 2009. The second cohort enrolled 21 students. A part-time three-year plan of study will be available for students in Fall 2009. The DNP Consortium Council is working with the Chancellor's Office to streamline inter-university processes to provide more effective student services.</p>
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SECTION III: INSTITUTIONAL GOALS

Please select 3-5 institutional goals from your presidential/institutional work plan for completion of this portion of the template. These goals may or may not reflect the overall system's planning documents. Institutional goals must reflect, however, the institution's planning initiatives and/or accreditation-related initiatives if they are not related to system plans. Please note in the second column which two of the following goals should be considered as part of the presidential evaluation process to determine merit bonus compensation.

Institutional Goal Statement	Merit Bonus (note with an X)	Brief Statement on importance of goal to the president and the institution	Baseline data, projected institutional target, and measure or measurement tool used to evaluate performance	Actual Institutional Outcomes
<p>GOAL ONE: Invest in academic excellence by supporting innovation and distinctive programming.</p>			<p>a) Redesign of high-demand programs such as Nursing, Clinical Laboratory Science and Education. <i>Increase the number and type of pathways for students to successfully complete a degree in targeted programs.</i></p> <p>b) Enhance programming in Child Advocacy, Engagement, River Studies and Sustainability. <i>Track course offerings and programming and show increase of 5%.</i></p>	<p>a. <u>Nursing</u>: -A part-time three-year plan of study for the DNP will be available for students in Fall 2009. <u>CLS</u>: The CLS program is partnering with Saint Paul College and Allina Hospitals and Clinics to provide a baccalaureate completion option for associate degree prepared clinical laboratory technologists. CLS faculty are coordinating the development and delivery of the program with the CLS programs at the University of Minnesota and St. Cloud State University. <u>Education</u>: The College of Education was re-organized, creating a Rochester-based education department that could design its own programs (for NCATE and MN Board of Teaching approvals). The department produced a planning document for the Rochester Education (re)Design of WSU-Rochester education licenses. A graduate-level Early Childhood Special Education licensure was approved by MnSCU and the MN BOT. Faculty approved an upper division Rochester based early childhood-special education program as a RCTC transfer program for their child development AAS. Grant funding was secured for a Rochester-based STEM Teacher Resource Center.</p> <p>b. <u>Child Advocacy</u>: In Fall 2007, 3 sections of the introductory CAST (Child Advocacy Studies) course enrolled 85 students, an upper division course enrolled 28 and one arranged course was offered. In Spring 2008, 4 sections of the introductory course enrolled 140, 2 upper division courses enrolled 59, and 4 arranged courses were offered. In Fall 2008, 4 sections of the</p>

				<p>introductory courses enrolled 136, 3 upper division courses enrolled 115 and one cross-listed course enrolled 10. In Spring 2008, 4 sections of the introductory course enrolled 138, 4 upper division courses enrolled 137. Hence enrollments in CAST courses more than doubled between Fall 2007 and Fall 2008. <u>Engagement:</u> In FY08 2,200 students participated in service-learning class projects and 60 courses included community service components. <u>River Studies:</u> Project WET and WILD, begun in 2006, is conducted aboard the Winona Explorer floating classroom. In 2009, 25 WSU students served as teaching assistants or pre-service teachers, reaching out to 337 K-12 students, 80 adult community members and 47 practicing students. Throughout the year, some 30 students conducted river studies in conjunction with the Mississippi River Studies Center. <u>Sustainability:</u> A new continuing education certificate, <i>Energy Resource Advisor (ERA)</i>, is currently under development in partnership with Eagle Bluff Environmental Learning Center, U.S. Fish and Wildlife, Winona County Environmental Services and Clean Energy Resource Teams (CERTs). An internal grant initiative to integrate sustainability into the curriculum will develop five courses with sustainability components.</p> <p>c. The Math Achievement Center (MAC) began pilot operations this past year. Challenges and issues were identified and plans for next year include establishing a comprehensive tracking and assessment system to monitor the Center's impact.</p>
<p>GOAL TWO: Invest in support for student learning and success by enriching the student experience.</p>	X	<p>WSU is deeply committed to supporting student success. To accomplish our goal, we must first provide a healthy and safe environment for our students,</p>	<p>a) Increase student success in historically difficult courses through support with Supplemental Instruction. <i>Increase the number of students</i></p> <p>c) Establish a Math Achievement Center to address math readiness. Research shows correlation of math success to retention and degree success. <i>Pilot math center concept. Integrate use of Center into math curriculum—participation of 25% of remedial and intro math classes in first year.</i></p>	<p>a. The number of students attending Supplemental Instruction increased to 1,108 in 2008-2009, an increase of 20.4% over 2007-08. Students attending SI on the average earned grades .67 higher than students who did not attend.</p>

		<p>address the problem of underage drinking and promote a culture of responsibility. We also must identify the critical challenges that accompany each major transition in the student experience, from their first semesters at WSU through to graduation and beyond and provide appropriate support for students passing through these transitions.</p>	<p><i>attending SI from 920 in the 2007-2008 academic year to 1100 in the 2008-2009 academic year (20% increase).</i></p> <p>b) Increase the percentage of WSU students who appeal successfully or achieve good academic standing after being placed on academic probation.</p> <p><i>Reduce the number/percentage of students placed on the final suspension list from 573 or 7.4% of enrolled students at the end of the 2007-2008 academic year to 6.5% or less at the end of the 2008-2009 academic year.</i></p> <p>c) Enhance advising procedures for all first-year undeclared students and match students and faculty effectively.</p> <p><i>Increase the percentage of students who are satisfied with undeclared advising from 88% in the 2007-2008 academic years to 90% in the 2008-2009 academic year.</i></p> <p>d) Improve persistence of students in the Student Support Services Program.</p> <p><i>Increase the number of students returning to the Student Support Services Program from 90 (40%) in 2007-08 to 100 (44%) in 2008-09.</i></p>	<p>b. The final suspension list is not available until August. Advising Services reports it continued to employ proactive strategies to intervene and assist students who are at risk academically. This year the percentage of new first year students who were placed on probation at the end of fall semester decreased slightly from last year (21.5% this year down from 21.9% last year). In addition, both the number and percentage of all students placed on initial suspension (in May of 2009) decreased slightly (10.9% this year down from 11.5% last year).</p> <p>c. In 2009, 93% of undeclared students responding to the question, “are you satisfied with the advising you have received,” answered yes. This is an increase from 78% in 2007 and 90% in 2008.</p> <p>d. The number of students persisting in the Student Support Services program from 2008-2009 is currently 68, or 33% of total participants to date. The target may not have been met due to significant staffing and program changes—two interim Directors in 2 years, one unfilled position in 2008-09 and two new staff members since 2007-08. The SSS program achieved all annual grant objectives and has surpassed the 2007-08 goals for persistence (84%), good academic standing (79%), and graduation (47%).</p>
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			<p>e) Promote a culture of responsibility on campus by implementing programs to increase the health and safety of the environment. <i>Eliminate smoking on campus by successfully implementing Regulation 8-3, the Tobacco-Free Environment Policy.</i></p> <p>f) Enhance innovations in service delivery for students via expanding the use of available technologies and providing models of service delivery that educate and empower end-users. <i>Determine a baseline of student satisfaction regarding support services offered at both the Student Resource Center and the Warrior Hub. Increase the tracking of incident-based data across modes of interaction at these two locations.</i></p>	<p>e. Regulation 8-3 was signed on 8/25/08 making the campus tobacco free as of 1/12/09. Spring surveys indicated 97% were aware of the policy, 87% noted less tobacco use, 69% were aware of violation consequences and 61% knew where to find info on smoking cessation.</p> <p>f. The Student Resource Center in Kryzsko Commons responds to general student inquiries and served 3,281 customers last year. The SRC also expanded its web presence. Of 1,733 students polled, 38% had visited the Center, 15% had mailed a question in, and 11% had phoned with a question. 49% reported the staff to be fair to excellent in regard to friendliness (but 48% did not respond). In May 2008, the Warrior Hub (Financial Aid, Registrar, Student Accounts) was established on the west end of second floor Maxwell. Assessment Day data showed 74% of 2,782 polled students had visited the Hub and of those visiting only 1% were dissatisfied. 13% used the Call Center and 22% were satisfied and 1% dissatisfied (but 74% did not respond).</p>
<p>GOAL THREE: Build capacity to support our mission.</p>	<p>X</p>	<p>WSU will focus on 2 major components of our infrastructure this year. First, we will continue to improve the building of a safe environment for all members of our community. Second, our package of strategies called “WSU Goes Green” will define us as an institution with a strong sense of place and a commitment to stewardship of our environment as well as a model for sustainable operation. Our climate commitment addresses our curriculum, our campus operations and our community partnerships.</p>	<p>a) Hire a full time safety director.</p> <p>b) Enter into a performance contracting agreement with a private energy service company to identify WSU’s energy savings opportunities and identify a package of facility improvements to be paid for through the savings.</p> <p>c) Increase campus recycling through purchase and installation of recycling bin stations in all campus administrative building.</p>	<p>a. Erin Paulson was hired as Safety Director and began work 7/6/09.</p> <p>b. WSU has hired ICS Consulting, Inc. ICS will work collaboratively with WSU staff to develop a program-specific RFP the university will use to identify an energy service company (ESCO) for the performance contract.</p> <p>c. In December 2008 the university purchased 216 recycling bins to establish 72 new recycling stations throughout campus in addition to those already in place. All campus administrative buildings now have recycling stations.</p>

<p>GOAL FOUR: Make the University a working model of scholarship and creative solution-finding in action as well as a laboratory for the practice of contemporary democracy.</p>		<p>The nature of professional practice and the challenges of the workplace are changing rapidly across all fields. Success in the 21st Century will require adaptive skills and the ability to apply knowledge in new settings and in new ways to address unexpected and unpredictable problems. Success for Winona State University as well as for each of our faculty, staff and students will depend on our ability individually and together to find creative solutions to complex and ever changing challenges. WSU will be a University whose concept of academic excellence incorporates the qualities of a community of learners improving our world. WSU will become a working model of how 21st century skills and knowledge can be put to good use.</p>	<ul style="list-style-type: none"> a) Initiate a new program (federal grant support) that trains students to be election judges, able to serve in any district in the state. b) Hire new staff in Student Life & Development that will implement student leadership programming. c) Support students that have been accepted to the Washington Center Program. The program includes study in DC and infusion into the inauguration process in January d) Initiate a comprehensive program called the Deliberative Polling Project which is sponsored by the American Association of State Colleges and Universities (AASCU) through the American Democracy Project. Plans include the university community, and members 	<ul style="list-style-type: none"> a. A total of 75 WSU students were trained and served as election judges in the 2009 elections. b. An Associate Director of Student Activities & Leadership was hired Dec. 1, 2008. She worked with a student Leadership Advisory Board this spring to prepare a leadership development program that will be implemented in fall 2009. A comprehensive student leadership web site is scheduled to go online this summer and will be promoted as students return to campus. c. Ten students from WSU's chapter of the political science national honor society and one faculty member were invited to apply (and were accepted) to the Washington Center's Presidential Inauguration Seminar held January 10-21, 2009. They participated in an intensive week of readings, lectures, presentations, and site visits to embassies, national media outlets, interest groups, and presidential transition events. The week in D.C. culminated in attendance at the inauguration of President Barack Obama. Students reflected on these significant experiences on their return to campus through a special class on the inauguration, presidential transition and presidential leadership. They shared these experiences and their assessment through a university-wide presentation. d. The American Democracy Project (ADP) at Winona State University was one of 15 AASCU (American Association of State Colleges and Universities) institutions selected to conduct a deliberative polling project in 2008-09 with Stanford University's Center for Deliberative Democracy. Over 70 WSU students conducted survey research on alcohol abuse, completing 561 random digit dialed telephone surveys in the Winona community. On May 25, 2009, Deliberation Day, surveyed members were invited
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			from the entire region, including experts in the subject of choice.	to campus. Two plenary sessions were held by community experts on alcohol abuse, including health, public safety, and public policy experts and elected officials. Results of the surveys administered before and after Deliberation Day find a significant increase in correct responses to knowledge questions on alcohol abuse and a change in attitudes regarding perceptions towards alcohol abuse in the community. The project continues to share its data and findings with the Winona community, the campus-community partnership group, and the American Democracy Project.
GOAL FIVE: Develop a clear vision for WSU programs in Rochester and continue to work with RCTC and UM-R to integrate student support services and develop career pathways and programmatic collaboration to serve the needs of the Rochester community.		The Rochester area is changing rapidly. It is one of the fastest-growing populations in Minnesota and a major economic engine for our state. It also is a splendid laboratory and classroom in which to introduce innovative approaches to the design and delivery of professional programs and for exploring the role of a university in regional economic and community development.	<ul style="list-style-type: none"> a) Increase recruiting, communication, marketing and student service staff resources through reallocation of existing personnel funds. b) Establish system for accurate and consistent tracking and reporting on WSUR course/program and campus enrollments. c) Create system to track and monitor 2+2 program enrollments with RCTC to provide data on retention and persistence in UCR 2+2 student populations and success of WSUR in attracting and retaining RCTC transfer students in 2+2 program populations. 	<ul style="list-style-type: none"> a. Through reallocation of existing personnel funds, WSUR created a new fulltime position of Enrollment Communication Coordinator to lead recruiting, marketing and communication activities for the WSUR campus. The Coordinator is supported by a new WSUR full-time Office Administrative Specialist who also provides additional student service support in the WSUR Student & Campus Services Office. b. Ongoing collaboration with WSU Institutional Research staff developed enrollment reports for the WSUR campus to monitor and track course enrollments during registration periods and throughout the semester. The reports provided regular updates to WSUR and WSU administration on the status of WSUR campus enrollments. c. WSUR is currently working with WSU and RCTC Institutional Research offices to develop a process to gather 2+2 program enrollment data for RCTC and WSUR from the MnSCU system and combine the data in a report format to track admissions, enrollments, graduation rates and transfers from RCTC to WSUR. The target date for the first report on 2008-09 year 2+2 data is August 2009.

			<p>d) Improve process for projecting and managing annual operating costs of WSUR.</p> <p>e) Develop a seamless operation and flow for students from RCTC to WSUR/WSU through joint entry point services and increased efficiency of UCR student service processes and resources.</p> <p>f) Improve WSUR campus responsiveness to student</p>	<p>d. WSUR collaborated with RCTC to implement a more streamlined and standardized process and formulas for the annual contract for facilities, shared services/positions and technology; and to revise the process and formula for determining facility use charges to WSU in the annual UCR contract, changing it to an enrollment-based model. WSUR is currently collaborating to implement a 3-year planning cycle into the annual UCR technology budget process, including revisions in formulas to allocate costs to WSU and RCTC and to implement improvements in the process and infrastructure for budgeting and managing ITV resources on the UCR campus. WSUR is also collaborating with the RCTC nursing department and finance office to implement a funding strategy for long-term management and development of patient simulation technology on the UCR campus.</p> <p>e. WSUR is collaborating with RCTC to develop and implement a new "Path to Purple" program for Fall semester 2010 to establish RCTC as a path to WSU admission for "WSU non-admitted" students; to share student email addresses to facilitate communication from WSU to RCTC students on 4 year degree program opportunities; to create the new UCR Welcome Center, including joint staff sessions focusing on implementation of "Education Lean" principles into UCR student service processes; and to develop a GPS student planning and advising resource for RCTC and WSU students. WSUR also initiated monthly meetings between RCTC counseling and advising staff and WSU advising and admissions staff to improve communication and identify problem areas and opportunities for integrated and enhanced student services. WSUR is participating with RCTC staff in a joint "Service Collaborative" to explore process and service improvements on the UCR campus.</p> <p>f. In Spring 2009 WSUR facilitated dialogue between WSU Student Senate officers and WSUR</p>
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			<p>issues and needs by increased communication and student participation in campus planning and decision-making.</p>	<p>students to address student representation needs on the Rochester campus. WSUR also facilitated dialogue between RCTC Student Senate officers and WSU Student Senate officers to explore collaboration between the two bodies on behalf of WSUR students. In April 09, WSUR coordinated a meeting with WSUR students, WSUR student club officers and WSU Student Senate officers to explore creation of a new WSUR campus student advisory group. The first meeting of the new group is scheduled for September 17, 2009. Three activities were implemented to gather student feedback during FY09: service evaluation feedback cards in the WSUR Student and Campus Services Office, and 2 email surveys of student satisfaction with ITV services and IT service/resources on the UCR campus. Collaboration was initiated with RCTC on developing a UCR "behavior assessment and intervention" program for early detection and action in instances of at-risk student behavioral issues. An existing WSUR staff position was revised and upgraded to provide a new "student ombudsman" role to provide individualized staff responses to student service issues on the WSUR campus.</p>
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IMPORTANT: Please attach your entire work plan to this document.

SECTION IV: FUTURES PLANNING

As you look to 2012 and beyond, what major directions or changes do you anticipate in facilities, human resources, students, mission, program or technological priorities? Be brief.

<ul style="list-style-type: none"> • FACILITIES 	<ul style="list-style-type: none"> • Complete construction of Integrated Wellness Center in summer 2010. • Complete Construction of Residence Hall in summer 2010. • Use newly created residence hall swing space to begin program to upgrade additional residence halls. • Receive approval of capital budget project for new College of Business and renovation of Somsen Hall third floor. Phase construction over three biennia—completing construction in 2015. • Complete update to campus master plan to include a comprehensive transportation study. • Complete HEAPR project to replace HVAC in Phelps Hall. Obtain additional HEAPR project money to upgrade campus utility tunnels. • Develop new partnership agreement with RCTC for management and operation of UCR campus facility.
<ul style="list-style-type: none"> • HUMAN RESOURCES 	<ul style="list-style-type: none"> • Establish and implement successful training and development programs for supervisors and employees. • Utilizing the Educational Lean Improvement Model, collectively improve HR’s intra- and inter- departmental processes. • Develop a recruiting and search model that positively impacts the quality and diversity of the university’s applicant pool, timeliness of the search process, and future staffing needs. • Collaborate with RCTC to identify and develop shared positions for the WSURCTC campus.
<ul style="list-style-type: none"> • STUDENTS 	<ul style="list-style-type: none"> • Develop and introduce a focused, effective advising system with an emphasis on career development. • Expand the diversity of our student body by continuing to establish relationships with institutions that attract diverse students. • Attract a student body with an enrollment mix that reflects the shifting demographics and the characteristics of a global society. • Implement GPS-based holistic advising and education/career planning process on WSURochester campus.
<ul style="list-style-type: none"> • MISSION 	No change.
<ul style="list-style-type: none"> • ACADEMIC PROGRAMS 	<ul style="list-style-type: none"> • Design and introduce multiple-pathway, hybrid graduate and certificate programs. • Integrate sustainability content and research into the curriculum and other learning and leadership opportunities. • Increase articulation agreements with RCTC and other 2-year institutions.
<ul style="list-style-type: none"> • TECHNOLOGY 	<ul style="list-style-type: none"> • Information Technology Services (ITS) endeavors to position the University as a national leader in the innovative and effective use of technology to support the academic enterprise. • Develop and implement new professional development programs and comprehensive data mart –reporting project. • Collaborate with RCTC to develop and sustain innovative IT infrastructure on the WSUR campus.
<ul style="list-style-type: none"> • PHILANTHROPY 	<ul style="list-style-type: none"> • Build a culture of philanthropy at the university where students, faculty, and staff embrace the joy of giving of oneself to enhance the life of individuals and society. • Secure philanthropic gifts to transform the student experience and expand student scholarship opportunities. • Engage effectively our 50,000+ alumni and friends in ways that enhance the university and encourage philanthropic support.

Submitted by:

Judith A. Ramaley

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Date:

July 14, 2009

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