HLC Accreditation 2016-2017

Evidence Document

Strategic Planning
by Academic Affairs Units

Additional information:
## Table of Contents

<table>
<thead>
<tr>
<th>Department</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Development Center</td>
<td>3</td>
</tr>
<tr>
<td>Media Resources Center</td>
<td>20</td>
</tr>
<tr>
<td>Office of Transitions and Orientation / Office of Student Success</td>
<td>27</td>
</tr>
<tr>
<td>Wichita State Online</td>
<td>40</td>
</tr>
<tr>
<td>Student Engagement</td>
<td>43</td>
</tr>
<tr>
<td>OneStop Student Services</td>
<td>52</td>
</tr>
<tr>
<td>Office for Workforce, Professional &amp; Community Education</td>
<td>66</td>
</tr>
</tbody>
</table>
Wichita State University
Career Development Center

Vision Statement
Wichita State University’s Career Development Center is valued as a leader in engaging and equipping individuals to identify and transform their passions, education and talents to find the unique intersection between themselves and where they fit in the world of work.

Mission Statement
The Career Development Center empowers, educates and serves individuals, leading them to lifelong career success.

Why We Do What We Do
We have the power to turn around lives, help students find their "why" and guide them to meet their potential.

Goals

GOAL: 1
The Career Development Center will establish connections with strategic University stakeholders, including the Innovation Campus, for the purpose of creating collaborative initiatives serving students.

Learning Outcome:
As a result of this goal, SWBAT (students will be able to) utilize the Career Development Center’s staff, programs and services to meet their career goals.

Objective 1.1
Connect with identified, key, strategic University divisions to create innovative initiatives focused on career development of students

    Action 1.1.1: Schedule at least one meeting during every academic year with academic advisors to share information and resources involving the executive director, college career specialist and career counselor.

    Action 1.1.2: Develop and execute an annual update/status report and present to key University stakeholders.

    Action 1.1.3: Establish and implement a process for continuous communication and interaction with key University stakeholders.

    Action 1.1.4: Identify and include in job descriptions a liaison within the CDC for each major division within the University and key personnel.
Objective 1.2
Create and implement a plan to serve Innovation University employers.

Action 1.2.1: Work with NIAR to develop and implement a plan to serve future Innovation University employers.

Action 1.2.2: Identify the needs and services of the Innovation University employers which can be met by the Career Development Center.

Action 1.2.3: Explore and solicit appropriate resources, including staff, to meet the needs of the Innovation University employers.

GOAL: 2
The Career Development Center will provide timely, accurate, consistent and meaningful data supporting career development programming to our stakeholders.

Learning Outcome:
As a result of this goal, colleges on campus, as well as the administration of the University, will use the Career Development Center as the principal source of employment data.

Objective 2.1
Track appropriate student employment data in relation to the academic colleges’ accreditation measures as it relates to the Career Development Center.

Action 2.1.1: Identify and connect with each college’s assessment individual to determine the college’s accreditation needs.

Action 2.1.2: Develop and implement an effective methodology to collect the identified accreditation data.

Action 2.1.3: Schedule annual deadlines for reporting accreditation data to colleges.

Objective 2.2
Educate students, employers and staff on the Career Development Center’s database functions, while supporting accuracy of information.

Action 2.2.1: Train new and existing staff on how to use the database system, Handshake.

Action 2.2.2: Educate and train employers and students on how to use Handshake.

Action 2.2.3: Audit the data entered on a regular basis to check for accuracy.
**Action 2.2.4:** Develop and adhere to protocols for the input of data into Handshake.

**Objective 2.3**
In cooperation with the Office of Planning and Analysis, determine and implement the best method for disseminating and reporting employment data from the Student Exit Survey and the alumni surveys to provide employment data, alumni employment data and co-op/internship graduate data to the academic colleges and the University.

**Action 2.3.1:** Plan and collaborate with Office of Planning and Analysis.

**Action 2.3.2:** Develop a reporting structure and timeline.

**Action 2.3.3:** Disseminate data.

**Action 2.3.4:** Design/create simple, easy-to-read, one-page report for each academic college, as well as one for the University as a whole.

**Action 2.3.5:** Distribute one-page report and annual report. Post on Career Development Center webpage.

**Objective 2.4**
Create a dashboard for measuring the success of the Career Development Center’s services and programs.

**Action 2.4.1:** Identify data to be included in the dashboard.

**Action 2.4.2:** Develop and implement a standardized evaluation process for employers and students to complete following applicable Career Development Center’s events, workshops and presentations.

**Action 2.4.3:** Develop and implement a standardized tool to measure customer satisfaction of the Career Development Center’s day-to-day services.

**Action 2.4.4:** Schedule regular reporting of dashboard data to Career Development Center’s staff.

**Action 2.4.5:** Evaluate effectiveness of College Through Career workshops.

**Action 2.5.5:** Evaluate effectiveness of specialized programming.
GOAL: 3
The Career Development Center will provide quality programming and services with opportunities for individuals to demonstrate in different ways what they know, understand and can do at different points of their learning cycles.

Learning Outcome
As a result of this goal, SWBAT participate in programming designed to enhance their knowledge of the world of work, knowledge of themselves (interests, characteristics, talents, skills) and awareness of opportunities for continuing career development.

Objective 3.1
Develop and implement innovative programming/services targeting first-year college students designed to make a face-to-face, student-initiated connection with the Career Development Center during their first year at WSU.

Action 3.1.1: Research best practices and evaluate feasibility of usage at WSU.

Action 3.1.2: Initiate at least two programs/events each semester focused on first-year college students. Focus should be on building an understanding of their career path and steps towards success in achieving their career goal(s).

Action 3.1.3: Implement a marketing plan promoting programs/events to first-year college students.

Action 3.1.4: Track participation, with a goal of engaging 75% of first-year college students in AY 17 and targeted growth of 2% until 100% engagement is reached.

Action 3.1.5: Measure effectiveness of first-year college students’ programming/events in engaging students with the Career Development Center.

Action 3.1.6: Re-design and re-tool on an annual basis to maintain innovative approach.

Objective 3.3
Develop and implement dynamic, interactive, new student orientations targeting freshmen, freshmen guests, transfer students and returning adult students for the purpose of initiating a connection to the Career Development Center.

Action 3.3.1: Research best practices regarding orientations by career centers targeting new students.
**Action 3.3.2:** Design orientations to be tailored to the specific needs/message for each group. Orientations for freshmen students should be interactive and connected to the first-year college student Objective 3.1.

**Action 3.3.3:** Re-design as necessary and re-tool on an annual basis to maintain innovative approach.

**Objective 3.4**
Develop and implement innovative ways to connect with and serve international students.

**Action 3.4.1:** Provide, during the fall semester, a workshop focused on assisting international students on best practices for engaging employers during a career fair or event.

**Action 3.4.2:** Provide, during the spring semester, a workshop focused on assisting graduating international students with the process of transitioning into the American workforce.

**Action 3.4.3:** Interact with the international office to provide additional, appropriate programming focused on assisting international students.

**Action 3.4.4:** Continually research and seek best practices focused on serving international students.

**Objective 3.5**
Develop and implement innovative ways to connect with and serve WSU athletes.

**Action 3.5.1:** Collaborate with the Athletic Department to determine challenges faced by college athletes involving career paths and decisions.

**Action 3.5.2:** Host a bi-annual career event (implement fall 2017) focused on athletes; model would include utilizing former athletes to talk about their career decisions, employers interested in hiring athletes and their career direction and roundtable interaction with employers.

**Action 3.5.3:** Develop a new model for internships designed to meet the career objectives and difficult work schedules of athletes; will require working one-on-one with each athlete to meet his/her needs.

**Action 3.5.4:** Provide targeted ½ day seminar focused on assisting athletes in marketing themselves to a prospective employer; seminar to include speakers, resume development, identification of transferrable skills, job search techniques, selecting a career, value of internships, etc.
Objective 3.6
Create and deliver appropriate, targeted College Through Career workshops and programming.

Action 3.6.1: Deliver workshops focused on basic career topics.
- Cooperative Education and Internships
- Resume Development
- Job Search
- Social Media
- LinkedIn

Action 3.6.2: Provide specialized workshops as required by CDC programming.
- Career Fair Prep
- Interviewing Tips
- Marketing Yourself to Employers

Action 3.6.3: Provide workshops designed for Graduating Seniors.
- Negotiating a salary package
- Polish your resume
- Working in another country
- Learning about standard employment benefits

Action 3.6.4: Provide an annual event focused on effectively marketing yourself to employers. Possible topics to be covered:
- Dining etiquette
- Professional dress
- Interview tips
- Networking skills

Action 3.6.5: Research and offer workshops designed to develop students’ transferable skills, utilize employers as presenters.
- Identify and partner with employers to deliver workshops
- Determine best practices from relevant publications and organizations to assist in new trends for workshops

Action 3.6.6: Continually gain feedback from students regarding additional workshop topics.
- Distribute and compile evaluation surveys to understand students’ workshop needs
- Determine best practices from relevant publications and organizations to assist in new trends for workshops

Objective 3.7
In collaboration with the Graduate School, design and implement innovative, cutting-edge services for current and potential graduate students.
Action 3.7.1: Offer workshops designed to guide graduate students through the process of developing a strategy for best presenting his/her skillset to different audiences: utilize case studies; cover both academia and industry as career directions; how to apply to graduate school; and effective, current job search techniques.

Action 3.7.2: Become a regional resource for students through the initiation of a regional graduate symposium; could be combined with a graduate school fair. (On Hold per Graduate Dean 5/11/2016)

Objective 3.8
In collaboration with the Alumni Association, design and implement innovative, cutting-edge services focused on engaging alumni as a career resource for current students and serving alumni seeking to make a career change.

Action 3.8.1: Identify and engage alumni in Career Development Center’s programming as career experts. Utilize as speakers, workshop presenters and potential employers.

Action 3.8.2: Develop an alumni career mentoring program connecting with current WSU students; research and secure a web-based tool to make this connection. (Academic Impressions webinar; K-State tool)

Action 3.8.3: Research and implement career decision/direction services for WSU alumni; secure a web-based tool targeting alumni services.

Objective 3.9
Develop dynamic, creative programming to drive students to the Career Development Center, including but not limited to:

1) Admissions events/high school recruitment
2) Lunch and Learns
3) Resume Blitz and mock interviews with employer participation
4) Workshops for Greek and other student organizations
5) Classroom and group presentations

Action 3.9.1: Gather information on an ongoing basis about programs and services being offered to students by colleges or other organizations.

Action 3.9.2: Utilize Handshake to develop tracking systems for all student interactions.

Action 3.9.3: Use data to identify challenges and successes with each program.
Objective 3.10:
Implement an annual Majors & Minors Fair that engages all academic departments and focuses on assisting students in the exploration of potential majors and minors.

Action 3.10.1: Engage academic departments in the planning of the event.

Action 3.10.2: Develop and distribute a guide on “How to Effectively Market Your Academic Program to Students.”

Action 3.10.3: Working with advising centers, encourage instructors of introductory courses to include the Majors & Minors Fair in their course syllabus.

Action 3.10.4: Coordinate this initiative with the first-year college Objective 3.1.

Action 3.10.5: Continually research best practices, evaluate effectiveness, re-design and re-tool on an annual basis to maintain innovative approach.

Objective 3.11
Develop and implement a career pathways process of outlining programs and services that touch every WSU student at their current point of career development.

Action 3.11.1: Identify current standard used by Career Development Center.

Action 3.11.2: Compare against national best practices.

Action 3.11.3: For each program/service:
   1) Research best practices
   2) Identify programs/services to be implemented
   3) Schedule programs/services
   4) Market programs/services
   5) Present programs/implement services

Action 3.11.4: Develop and implement interactive library that contains information that serves as a resource for students and career specialists.
   1) Informational interviews
   2) Going Global
   3) Applying to graduate school
   4) Resource that shows employment ideas such as student employment jobs, internships, new grad jobs

Action 3.11.5: Review and add links to CDC website that help students in career decision making (e.g., What Can I Do with This Major?).
**Action 3.11.6:** Update website and other materials to communicate consistent message.

**GOAL: 4**
The Career Development Center will develop and maintain an environment that provides quality, academic-focused Internships and Cooperative Education opportunities for current qualified WSU students.

**Learning Outcome:**
*As a result of this goal, SWBAT utilize the center’s services, to prepare for and engage in professional practices that assist in placement and enrollment in quality Co-op or Internship positions.*

**Objective 4.1:** Create an environment that allows all qualified students to participate in Internships and Co-ops for either academic or zero credit.

- **Action 4.1.1:** Create and provide workshops, events and one-on-one collisions, developing professional skills in order to successfully transition students into the workforce.

- **Action 4.1.2:** Promote the use of Handshake as the “go to” resource for all students to find Internship/Co-op opportunities.

- **Action 4.1.3:** Career Specialists will use every form available: print, email, flyers, posters, etc., to notify student of the services provided by the CDC.

- **Action 4.1.4:** Motivate students to strive for excellence in Co-op and Internships.

- **Action 4.1.5:** Recognize outstanding student performance through website, e-newsletter, events, pictures, annual appreciation breakfast and national recognition through organizations such as CEIA.

**Objective 4.2:** Create an environment that allows open communication between the CDC and the Faculty of the individual colleges.

- **Action 4.2.1:** Career Specialists will attend all appropriate Faculty/Staff Meetings and college-specific events to help develop relationships and to build a sense that they are part of the college.

- **Action 4.2.2:** Career Specialists will develop and send out a bi-weekly schedule to the Faculty of all events taking place in the college directly tied to the CDC.
Action 4.2.3: Career Specialists will work with the Faculty and Staff to coordinate classroom visits and guest lecturing, if possible.

Action 4.2.4: The Career Development Center will foster and recognize Faculty/Staff partnerships which support the Co-op/Internship program.

Objective 4.3: Build new and nurture existing relationships with employers that result in innovative connections that align with students’ unique passions, education and talents.

Action 4.3.1: Reach out to new and existing employers annually to engage in conversations regarding cooperative education and internships.

Action 4.3.2: Create and provide every employer with an annual employer guide that supports the mission and vision of the CDC and informs employers of the opportunities available to connect with and recruit students.

Action 4.3.3: Assist employers with and/or facilitate processes in Handshake to more effectively identify and recruit students for academic-focused Cooperative Education and Internship positions.

Action 4.3.4: Ensure quality of Cooperative Education and Internship opportunities by investigating new opportunities and the employers that offer those opportunities.

GOAL: 5
The Career Development Center will provide valuable and innovative student and employer interactions at every stage of a student’s college career and beyond.

Learning Outcome:
As a result of this goal, SWBAT take advantage of various opportunities to interact with employers for the purpose of career exploration, professional development and finding employment.

Objective 5.1
Develop strategic opportunities for employer interaction that students find unique and relevant to their career development and meets the employers recruitment needs.

Action 5.1.1: Utilize employers for specialized resume review and mock interview events, informational panels and Lunch and Learns.
Action 5.1.2: Recruit employers and execute career events such as: Accounting Interview Days, Education Interview days, Engineering Career Fair, Health Professions Career Fair and Career Connection Root Beer Kegger.

Action 5.1.3: Create new interactions for employers and students, such as, but not limited to: job shadowing, externship, informational interviews, pop up lab, networking event.

Action 5.1.4: Develop an “immersion excursion” program involving visits to two employer sites per semester with students.

Action 5.1.5: Collaborate with Office of Diversity & Inclusion to host a semi-annual Exec Connect luncheon offering students the opportunity to interact with a top-level executive and representatives from local/regional industry.

Objective 5.2
Implement processes and procedures that maximize the seamlessness and efficiency of recruitment of Wichita State University students which result in exceptional outcomes for both students and employers.

Action 5.2.1: Create Employer Relations Team operations manual outlining policies, processes and procedures for interactions with employers.

Action 5.2.2: Work with the Student Team to develop and refine policies, processes and procedures for interactions with employers.

Action 5.2.3: Create, design and distribute an annual employer recruitment guide to include: policies, key dates and events, recruitment options, hiring of international students (F-1 VISA), contacts, Handshake. Post on CDC website.

Action 5.2.4: Develop a plan for communicating employer policies and procedures to all Career Development Center staff.

Action 5.2.5: Establish a methodology for evaluation of employer policies, processes and procedures.

Action 5.2.6: Develop and implement an annual employer recruitment symposium.

Action 5.2.7: Utilize appropriate, professional local and national organizations to promote the Career Development Center to prospective employer partners.
Objective 5.3
Investigate, develop and implement an effective employer partnership initiative.

Action 5.3.1: Research other universities’ partnership initiatives.

Action 5.3.2: Determine levels of sponsorship.

Action 5.3.3: Identify potential partners.

Action 5.3.4: Solicit and market partnership program to potential partners.

Action 5.3.5: Oversee, manage and serve partners through the assigning of one Employer Relations team member as the partner manager.

GOAL: 6
The Career Development Center will strategically communicate, market and promote its programs and services to its stakeholders.

Learning Outcome:
As a result of this goal, stakeholders will have a clear understanding of the programs and services provided by the Career Development Center and how to engage in them.

Objective 6.1
Develop and implement strategic marketing and communication strategies focused on employers.

Action 6.1.1: Create and implement a comprehensive marketing campaign promoting Handshake to employers.

Action 6.1.2: Recognize employers for outstanding service and contributions in support of the Career Development Center.

Action 6.1.3: Research and invite a relevant national speaker to campus to support our Career Development Center message to employers.

Objective 6.2
Develop and implement strategic marketing and communication strategies focused on current WSU students.
Action 6.2.1: Develop comprehensive marketing campaigns that utilize strategic marketing tools including: social media, eNewsletters, website, signage, KMUW, shuttle bus ads, The Sunflower, print materials and TV screens to communicate Career Development Center events, programming and services to students.

Action 6.2.2: Create and implement a comprehensive marketing campaign promoting Handshake to students.

Action 6.2.4: Provide student promotional materials at student events when appropriate.

Action 6.2.5: Build, develop and create mobile pop-up career kiosk to be used at key locations on campus to promote the Career Development Center.

Action 6.2.6: Send a postcard, letter or email to all parents of first-year college students about the Career Development Center’s services.

Objective 6.3
Assist Admissions and other key University divisions with the recruitment of potential new students to WSU.

Action 6.3.1: Attend all appropriate Admissions events as requested; utilize activities that are designed to be interactive and engaging, including road trips, special high school days, campus visitors and others.

Action 6.3.2: Meet on an annual basis with Admissions staff to discuss new developments and share initiatives.

Action 6.3.3: Respond to on-campus requests for speakers and presentations as appropriate, such as Community College Day and Transition Tuesday.

Objective 6.4
Develop and implement strategic marketing and communication strategies focused on the University (specifically faculty and administration).

Action 6.4.1: Develop and implement a campus roadshow presentation to market and communicate our story and services to selected audiences on campus.

Action 6.4.2: Market and promote our data to key University audiences to further promote career development.
Action 6.4.3: Market and promote to faculty to utilize the CDC for supplemental curriculum instruction.

Action 6.4.4: Inform administrative assistants about the Career Development Center’s services and events by developing a handout that is revised on a semester basis (fall and spring). At the beginning of each semester, members of student team will visit administrative assistants about our services and events for that semester and request that they put copies of this handout in faculty/staff mailboxes. (Proposed state date fall 2016.)

Action 6.4.5: Involve faculty/staff to participate in appropriate and relevant Career Development events and programming.

Action 6.4.6: Publish an eNewsletter highlighting 2-3 co-op/internship students bi-monthly during the fall and spring semesters.

Action 6.4.7: The Career Development Center staff will communicate to the Marketing Team innovative stories about the Career Development Center and the students they serve.

Objective 6.5
Assist in the promotion of WSU to the wider community, as it pertains to the Career Development Center.

Action 6.5.1: Respond to off-campus requests for speakers and presentations as appropriate.

Action 6.5.2: Provide career data to the community as needed.

GOAL: 7
The Career Development Center will serve as the catalyst in promoting a college through career culture at Wichita State University.

College Through Career Vision Statement
The vision of a college through career culture is to integrate a dialog around careers into all aspects of the college experience. Faculty and staff should engage and encourage students to define their career direction, acquire applied work experience and develop career competencies.

Learning Outcome:
As a result of this goal, SWBAT experience a college through career culture in every facet of their interactions at Wichita State University.
Objective 7.1
Work with the Provost and Senior Vice President to develop initiatives that will begin a conversation with faculty and staff about what it means to have a college through career culture.

Action 7.1.1: Executive Director schedules and meets with Provost and Senior Vice President to determine how a college through career culture should be exemplified at WSU.

Objective 7.2
Collaborate with faculty, staff and students to define “college through career culture” and develop methods to measure attitudes of each group.

Action 7.2.1: Develop a matrix outlining the components of a college through career culture.

Action 7.2.2: Create and implement a survey to measure the attitude of faculty and staff regarding their roles and attitudes toward a college through career culture at Wichita State University.

Action 7.2.3: Identify faculty advocates to be part of a CDC-developed Qualtrics survey to encourage faculty in supporting/reinforcing the college through career culture on the WSU campus.

Action 7.2.4: Design and implement a longitudinal study measuring student attitudes regarding the college through career culture at Wichita State University.

Objective 7.3
Implement campus-wide initiatives based on current needs assessment and survey data that define and promote a college through career culture at Wichita State University.

Action 7.3.1: Engage in professional development on the subject of college through career cultures.

Action 7.3.2: Develop a consistent message outlining professional transferable skills.

Action 7.3.3: Ensure that all CDC programming communicates and/or demonstrates professional, transferrable skills.

Action 7.3.4: Develop a clear, accurate and consistent schedule for Student Team for student recruitment and retention.
GOAL: 8
The Career Development Center will establish a high functioning team by hiring, supporting and developing talented, professional, visionary staff focused on meeting the University’s vision, mission, competencies and Career Development Center’s vision and mission.

Learning Outcome
As a result of this goal, SWBAT receive quality programming and services that meet their career development needs.

Objective 8.1
Seek out and engage staff in professional development opportunities focused on creating a culture of success, innovation, creative collisions and collegiality and develops the University’s competencies: teamwork, inclusiveness, initiative, adaptability, customer focus, position knowledge and leadership.

Action 8.1.1: Continue to participate in professional organizations, learning best practices and communicating this information to staff — CEIA, NACE, NCDA and ASEE.

Action 8.1.2: Support continuous learning and innovative programming ideas by selecting topics to research and sharing findings with staff.
  ○ The first staff meeting of every month, a professional development presentation will be made.
  ○ Presentation will only last 10 minutes.
  ○ Topics are chosen by the presenter. (Could be YouTube Video, PowerPoint, web article, etc.)
  ○ Once presentation is completed, it will be stored in the Career Development Center electronic library. (V:\Career Development Electronic Library)
  ○ Presenters will rotate monthly.
  ○ Presentations will start in April 2016.
  ○ No presentation will be done in July.

Action 8.1.3: Invite key Wichita State University organizations and departments to share expertise during staff meetings.

Objective 8.2
Implement processes designed to create a culture that includes interactive communication, clearly defined expectations, frequent feedback and recognition and celebration of success.

Action 8.2.1: Design and implement a staff assessment tool that informs and measures our office engagement twice a year.
**Action 8.2.2:** Develop individual professional goals to assess performance; they should be tied to the Career Development Center’s mission and goals and incorporate the University’s competencies.

**Action 8.2.3:** Celebrate successes of team members and program each month.

**Action 8.2.4:** Implement cross training of team, and develop and put individual job manuals on V drive.

**Action 8.2.5:** Improve team communication and interaction by learning more about each other via teambuilding tools (such as True Colors, MBTI, Strengths finder, Vista card sort or other).

**Action 8.2.6:** Develop and implement consistent method for two-way communication with Career Development Center’s staff, including structure of staff meetings.

**Objective 8.3**  
Hire innovative, highly skilled, adaptive staff who embrace the values, vision and mission, are passionate about the work of Wichita State University and Career Development Center and demonstrate the following competencies: teamwork, inclusiveness, initiative, adaptability, customer focus, position knowledge and leadership.

**Action 8.3.1:** Develop interview questions utilizing WSU vision and goals to identify adaptability and innovation.

**Action 8.3.2:** Carefully define, select and plan search committee to identify adaptive, innovative talent.

**Action 8.3.3:** Provide accurate and concise information to candidate prior to interview.

**Action 8.3.4:** Update all job descriptions each year according to needs, vision and goals of the Career Development Center and reflect the University’s competencies.

**Action 8.3.5:** Initiate a peer adviser program utilizing undergrad and graduate students.

Updated 05-11-2016 Connie Dietz
Media Resources Center
Strategic Plan 2015-16

John Jones, Director

Background Statement/History

The MRC has been an organization that has had to evolve and change constantly to remain effective and relevant to the larger university. What started as a small collection of AV equipment in 1953 has become a robust organization, enabling high quality instruction and rich media use on campus and beyond our walls. Our spirit of service and exploration has been a key value to the ongoing success of the MRC.

The MRC is beginning to see the results of one recent evolution – the redesign and repurpose of the Instructional Design and Technology team. IDT now provides much more than simple blackboard support; they have expanded their services to include rapid course development for online courses, professional development for instructional staff, and support for instructional technologies. Thanks to close collaboration with the Office of Online Learning, the IDT team has grown from two to seven in a little over a year.

Other areas are also under pressure to evolve. Engineering services is working with Cox to transition from analog to digital cable on campus. Video services has moved several team members from RU funded positions to GU funded positions, making it possible for the team to dedicate even more time to on-campus projects.

As we move forward into the coming years, we will continue to explore and evolve with the intent to be the organization the university needs us to be when the need arises.

Management Team and Staff

The MRC director reports to Dr. Richard Muma, Associate Vice President of Academic Affairs.
MRC Departments

**Campus Media Services (Ryan Corcoran, Manager)**
Provides design, installation, and support for instructional media technologies, including (but not limited to) projectors, projector controls, and master class podiums. CMS also provides media event services for university events and consultation services for non-classroom needs.

**WSUTV (Martin Heffner, Manager)**
Provides support and management for cable TV service on campus, including providing cable service, providing WSUTV and Digital Signage, and supporting event streaming and recording services.

**Video Services (Greg Matthias, Manager)**
Provides video production services to campus for instruction, marketing, orientation, and other needs. Manages programming and content for WSU TV, WSU Digital Signage, and provides studio space for projects and instructional needs. Provides event streaming and recording services.

**Instructional Design and Technology (Dr. Carolyn Schmidt, Manager)**
Provides instructional design support for all WSU faculty, with a special focus on design for online instruction within the Blackboard Learn environment. Works with the Office of Online Learning and faculty to deliver high quality, effective online instruction. Provides level 2 technical support for Blackboard, level 1 technical support for other
campus instructional technologies, and professional development training for all instructional staff on a mix of technical and instructional design topics.

**MRC Organizational Tenants**

**Vision**
The Media Resources Center will be a leader for innovation and excellence at the intersection of technology, media, and instruction.

**Mission Statement**
The Media Resources Center (MRC) provides leadership, centralized support, and innovation for effective and creative use of instructional technologies and informational services throughout Wichita State University.

**Organizational Values**

- **Student Experience:** From providing technology for classrooms, rich media content, and course design services, we prioritize the success and experience of the student above all other considerations.
- **Faculty Empowerment:** We provide faculty the training, tools, media and expertise to provide excellent instruction for students in an efficient and scalable way.
- **High Quality:** We provide the best quality possible in all engagements. Our experts, informed by our knowledge of industry standards, work with our clients to ensure their experience and the end product meet or exceed their expectations.
- **Innovation:** We work with our clients to imagine new possibilities and make them reality.
- **Efficiency:** By standardizing our offerings where it makes sense and economizing in other ways, we use the best and most fiscally responsible tools and methods available.
MRC SWOT Analysis

Strengths
- Strong technical and creative skills in all teams.
- Culture of customer service across all teams.
- Dedication to high quality work.
- Efficient systems and processes.
- Innovative solution engineers.

Weaknesses
- Dedication to our own processes and efficiencies.
- Communications can break down between units.
- Insufficient funding for key needs (esp. classroom technology).
- Lack of awareness of our services.

Opportunities
- There is always new technology to leverage and explore.
- Interest in multimedia has never been stronger on campus, and will only continue to grow.
- Developing more programs that employ students will expand our reach
- Work with other campus entities to explore new opportunities for WSU.
- Raise the standard for campus media use through consistent, reliable and scalable technologies.

Threats
- Diffusion of MRC services and offerings across campus as areas create their own capacity.
- Confusion between MRC and ITS (and other agencies) that results in undeserved frustration and negative word of mouth about the MRC.
- Our services can be perceived as too high for many potential campus customers.
- Lack of funding to maintain expensive technology and equipment.
- Increasing rate of obsolescence in technology creates growing limits and restraints on our flexibility and ability to innovate

Major Goals
- Improve our existing services, especially classroom and online tech support.
- Expand our ability to provide video services to campus, especially for instruction and student-community projects.
- Develop programs that give students professional, applied experience.
- Secure funding to ensure sustainable technology programs and best-of-breed technologies for instruction.
University Strategic Goals

Goal 1: Guarantee an applied learning or research experience for every student by each academic college.

- Create a student video production team, mentored by the Video Services team (Launch Fall 2016).
  - Students will be draw from those who have completed key Elliott School of Communications coursework.
  - Students will work with a staff producer to plan, shoot, edit, and deliver video content for a campus and community audience.
- Explore the possibility of hiring student employees to work with the Instructional Design and Technology group (Evaluate and hire by Fall 2016).
  - Give that graduate assistant applied learning experience in the Instructional Design field.
- Expand CMS training program to prepare students to take an industry standard certification exam (Launch by Fall 2016).

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university

- Provide professional development, learning, and networking experiences both in person and online that promote high quality, interdisciplinary engagement and instruction (Ongoing).
- Promote social engagement across departments on the subject of instruction and quality (Ongoing).
- Engage across campus with other organizations exploring media and technology to provide support, expertise, and coordination with other campus entities (Ongoing).

Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities

- Provide training, equipment, and support in new technologies for instruction, both in the face-to-face classroom and online (Ongoing).
- Promote culturally sensitive, Section 508-compliant course design through the work of the instructional design team on new and adapted courses, and through extensive professional development offerings for faculty (Ongoing).
- Promote a campus community that values quality instruction and new ideas for face-to-face and online delivery (Ongoing).
Goal 4: Accelerate the discovery, creation, and transfer of new knowledge

- Expand on the quality and quantity of online course offerings (Ongoing).
- Work with cross-curricular stakeholders to develop robust credit-bearing programs (e.g. badge course offerings) that attract new audiences (Badge courses in development; ongoing).
- With the existing video services team, the newly formed student video team, and other MRC team members, increase our commitment to developing quality instructional content and information (Launch by Fall 2016).
- Pursue additional educational programming offerings that can be delivered via our existing cable channels and online (Target transition to new programming July 2016).
- Explore the creation of design guides and products to promote our design philosophies and create revenues to support existing programs (Launch first products Spring 2017; Develop ideas and audience through blogging, social media, and conference presentations starting Spring 2016).

Goal 5: Empower students to create a campus culture and experience that meets their changing needs

- Promote online community around academic programs and courses.
  - Use social media and online community to create informal interest and engagement groups around subject areas (Ongoing; will be enhanced by new Intranet community capabilities).
- With the primary efforts of the student video team, supported by other MRC groups, focus on the development of video content to support and connect the worldwide Shocker audience with student organizations and communities (Transition to more local content by July 2016).
- Explore avenues for student-generated content on WSUTV and other online outlets (Fall 2016).

Goal 6: Be a campus that reflects – in staff, faculty, and students – the evolving diversity of society

- Use our influence over course and classroom design to ensure that Wichita State learning experiences are accessible, culturally sensitive, and reflect the rich diversity of the WSU community (Ongoing).
- Promote instruction that values diversity through professional development offerings, social media, and other means (Ongoing).
Goal 7: Create a new model of assessment, incentive, and reward processes to accomplish our vision and goals

- Invest in our team’s development (Ongoing):
  - provide the opportunity to attend conferences and workshops
  - submit work for competition and recognition
  - provide additional training and development
- Recognize quality instruction and staff work through our professional blogs, podcasts, video productions, and social media (Ongoing).
- Explore alternative working environments and methods that value the time and effort of our team above seat time and physical presence (Ongoing).
Staff members and stakeholders of the WSU Office of Transitions and Orientations and the WSU Office of Student Success met Sept. 26, 2014, for strategic planning.

Summary and Major Themes

Participants recommended that in light of recent staffing changes and to further their missions, the Offices of Student Success and Transitions and Orientation should be combined under one director. The preferred name for the new office is the Office of Student Success.

Participants recommended an organizational structure with a director, an assistant director, and appropriate managers and coordinators.

Participants strongly support a continued partnership with the Office for Student Money Management and the Military and Veterans Student Center.

Continuing to define this office and its work is a high priority. The definition must align with the University.

Engaging more faculty more deeply is a high priority.

The next level of strategy and design work is best done by task forces. For example, a revamped WSU 101 could be assigned to a task force of three to four Office of Student Success /Office of Transitions and Orientation staff plus one or two outside stakeholders.

Timeline
Participants created a timeline of the two offices and their work, looking for themes, for what to take forward from their history, and for what they are ready to leave behind.

**Themes**
- Change
  - Usually reactive
- Have done good things
  - Some have lasted a long time
  - Supplemental Instruction
    - Retention has increased
- Commitment to student success
- Not a lot of evaluation or work around best practices

**What is essential/unique/deserves conservation? (Take forward)**
- SI and tutoring
  - Successful
  - Data driven
  - Has faculty buy-in
- WSU 101, college specific
- Getting students excited about being college students
- Required participation
- Graduation Partnership – including evaluation
- Financial literacy and education
  - Even if no grant
- Orientation
- Peer mentorship – students helping students
- New strategies for faculty buy-in
  - For example, integrating in general education requirements
- Military and Veterans Student Center
- Increasing number of faculty involved, supporting

**What doesn’t work / doesn’t fit / is not our style?**
- Management style that once an idea is assigned it’s settled and done
- Not studying sufficiently
- Retention Council charge
- Limited communication “trickle”
- Redundant communication / decision-making
- Tutoring structure
- Physical spread

**Mission Audit**

Participants reviewed the two offices’ mission and vision statements. The statements scored high enough that revising them does not need to be on the immediate priority list. Mission statement writing could be a helpful process in the spring semester or next academic year as the combined Office of Student Success/Office of Transitions and Orientation office further defines its work.
Reactions to the mission and vision statements

- Too long! / Not long enough
- Paragraph vs. bullets
- Neither is tied to retention
- Mission is ‘here’s what we do’ not what we aspire to do
- Needs work on “can be understood by those the organization serves”
- Vision doesn’t include me as a student
  - Why do we need to be recognized nationally? (May reflect Kansas Board of Regents request)
- Is it about us or the students?
- One mission statement is tied to the University strategic plan
- Values should be concrete and foundational; not behavioral characteristics
  - Google is a good model

Strategic Directions

Accepting for now that the mission statements describe their work effectively, participants were asked what they do or need to do in order to fulfill the missions:

Serve prospective students
Serve new students
Keep established students here
  - The one stop for academic support
  - Supplemental Instruction
Serve international students
Problem solving – what gets brought to us by students and faculty and what we discover. Triage, e.g., student employees.
  - Generating new options
Supporting faculty
“Be all end all”
Be seen as leaders on campus and have good relationships/networks
Make sure people know what we do
Collaboration
Define student success
Define transitions – What and whom are we transitioning? For how long?
Assessment
  - Use needs assessment and Graduation Partnership document
Program planning
Program implementation

Participants were also asked what they do not do:
Formal academic advising
Financial Aid counseling
Plan of Work

By combining and refining some strategic directions, participants were able to create a general plan of work that includes for most areas a general description of what is needed, one or two high priority items for moving this forward, and a list of tasks and projects associated with the area. Many tasks and projects support more than one strategic direction.

<table>
<thead>
<tr>
<th>Strategic direction</th>
<th>What this entails</th>
<th>Who</th>
<th>Will do what</th>
<th>By when</th>
</tr>
</thead>
</table>
| Define student success and student transition | Answers to:  
What is our unique role in contributing to success?  
How do we help students  
Achieve their definitions of success?  
Stay?  
Do well?  
Graduate?  
Be happy?  
What and whom are we transitioning?  
For how long?  
Define student success in a way that everyone “gets it”  
Build on students’ strengths – maximize their capacity/potential | All staff | Hold meetings to discuss this | End of fall 15 semester. |
<p>| | | | Respond to administrative directives and align with University mission | End of fall 15 semester – COMPLETED AND ONGOING |
| | | Director | Pass definition/plan up the line | End of fall 15 semester |
| | | All staff | Continue and complete strategic planning process | Beginning of spring 16 semester |</p>
<table>
<thead>
<tr>
<th>Strategic direction</th>
<th>What this entails</th>
</tr>
</thead>
</table>
| Serve academic needs of students | Supplemental Instruction  
Tutoring 
WSU 101 
Success Plans |

<table>
<thead>
<tr>
<th>Associated tasks</th>
</tr>
</thead>
</table>
| Transition Tuesdays 
101 – developing and teaching 
Supplemental Instruction 
Study skills presentations 
Tutoring 
Success plans / exceptions 
WSU Reads: common read 
Military and Veteran Student Center 
Mentoring 
Student Early Alert System |

<table>
<thead>
<tr>
<th>Highest priority objective</th>
<th>Will do what</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reorganize tutoring services</td>
<td>Look at current process and streamline. Automate more of the process to ease tracking and data collection.</td>
<td>End of spring 2015 semester – COMPLETED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest priority objective</th>
<th>Will do what</th>
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</thead>
<tbody>
<tr>
<td>Establish funding and staffing for Military and Veterans Student Center</td>
<td>Propose staffing changes to Associate Vice President for Academic Affairs</td>
<td>Beginning of spring 15 semester – COMPLETED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other objectives</th>
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</thead>
<tbody>
<tr>
<td>Increase Supplemental Instruction offerings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who</th>
<th>Will do what</th>
<th>By when</th>
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</thead>
<tbody>
<tr>
<td>Assistant Director for Academic Success Programs</td>
<td>Look at other campus structures, determine what would work best at WSU</td>
<td>End of spring 15 semester – COMPLETED</td>
</tr>
<tr>
<td>Strategic direction</td>
<td>What this entails</td>
<td></td>
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<tr>
<td>Serve students through developing social skills and opportunities</td>
<td>Peer mentoring</td>
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<tr>
<td>WSU 101</td>
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<tr>
<td>Orientation</td>
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<tr>
<th>Associated tasks</th>
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<tbody>
<tr>
<td>Orientation for students</td>
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<tr>
<td>Orientation for parents</td>
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<tr>
<td>WSU 101</td>
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<tr>
<td>WSU 102</td>
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<tr>
<td>Train students</td>
<td></td>
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<tr>
<td>Transition workshops</td>
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<tr>
<td>Military and Veteran Student Center</td>
<td></td>
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<tr>
<td>Mentoring</td>
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</table>

<table>
<thead>
<tr>
<th>Highest priority objective</th>
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</thead>
<tbody>
<tr>
<td>Implement and expand digital marketing for orientation</td>
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</table>

<table>
<thead>
<tr>
<th>Who</th>
<th>Will do what</th>
<th>By when</th>
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</thead>
<tbody>
<tr>
<td>Assistant Director for First Year Programs</td>
<td>Explore other campus best practices, look into the use of Guidebook, enhance website, record activities throughout year</td>
<td>Beginning of fall 2015 semester – COMPLETED</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other objectives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess student needs for transition workshops</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Who</th>
<th>Will do what</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Director and Program Coordinator for First Year Programs</td>
<td>Complete needs assessment with current first year students.</td>
<td>End of fall 2015 semester.</td>
</tr>
</tbody>
</table>

Create system to follow up with 101 students

<table>
<thead>
<tr>
<th>Who</th>
<th>Will do what</th>
<th>By when</th>
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</thead>
<tbody>
<tr>
<td>Director</td>
<td>Consider other campus models and look to expand mentoring by Peer Leaders.</td>
<td>End of spring 2016.</td>
</tr>
</tbody>
</table>

**THIS CHANGED WITH THE CHANGE TO FRESHMAN SEMINAR.**
<table>
<thead>
<tr>
<th><strong>Strategic direction</strong></th>
<th><strong>What this entails</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Life skill development for students</td>
<td>Activities of daily life</td>
</tr>
<tr>
<td></td>
<td>Time management</td>
</tr>
<tr>
<td></td>
<td>Organization</td>
</tr>
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<td></td>
<td>Personal financial literacy and education</td>
</tr>
<tr>
<td></td>
<td>Success plans</td>
</tr>
<tr>
<td></td>
<td>WSU 101</td>
</tr>
</tbody>
</table>

**Associated tasks**
- Develop and teach WSU 101
- Office of Student Money Management / MyCollegeMoneyPlan.org
- Supervise 100+ students: Supplemental Instruction leaders, tutors, Transition Mentors, Peer Leaders, Peer Financial Coaches
- Military and Veterans Services: Campus expert, Dept. of Defense/Memorandum of Understanding
- Train students: Supplemental Instruction, tutors, Peer Financial Coaches, Transition Mentors, Peer Leaders
- Mentoring
- Black and Yellow Club

**Highest priority objective**
Expand Transition Mentor staff

<table>
<thead>
<tr>
<th><strong>Who</strong></th>
<th><strong>Will do what</strong></th>
<th><strong>By when</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Director and Assistant Director for First Year Programs</td>
<td>Expand marketing and nomination process.</td>
<td>Middle of fall 2014 semester -- <strong>COMPLETED</strong></td>
</tr>
</tbody>
</table>

**Other objectives**
Implement Transition Mentor training course

<table>
<thead>
<tr>
<th><strong>Who</strong></th>
<th><strong>Will do what</strong></th>
<th><strong>By when</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Director and Assistant Director of First Year Programs</td>
<td>Explore options with Career Development.</td>
<td>Beginning of spring 15 semester -- <strong>COMPLETED</strong></td>
</tr>
</tbody>
</table>

Improve student staff training

<table>
<thead>
<tr>
<th><strong>Who</strong></th>
<th><strong>Will do what</strong></th>
<th><strong>By when</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Director of First Year Programs</td>
<td>Review other campus training programs, look at National Orientation Directors Association best practices and hold regular meetings with staff.</td>
<td>Beginning of spring 15 semester -- <strong>COMPLETED</strong></td>
</tr>
<tr>
<td><strong>Who</strong></td>
<td><strong>Will do what</strong></td>
<td><strong>By when</strong></td>
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</tr>
<tr>
<td>Director</td>
<td>Continue to look at data and work with Associate Vice President of Academic Affairs and General Education Committee on change to Freshman Seminar.</td>
<td>End of fall 2015 semester.</td>
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<tr>
<td></td>
<td>THIS CHANGED WITH THE CHANGE TO FRESHMAN SEMINAR</td>
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<table>
<thead>
<tr>
<th><strong>Who</strong></th>
<th><strong>Will do what</strong></th>
<th><strong>By when</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Research additional/independent funding opportunities with Foundation. Request funding from Provost.</td>
<td>End of spring 2016 – ON GOING.</td>
</tr>
</tbody>
</table>
**Strategic direction**
Make sure people know what we do

**What this entails**
Marketing to faculty
Identifying how to assist faculty
Making it easy for them
Marketing to students

**What’s missing**
Message
Process

**Associated tasks**
Presentations to faculty and presentations to staff
Presentations to student organizations
Presentations to advisors
Outreach events
Marketing: ideas, events, promos, materials, online

**Highest priority objective**
Define our office so that we know what message(s) we want to share

<table>
<thead>
<tr>
<th>Who</th>
<th>Will do what</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Work on new staffing and office organization</td>
<td>End of spring 2016 semester</td>
</tr>
</tbody>
</table>

**Other objectives**
Develop marketing identity message

<table>
<thead>
<tr>
<th>Who</th>
<th>Will do what</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director and staff</td>
<td>Redesign and streamline message on web, printed materials and promo items</td>
<td>End of spring 15 semester</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who</th>
<th>Will do what</th>
<th>By when</th>
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</thead>
<tbody>
<tr>
<td>Director</td>
<td>Use streamlined message to create talking points page for all staff to use. Create End of Year Document to share with constituents.</td>
<td>End of fall 2015 semester</td>
</tr>
</tbody>
</table>

**Marketing strategy, including how to get the message out**

<table>
<thead>
<tr>
<th>Who</th>
<th>Will do what</th>
<th>By when</th>
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</thead>
<tbody>
<tr>
<td>Director</td>
<td>Create marketing strategy and coordinate participation in marketing events, including a social media campaign.</td>
<td>End of fall 2015 semester</td>
</tr>
<tr>
<td><strong>Strategic direction</strong></td>
<td><strong>What this entails</strong></td>
<td></td>
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<tr>
<td>------------------------</td>
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<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td>Faculty engagement</td>
<td></td>
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<td></td>
<td>Faculty support</td>
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<tr>
<td></td>
<td>Be seen as leaders on campus</td>
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<tr>
<td></td>
<td>Have good relationships and networks</td>
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<tr>
<td></td>
<td>Working across divisions</td>
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<td></td>
<td>Developing partnerships</td>
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<tr>
<td></td>
<td>Be flexible and say yes</td>
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<tr>
<td></td>
<td><strong>What’s missing</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty—referrals, the message that we are interested in working with you, events, use of faculty Fellows</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Associated tasks</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff meetings: Supplemental Instruction grads, Transition Mentors, inter-office, all staff, 1:1</td>
</tr>
<tr>
<td>Staff development: conferences, site visits</td>
</tr>
<tr>
<td>Adult learning committee</td>
</tr>
<tr>
<td>WSU 101 committee</td>
</tr>
<tr>
<td>Exceptions committee</td>
</tr>
<tr>
<td>Orientation committee</td>
</tr>
<tr>
<td>Academic Operations Council</td>
</tr>
<tr>
<td>Advisor Council</td>
</tr>
<tr>
<td>Retention Council</td>
</tr>
<tr>
<td>Recruit student employees: Supplemental Instruction leaders, Peer Financial Coaches, Peer Leaders, tutors, Transition Mentors</td>
</tr>
<tr>
<td>Community support: United Way</td>
</tr>
<tr>
<td>Community support: Consumer Credit Counseling</td>
</tr>
<tr>
<td>Community support: Veterans Affairs/Veterans of Foreign War/Legion</td>
</tr>
<tr>
<td>Community support: Unified School District 259 and colleges</td>
</tr>
<tr>
<td>Collaboration: Event services</td>
</tr>
<tr>
<td>Collaboration: Career Development</td>
</tr>
<tr>
<td>Collaboration: Student Involvement</td>
</tr>
<tr>
<td>Collaboration: Student Health Services</td>
</tr>
<tr>
<td>Collaboration: Diversity &amp; Inclusion</td>
</tr>
<tr>
<td>Collaboration: Counseling and Testing Center</td>
</tr>
<tr>
<td>Collaboration: Financial Aid</td>
</tr>
<tr>
<td>Collaboration: Honors</td>
</tr>
<tr>
<td>Collaboration: Advising</td>
</tr>
<tr>
<td>Collaboration: Registrar’s Office</td>
</tr>
<tr>
<td>Communication: Faculty, staff, students, administration, other (Registrar’s Office, Student Involvement)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Highest priority objective</strong></th>
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</thead>
<tbody>
<tr>
<td>Get formal faculty buy-in</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Who</strong></th>
<th><strong>Will do what</strong></th>
<th><strong>By when</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>Outreach events and daily interaction.</td>
<td>Throughout all semesters. Significant improvement by end of spring 2015 semester.</td>
</tr>
<tr>
<td>Who</td>
<td>Will do what</td>
<td>By when</td>
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<td>---------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Director and Assistant Directors</td>
<td>Visit department meetings</td>
<td>End of spring 2015</td>
</tr>
<tr>
<td></td>
<td></td>
<td>semester – COMPLETED</td>
</tr>
<tr>
<td>Director and Assistant Director for</td>
<td>Work with Faculty Senate</td>
<td>End of fall 2015</td>
</tr>
<tr>
<td>Academic Success Programs</td>
<td></td>
<td>semester – COMPLETED</td>
</tr>
<tr>
<td>Director and staff</td>
<td>Lunches with faculty</td>
<td>End of spring 2016</td>
</tr>
</tbody>
</table>

**Other objectives**
Expand faculty buy-in by working with friendlies/allies

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<thead>
<tr>
<th>Who</th>
<th>Will do what</th>
<th>By when</th>
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<tbody>
<tr>
<td>Director and all staff</td>
<td>Explore ways to expand programs (double number of</td>
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<td></td>
<td>Faculty Fellows) to departments that have fellows,</td>
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<td></td>
<td>Supplemental Instruction faculty, etc.</td>
<td>End of spring 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>semester – COMPLETED</td>
</tr>
</tbody>
</table>
| **Strategic direction** | **Planning and assessment** | **What this entails** | Use needs assessment and Graduation Partnership document  
Continuous learning cycle: plan -> implement -> assess -> revise -> implement  
Identifying needs and planning for them |
|-----------------------|--------------------------|----------------------|---------------------------------------------------------------|

**Associated tasks**
- WSU 101 syllabus and lesson plans, teaching WSU 101
- Program planning (logistics) and development (concepts and creation)
- Budget review and planning: Supplemental Instruction, Morgan Grant, College Access Challenge Grant, Student Success, Transitions and Orientation
- Program evaluation services and assessment and evaluation reports
- Create assessment tools
- Collect data

**Highest priority objective**
Develop evaluation tools to measure services and programs

<table>
<thead>
<tr>
<th><strong>Who</strong></th>
<th><strong>Will do what</strong></th>
<th><strong>By when</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Director and Assistant Directors</td>
<td>Conduct program evaluations in each area to gather qualitative data.</td>
<td>End of spring 2015 semester – <strong>COMPLETED</strong></td>
</tr>
</tbody>
</table>

**Other objectives**
Gather and reintegrate data (new and existing)

<table>
<thead>
<tr>
<th><strong>Who</strong></th>
<th><strong>Will do what</strong></th>
<th><strong>By when</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Director and Assistant Directors</td>
<td>Post relevant retention data to website, automate data in Academic Success, automate data in First Year Programs, and begin to formulate reports in the Office for Student Money Management.</td>
<td>End of fall 2015 semester</td>
</tr>
</tbody>
</table>

**Determine what we want to measure**

<table>
<thead>
<tr>
<th><strong>Who</strong></th>
<th><strong>Will do what</strong></th>
<th><strong>By when</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>Review what we know and have, determine what we need to measure to align with university retention goals.</td>
<td>End of spring 16 semester</td>
</tr>
</tbody>
</table>

**Develop reports with outcomes**

<table>
<thead>
<tr>
<th><strong>Who</strong></th>
<th><strong>Will do what</strong></th>
<th><strong>By when</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff</td>
<td>Explore ways to officially report data</td>
<td>End of spring 16 semester</td>
</tr>
</tbody>
</table>
Consultant Observations and Questions

There are several items about use of data, developing evaluation strategies, and following students. If this has not been a consistent practice in the past, what will need to change in the offices’ culture to become more data-driven? What ways of working might you need to give up, speed up, or slow down?

To achieve your purposes, collaboration is essential. At the same time, you have an extraordinarily long list of collaboration partners. Maintaining that many relationships takes time. Which potential partners are most critical, and how can you prioritize your relationships with them?

The perceived need to get and keep faculty attention is shared by many factions on the campus. Which segments of faculty do you really need to buy in? What is it about the way you work that makes it so difficult to capture attention? From the perspective of faculty, what is it about your offerings that merits their attention?

Next Steps

1. Review this document and determine who will be responsible for moving forward each of the high priority objectives you plan to work on this academic year.
2. Immediately provide recommendations for the combined office’s structure “up the line.”
3. Continue the process of defining this work and your role in it.
4. As it makes sense, expand the plan of work into a more detailed strategic and operational plan, adding tasks and measurable objectives.

Wichita State University’s Center for Community Support & Research (CCSR) is dedicated to improving the health of Kansans through leadership development, research and evaluation, organizational capacity building, community collaboration, and public health and behavioral health initiatives. CCSR’s skilled staff works directly with community coalitions, nonprofits, government entities, health and human services organizations, and self-help groups.

Want to know more about this report? Contact Seth Bate at seth.bate@wichita.edu.
Summary of strategic planning for the establishment of infrastructure to expand online learning at Wichita State University.

**Vision:** To provide quality education unbounded by time or distance.

**Mission:** Deliver a cadre of undergraduate and graduate online programs and certificates that address workforce needs and also provide opportunities for undergraduate students to complete the general education requirements for the first two years of their education (for any program) in a timely fashion.

The mission of the Office of Online learning helps support the following goals: **Kansas Board of Regents Goal 1:** increase education attainment, **Wichita State University’s goals 3:** capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities, **5:** empower students to create a campus culture and experience that meets their changing needs, and **6:** be a campus that reflects—in staff, faculty and students—the evolving diversity of society.

Online Learning will administer online courses and programs using:
- Higher Learning Commission’s accreditation standards, found in [Guidelines for the Evaluation of Distance Education](#).
- Online Learning Consortium’s best practices in the [Quality Scorecard for the Administration of Online Education Programs](#).
- [Quality Matters™](#) Program to promote quality online course development and design.

The strategic plan for Online Learning is in four major phases, a year by year detail summary is included in the following pages.
### Priorities

#### 1. Quality Online Programs
- Establish Online Learning Task Force to plan and conduct readiness assessment for expansion of online learning (2012).
- Assess and prioritize new online programs for launch.
- With a consultant, document best practice processes for developing comprehensive online programs.

#### 2. Online Students Enrolment Engagement Retention
- Develop a virtual one-stop portal for distance education students to access student services.
- Develop marketing strategy for recruiting online students.

#### 3. Continuous Improvement
- Establish Office of Online Learning to provide strategic oversight and coordination of WSU’s online education activities.
- Establish Online Faculty Fellows.
- Hire Director, Office and Project Manager, and Instructional Designers.

### 2012 & 2013
- Launch programs: RN to BSN (Fall)
- Develop Faculty Training and Engagement processes.
- Develop accessibility and evaluation standards for online courses.

### 2014
- Launch OneStop for Student Services, physical location and virtual portal.
- Hire RN to BSN Academic Advisor.
- Create orientation modules for the online student.

### 2015
- Launch programs
  - Associates Degree Path (Fall)
  - MA - Aging Studies (Fall)
  - MA - Criminal Justice (Fall)
  - MA - Sociology (Fall)
  - BA - Women’s Studies (Fall)
  - BGS - Women’s Studies (Fall)
  - BSDH - Dental Hygiene (Fall)
- Expand orientation modules for the online student.
- Brand and market *Wichita State Online*. 

### Additional Activities
- Establish Online Advisory Committee.
- Hire Instructional Designers.
- Plan Quality Matters program review program.
- Join SARA for State Authorization.
- Online Advisory Committee conduct triennial Quality Scorecard Review.
Providing quality education unbounded by time or distance.

2016-2018 Strategic Plan

Today’s typical college student is no longer an 18-year-old recent high school graduate, enrolling in college for the first time. Students today are older, more diverse and have more work and family obligations to balance. The mission of Wichita State Online is to serve today’s student by delivering a cadre of online programs and certificates that address workforce needs and provide opportunities for timely completion. The strategic plan reflects the needs and interests of the University and responds to pressing issues facing online and distance education. It positions Wichita State Online to take a strong leadership role in increasing enrollment and improving the quality and diversity of Wichita State University’s online and distance program offerings.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Online Programs</td>
<td>Launch programs: M.Ed Learning &amp; ID (Spring) BS in Criminal Justice (Fall) BBA Full Program (Fall) Successful HLC Accreditation Visit Deploy Quality Matters course review program.</td>
<td>Launch programs: DNP Post Masters (Spring) M.Ed Sport Mgmt (Summer) BGS Expansion (Fall) MBA Hybrid (Fall) Develop Faculty Training and Engagement processes. Develop accessibility and evaluation standards for online courses.</td>
<td>Assess and prioritize new online programs for launch. Conduct Triennial Quality Scorecard Review.</td>
</tr>
<tr>
<td>Online Students Enrollment Engagement Retention</td>
<td>Improve recruitment and enrollment practices for online students. Deploy online student retention program. Develop on-demand orientation sessions for online students.</td>
<td>Deploy Online Student community. Deploy on-demand training sessions for faculty, staff and students.</td>
<td>Authorization in all 50 states. Improve processes for financial supports to departments offering online programs. Online Advisory Committee conduct review of Online Procedure Manual. Conduct Triennial Quality Scorecard Review.</td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>Authorization in all 50 states. Improve processes for financial supports to departments offering online programs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Within the division of Campus Life and University Relations, Student Engagement was formed in the fall of 2010. Student Engagement is comprised of:

- Campus Recreation
- Child Development Center
- Counseling and Testing Center
- Housing and Residence Life
- Office of Multicultural Affairs
- Student Health Services
- Student Involvement

Student Engagement serves all students, faculty and staff, and the greater community.

Mission & Values Statements

**Mission:**
Student Engagement impacts the learning and development of Shockers through co-curricular programs and services to empower personal and professional success.

**Values:**
In Student Engagement, we value…

- Inclusiveness
- Fostering meaningful connections
- Progressive and updated communication
- Ongoing assessment and evaluation
- Quality customer service
- Innovation
- Holistic learning
- An active campus culture
Student Engagement

Goal 1: Guarantee an applied learning or research experience for every student by each academic program.
- Educate faculty, staff, and prospective and current students about the National Student Exchange (NSE) Program and opportunities available.
  - Provide information to faculty and staff at all future iEngage lunches.
  - Utilize Shocker Blast to promote program to all current students.
  - Seek opportunities to present at programs and in classes.
  - Create brochure showcasing NSE to be available in fall 2014.
  - Will measure increase/decrease by comparing previous year’s applications to the number of students who apply for NSE each year.

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.
- Provide professional development and learning opportunities for Student Engagement departments.
  - Continue to host one all staff educational in-service on an annual basis.
  - Continue to host two new employee workshops per year to educate new Student Engagement staff on programs and services.
  - Continue to offer one iEngage lunch per semester to provide staff the opportunity to interact with the Associate Vice President for Student Engagement and Dean of Students.
  - Beginning fall 2014, offer mid-management and new staff one professional development opportunity each per year.
  - Have participants complete a survey rating their experience.
  - By summer 2015, attend at least one professional development conference/training to enhance skills and knowledge in order to provide future opportunities for staff.
- Provide an opportunity for other areas on campus to engage with Student Engagement staff.
  - On an annual basis, host an iEngage lunch for each academic college to foster relationships and collaboration opportunities, and to help educate one another on programs and services. Have participants complete a survey rating their experiences.
  - Explore working with other University entities (e.g., Athletics, International Education, Admissions) to foster relationships and collaboration opportunities, and to help educate one another on programs and services.

Goal 5: Empower students to create a campus culture and experience that meets their changing needs.
- Offer students the opportunity to provide feedback and suggestions on programs and services.
  - Continue to host iEngage lunches in the fall and spring semesters. Will host a minimum of three each semester. Feedback and suggestions provided will be shared with the applicable department. Students will evaluate the experience through an online survey.

Goal 6: Be a campus that reflects – in staff, faculty and students – the evolving diversity of society.
- Integrate Student Involvement and Greek Life into the Student Engagement area.
  - Work in close partnership during the first year of their transition by meeting individually with each staff member to integrate them successfully into Student Engagement.
  - Have each staff member complete a SWOT analysis of his/her area and the department as a whole by the end of summer 2014.
Campus Recreation

Campus Recreation is everywhere, serving everyone and helping to shape future and current Shockers! We promote physical, emotional, intellectual and social growth of individuals by encouraging the development of life-long skills and positive attitudes through recreation and leisure activities.

Goal 1: Guarantee an applied learning or research experience for every student by each academic program.
- Enhance students’ academic experience by providing opportunities to blend curriculum related requirements with Campus Recreation programs and activities.
  - Increase awareness of the cooperative intellectual development opportunities and related resources available within our department. The campaign will involve direct marketing to all academic departments by fall 2015.
  - Each fall and spring semester, Campus Recreation will continue to offer various official positions which often are directly related to enriching and supporting the academic experience: Graduate Assistantships, Personal Trainers, Group Fitness Instructors, Student Workers, Internships and Practicums.

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.
- Through SHOX Recreation Leadership program, Campus Recreation will collaborate with Career Services to host interdisciplinary educational opportunities.
  - Campus Recreation will provide unique professional educational opportunities each semester including Strengths Finder, Resume Writing and Interview Skills, for student employees.
- Create a recreation and wellness living learning community in Shocker Hall by fall 2014.
  - Campus Recreation will collaborate with Human Performance Studies, Sport Management and Dance to host interdisciplinary educational opportunities.

Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.
- Expand existing programs and services offered to returning adults and online students by utilizing current technology and media resources.
  - Collaborate with the Media Resource Center to stream events and programs online by the start of fall 2017.

Goal 5: Empower Students to create a campus culture and experience that meets their changing needs.
- Campus Recreation will aspire to become the #1 fitness recreation and leisure destination for the Shocker/WSU community.
  - Campus Recreation will achieve a 5% unique member increase each year for the next three fiscal years based upon the previous year’s statistics.

Goal 6: Be a campus that reflects – in staff, faculty and students – the evolving diversity of society.
- Continue to evolve and change the programming schedule to meet the current student population’s interest.
  - Complete a minimum of one comprehensive, department assessment instrument each year. Based upon the data and information gathered from this assessment our department will adjust programming to reflect the evolving diversity of our society through the programs and services we provide to our campus community.
  - Obtain continuing education and training on diversity and multicultural issues for staff on an annual basis at minimum.
The Child Development Center offers the highest quality early childhood education to the Wichita State students, faculty/staff, alumni and community. We believe in building a solid foundation that encompasses all areas for our children’s future.

**Goal 1: Guarantee an applied learning or research experience for every student by each academic program.**
- Provide an environment for students to meet their academic goals in their academic curriculum.
  - Forge a relationship between the Child Development Center and the Speech-Language-Hearing Clinic by fall 2014.
  - Build a partnership with the Early Childhood Education Department to ensure experiential learning by fall 2015.

**Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.**
- Ensure returning students the opportunity to invest in their child’s future in an exceptional early childhood educational program while building their own.
  - Update our program technology to incorporate the latest societal trends in early childhood education by spring 2015.
  - Assess the need to provide evening childcare hours by summer 2014.

**Goal 4: Accelerate the discovery, creation and transfer of new knowledge.**
- Engage with any research based project that advances the knowledge of early childhood education or young children.
  - Continue to collaborate with the Play Therapy Center to secure a research based project by fall 2014.

**Goal 6: Be a campus that reflects – in staff, faculty and students – the evolving diversity of society.**
- Provide diversity training for all staff and student employees.
  - Partner with Human Resources and the Office of Multicultural Affairs to obtain continuing education and training on an annual basis.

**Goal 7: Create a new model of assessment, incentive, and reward process to accomplish our vision and goals.**
- Develop an assessment that evaluates a student’s work experience at the Child Development Center.
  - Upon exiting the Child Development Center, student assistants will complete an assessment.
The Counseling and Testing Center provides mental health services and training to students, faculty, and staff in order to promote maximal academic achievement and development. In addition, the Center offers high quality testing and assessment services to all members of the University and larger community to contribute to academic and professional success.

Goal 1: Guarantee an applied learning or research experience for every student by each academic program.
- Provide training opportunities for graduate practicum students and interns in collaboration with academic departments and community agencies.
  - Offer 2-4 practicum opportunities each academic year for academic departments offering training in mental health interventions.
  - Offer a minimum of two doctoral psychology internship positions per year for students in graduate counseling or clinical psychology programs through the Wichita Collaborative Psychology Internship Program and the Association of Psychology Internship Programs.

Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.
- Develop interdisciplinary services, programs, and relationships with other campus departments and community agencies in order to provide tailored, comprehensive services, increase Center utilization and promote mental health awareness.
  - By August 2015, offer Mental Health First Aid training to students, faculty and staff a minimum of four times per year.
  - By December 2015, develop a pilot program using Kognito on-line training to assist faculty and staff in learning ways to interact appropriately with students of concern.
  - Each Counseling and Testing Center staff member will develop a minimum of two consultation/liason relationships with other WSU departments, colleges, divisions or community agencies by May 2015.
  - By May 2016, offer a minimum of two bystander trainings to students, faculty, and staff on a variety of topics including sexual assault prevention, suicide prevention and risk reduction in alcohol/drug use. Provide trainings on an annual basis thereafter.

Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.
- Expand web-based services and communications in accordance with licensing requirements, and national/state guidelines in order to serve all members of the University community including those enrolled in WSU distance and on-line programs.
  - By December 2014, fully implement the use of an electronic medical record system in order to meet national and state regulations for information storage, privacy and client care.
  - Establish options for on-line counseling for distance and on-line students by May 2016.
  - Increase by 10% the number of online offerings of outreach programs, workshops and assessments by August 2015.
  - Expand the number of testing stations available for computer-based test administrations from 6 to 12 by August 2015.

Goal 5: Empower students to create a campus culture and experience that meets their changing needs.
- Tailor our services and programs, informed by assessment, to meet current and emerging needs.
  - Gather data regarding student health needs and trends via the National College Health Association survey by December 2014 in order to inform program offerings and directions.

Goal 6: Be a campus that reflects – in staff, faculty and students – the evolving diversity of society.
- Develop and sustain relationships with underserved populations by making a concerted effort to reflect diversity in program services and offerings.
  - Obtain continuing education and training on diversity and multicultural issues for Center staff on an annual basis at minimum.
  - Consult with the Office of Multicultural Affairs, International Education, the Office of Disability Services and the Office of Student Involvement to develop marketing materials/methods that are sensitive to and reflect diverse audiences. Revise current marketing materials and methods by December 2015 based on this process.
Housing and Residence Life offers a variety of safe and convenient living options to help students make the most of their University experience. Students live in smaller communities within larger residence halls to maximize the opportunities to learn outside the classroom, celebrate diversity and foster social, emotional, intellectual, and cultural development.

**Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.**

**Goal 5: Empower students to create a campus culture and experience that meets their changing needs.**

- Implement a peer academic leadership program.
  - Collaborate with the academic colleges and Student Engagement departments to create and grow the living learning communities.
  - Develop a comprehensive peer academic leader training program for the living learning communities for August 2014 implementation.
  - Increase residential retention rate by 10% for fall 2014.

**Goal 5: Empower students to create a campus culture and experience that meets their changing needs.**

**Goal 7: Create a new model of assessment, incentive and reward processes to accomplish our vision and goals.**

- Increase retention of residents in residence halls.
  - Increase overall resident satisfaction rates by 10% (according to the annual Educational Benchmarking Institute (EBI) survey) by January 2015. Housing will distribute the next annual EBI survey in December 2014.

**Goal 5: Empower students to create a campus culture and experience that meets their changing needs.**

- Increase the number of summer camps and conferences that have an impact on University revenues.
  - Increase summer camp and conference revenue by 20% by the end of August 2014.
  - Use revenue generated to enhance residence life programming for fall 2014 and spring 2015.
- Increase overall student satisfaction and attendance at programs.
  - By fall 2014, develop new criteria for programming that capitalizes on co-sponsorship of current Student Engagement department’s programs and events to better meet student needs.
  - Increase program attendance by 10% by the end of spring 2015.

**Goal 6: Be a campus that reflects – in staff, faculty and students – the evolving diversity of society.**

- Develop and sustain relationships with underserved populations by making a concerted effort to reflect diversity in program services and offerings.
  - Obtain continuing education and training on diversity and multicultural issues for professional staff, Resident Assistants and Peer Academic Leaders on an annual basis at minimum.
The Office of Multicultural Affairs promotes an inclusive campus by creating an environment that educates, empowers and mobilizes our students, campus and community. We offer year-round cultural, social and outreach programs that provide opportunities to learn about diversity.

**Goal 1: Guarantee an applied learning or research experience for every student by each academic program.**
- Provide workforce development training to minority students.
  - By spring 2015, partner with the Office of Cooperative Education and Work-Based Learning to train 40 students to be workforce ready through workshops and seminars, and match students with a professional mentor.

**Goal 2: Pioneer an educational experience for all that integrates interdisciplinary curricula across the university.**
- Create a diverse living learning community in Shocker Hall.
  - By fall 2014, collaborate with the College of Liberal Arts and Sciences to identify a faculty member to teach WSU 101 and facilitate programs outside of the classroom.
  - By fall 2014, work with Housing and Residence Life to create a living learning community for at least 20 students and require them to enroll in a WSU 101 course with an emphasis in diversity.
- Provide supplemental programs to enhance classroom learning across all colleges and various academic departments.
  - By spring 2016, integrate supplemental diversity programming into three academic colleges, focusing on Health Professions, Education and Liberal Arts and Sciences.
- Provide support and mentorship to underrepresented students through faculty participation.
  - By fall 2017, establish a faculty mentor program linked to the Multicultural Student Mentoring Program.

**Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.**
- Expand existing programs and services the Office of Multicultural Affairs offers to returning adults and online students by utilizing current technology and media resources.
  - Collaborate with the Media Resource Center to stream events and programs online by the start of fall 2017.
  - Use Panopto to record trainings and discussions and place them on our website for others to access.

**Goal 5: Empower students to create a campus culture and experience that meets their changing needs.**
- Engage students in opportunities to create a campus culture and experience they desire.
  - By spring 2015, partner with multiple faculty researchers to develop focus groups and surveys to determine the needs and wants of our students.
  - Host town hall meetings in the Office of Multicultural Affairs each semester to receive ongoing input from students.
- Promote and facilitate student success.
  - Establish learning outcomes for our Multicultural Student Mentoring Program by spring 2015.
  - Evaluate each academic workshop to determine if topics are supporting academic success for students.
  - Using spring 2014 enrollment as a baseline, we will increase the Multicultural Student Mentoring Program enrollment by 25% in 2015.

**Goal 6: Be a campus that reflects – in staff, faculty and students – the evolving diversity of society.**
- Assess the campus climate for diversity.
  - By fall 2015, evaluate existing surveys and data relative to the campus climate.
  - Work with faculty researchers to create, distribute and compile climate survey to students by spring 2016.
- Provide diversity trainings for faculty, staff and students.
  - Use the results from the climate study as a basis for what diversity trainings are needed and implement them by fall 2018.
- Mobilize and engage multicultural alumni.
  - Partner with the Wichita State University Alumni Association and compile a list of known alumni by summer 2015.
  - Host an on campus meet-and-greet event to engage alumni by fall 2015. We will measure this by attendance and evaluation.
For over 70 years, Student Health Services has provided affordable health care for the students of Wichita State University. Student Health Services employs a staff of medical professionals who provide treatment and offer guidance in health matters to all fee-paying students.

**Goal 3: Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.**

**Goal 4: Accelerate the discovery, creation and transfer of new knowledge.**

**Goal 5: Empower students to create a campus culture and experience that meets their changing needs.**

- Reduce risk and control of health hazards that may affect the campus community, including but not limited to influenza, tuberculosis or other communicable diseases.
  - On an annual basis, monitor disease trends to provide appropriate educational programming and/or preventive measures for students and campus community.
- Foster an environment that encourages students to increase their health literacy, participate in healthcare choices and become advocates for their own health.
  - On an annual basis, plan, organize and present educational opportunities and/or outreach events on health topics relevant to the college student population, either alone or in collaboration with other campus departments or community entities. Maintain list of attendance and student feedback on events to analyze improvements/changes for presentations for the future.

**Goal 4: Accelerate the discovery, creation and transfer of new knowledge.**

**Goal 5: Empower students to create a campus culture and experience that meets their changing needs.**

**Goal 6: Be a campus that reflects – in staff, faculty and students – the evolving diversity of society.**

- Enhance student life at Wichita State University through the provision of student-centered services that focus on health promotion, preventive health care and treatment of acute and chronic illness or disease.
  - To meet the needs of the student population, annually review statistical reports, as well as illness trends for adjustment to programming required and departmental appointment schedule.

**Goal 5: Empower students to create a campus culture and experience that meets their changing needs.**

- Collaborate with the College of Health Professions and Housing and Residence Life in developing an electronic immunization tracking system to facilitate program immunization requirements and compliance with the housing meningitis requirements.
  - By the end of fall 2014, train Student Health staff on immunization entry into Banner module and immunization report retrieval available through reporting systems. Staff will work with UCATS as needed to troubleshoot any issues with data entry or reports to maximize efficient use of the immunization module.
  - Continue to enter immunization data from test groups (Housing and College of Health Professions students) into Banner Immunization Module.
  - Meet with representatives from respective departments bi-annually or as needed to verify requirements and discuss any issues on use of immunization module. Processes may need to be updated or refined to meet expanding requirements or requests from collaborating departments.
  - Annually or more often as needed, test data retrieval processes and reconfigure as needed to expand for campus wide inclusion by fall 2017.

**Goal 6: Be a campus that reflects—in staff, faculty and students—the evolving diversity of society.**

- Obtain continuing education and training on diversity and multicultural issues for Student Health staff on an annual basis at minimum.
  - Consult with the Offices of Multicultural Affairs, International Education, Disability Services and Student Involvement to review and revise marketing and educational methods/materials that are sensitive to and reflect diverse audiences.
  - Annually review and revise any existing or develop new materials beginning in December 2014.
Student Involvement

Student Involvement is committed to intentionally creating co-curricular and extra-curricular experiences which engage and develop students, resulting in a vibrant campus culture that enhances their collegiate experience. Student Involvement coordinates the Cadman Art Gallery, Civic Engagement, Fraternity and Sorority Life, Leadership, Recognized Student Organizations, Service-Learning and the Student Activities Council.

Goal 5: Empower students to create a campus culture and experience that meets their changing needs.
- Facilitate comprehension and application of student development ideals.
  - Establish a baseline and annually review functional area learning objectives to ensure progress.
  - Assess the growth of student leaders during their term with pre/mid/post evaluations.
  - Conduct evaluations after predetermined programs and retreats to measure acquisition and application of knowledge.
  - Create and offer semi-annual education on the purpose and application of student development to faculty and staff by June 2015.
- Evaluate and improve upon programs which provide opportunities for collaboration and community building among the Greek community.
  - Conduct assessment after each identified program to ensure said programs meet the needs of the evolving community.
  - Develop alumni advisory council to provide support for collegiate development, program support and alumni engagement by May 2015.
- Create service learning and fraternity and sorority life living learning communities in Shocker Hall.
  - For fall 2014, work with Housing and Residence Life to develop content, structure and marketing of the communities.
  - For fall 2015, work with the Office for Faculty Development and Student Success to develop and facilitate a WSU 101 class for the service living learning community.

Goal 6: Be a campus that reflects – in staff, faculty and students – the evolving diversity of society.
- Provide events and services each semester that reflect the increasing diverse student body as defined by event and program evaluation data.
  - Target a diverse group of students for each leadership opportunity through intentional promotional efforts.
  - Assess the needs of commuter students and formulate programs and services on those needs.
  - Strategically schedule events and services at various times and locations to accommodate a variety of scheduling and priority interests.
  - Develop programs and services that cover a variety of interests, topics and lifestyles as well as appealing to all students.
  - Provide programs formed through collaborations with other departments, organizations and faculty/staff that will expose students to the variety of experiences, viewpoints and opportunities.
  - Obtain continuing education and training on diversity and multicultural issues for staff and student leaders on an annual basis at minimum.
  - Target returning adult and online students by utilizing current technology and media resources to offer programs and trainings online by fall 2017.

Goal 7: Create a new model of assessment, incentive and reward processes to accomplish our vision and goals.
- Update and utilize departmental assessment and reports on an annual basis to ensure student needs are being addressed.
  - Analyze and evaluate assessment results.
  - Implement relevant changes derived from the results of continual assessment of programs and services.
  - Compile and disseminate information for internal reports and external data.
MISSION STATEMENT

Provide convenient and personalized assistance to connect and empower students to succeed at Wichita State University.

VISION STATEMENT

OneStop: One place for information, all the time.

AUDIENCE

Primary Audience—Current and Prospective Students
Secondary Audience—WSU Community

SCOPE

Guide students and provide information
Quality assurance monitoring
Act as intermediary between students and functional areas

GOALS

Goal 1 Improve internal communication
Goal 2 Improve external communication
Goal 3 Gather, analyze, and use data to make informed decisions for improvement/change
Goal 4 Develop a continual training program
Goal 5 Ensure SmartView/Blackboard Customer Relationship Management accuracy
Goal 6 Ensure knowledgebase content is accurate
Goal 7 Improve Interactive Voice Response based on data collected
Goal 8 Provide plan for better utilization of self-help portal
The OneStop at Wichita State University requested assistance from the Wichita State University Center for Community Support & Research (CCSR) in strategic planning for their organization. Due to being developed only last year, the OneStop had no previous strategic plan, so a one-year plan was designed through this facilitated process.

The strategic planning process was coordinated by a Design Team comprised of CCSR facilitators Joyce McEwen Crane and Scott Wituk, OneStop Executive Director Janet Brandes, and Rick Muma, Associate Vice President for Academic Affairs.

The strategic planning process began with a working meeting of stakeholders on March 4th and concluded on March 26th with a working meeting with the OneStop staff and Rick Muma.

**Stakeholder Meeting**

On March 4th, a group of staff and stakeholders were invited to a working session to gather data necessary to formulate a strategic plan for the OneStop office. In attendance were: Rick Muma, Janet Brandes, OneStop Specialist Lisa Hansen, OneStop Specialist Lori Evans, Outreach Admissions Coordinator Krissy Archambeau, Director of Student & AR Fiscal Operations Robyn Bongartz, Assistant Director of Student Service and Outreach Julie Scott, Academic Advisor Janelle Darr, Associate Registrar Michelle Barger, Director of Systems Development Brett Morrill, Executive Director of Online Learning Mark Porcaro, Director of the Office of Student Success Kim Sandlin, Assistant Director of Adult Learning Lisa Hilt and Director of Media Resources Center John Jones.

After the stakeholders were welcomed and the purposes of the day reviewed, the group was invited to participate in a series of activities where their input was recorded. For all activities, the area of their discussion and idea focus was described. Throughout the day, the group worked in pairs or small groups to generate their responses.

Following a short break, the work shifted to focusing on crafting a vision and mission statement. Ideas were generated for each statement separately and discussed. Participants were encouraged to formulate cohesive statements from those ideas as time allowed. The staff of
OneStop will took these ideas forward to craft the official vision and mission statements in their next facilitated meeting.

Finally, participants were asked to give consideration to all of the ideas collected prior to the break and to begin to name strategic directions that already exist and strategic directions that should be pursued in the next year. They were then asked to vote for their top ideas for the staff to consider as they choose their strategic priority areas for the next year. The OneStop staff considered those ideas as they formed their actions steps for the coming year.

**Staff Meeting:**
On March 24th, the staff of OneStop and Rick Muma met with CCSR facilitators to work intensively on crafting the vision and mission statement and to begin the outline of a strategic plan for the next year.

**Vision Statement**
Participants were redirected to the proposed wording from the stakeholder group for the vision statement and asked to play with the ideas/concepts in order to come up with a broad-based, long-term, inspirational and easy-to-communicate vision statement. The words that seemed important to participants were: connect, empower, student focused support, quick answers, personalized help, convenience, and centralized information.

The statement that participants decided to consider word-smithing for a vision statement is “OneStop: one place, all questions, all the time.”

**Mission Statement**
Participants were redirected to the proposed wording from the stakeholder group for the mission statement and asked to play with the ideas/concepts in order to come up with a mission statement that clearly states what is going to be done, why, and by whom.

Two key ideas emerged to be considered, with the second statement being more strongly considered by participants.

- Connect and empower students by providing convenient and personalized support
- Provide convenient and personalized assistance to connect and empower students to succeed at Wichita State University

**Priority areas**
To introduce the task, participants were given an example of what a strategic plan might look like. With this format in mind, they were encouraged to review the documents on strategic priorities and trends/opportunities/challenges gathered at the (previous) stakeholder meeting and to begin to name priority areas for focus for the next year for OneStop. The group was able to agree on three strategic priority areas on which to focus. These areas included:

- Define the audience, boundaries, and scope [for OneStop]
- Increase utilization and satisfaction
- Knowledgebase and technology enhancements

The group was also able to develop some specific strategies for each of these three priority areas, and in some cases, specific action steps to take. It is anticipated that the staff will work on completing this document by developing specific action steps for each strategy listed. Listed below is an outline of this plan. In the appendix, the outline is translated into a strategic planning document that the team can use to track their work.
1. Defining audience, boundaries, and scope
   a. Internal discussion and communication
      i. Discuss and define audience, boundaries and scope at a staff retreat
      ii. Utilize staff meetings to discuss updates
      iii. Develop template for staff meetings (for purposes of improving communication)
      iv. Explore implications of taking over x.3456
   b. External communication
      i. Gather and centralize information from functional areas regarding events, mailings, etc. into one place.
      ii. Communicate our boundaries, audience & scope to the functional areas, faculty, staff, support services and students
         1. Communicate at quarterly meetings with functional areas
         2. Utilize University communication channels (e.g. WSU today, Senates, Student Government, Housing, Orientation Programs, etc.)
         3. Host a social event for functional areas and ancillary areas to build relationships/impart information
      iii. More formalized communication with upper administration about OneStop (Rick Muma)

2. Increase utilization and satisfaction
   a. Analyze and use data to inform needs for improvement/changes
      i. Conduct student focus groups
      ii. Conduct faculty and staff focus groups
      iii. Intentionally synthesize and examine all sources of data at staff meetings
   b. Partner with new student involvement events and organizations
   c. Partner with existing student involvement events and organizations (e.g. Student Government Association, Recognized Student Organizations, etc.)
   d. Host and participate in campus events

3. Knowledgebase and technology enhancements
   a. Audit user data we are interfacing and look at data we allow Blackboard to have access to for SmartView to make sure it meets our business process needs
   b. Knowledgebase audit (provide additional screen shots and update information)
   c. Simplify Interactive Voice Response based on data
   d. Provide plan for better utilization of Self Help Portal

**Recommendations**
The following steps are recommended for the OneStop staff:

1. Review the draft plan and adjust language to reflect any progress or decision made since the planning session.
2. Assign responsible for each task and set target dates for completion of tasks. Incremental steps to accomplish a task may be necessary and reviewed often.
3. Present the adjusted plan to the original stakeholders for feedback, buy-in, and to identify areas for partnership to get the work done.
4. Use this plan as a “working document” guided by the strategic priorities. This report is provided in a Microsoft Word document so that the strategic plan portion may be easily modified and updated as needed. To help the strategic plan stay useful, consider using a portion of each staff meeting to update progress on the plan. Track progress by making the updates electronically on the document, deleting items as they are accomplished and adding new objectives and associated actions as they are determined. CCSR is available to demonstrate this “course correction” approach to strategic planning.

5. Follow-up with CCSR in about 6 months for an additional check-in about how the planning document is working and make adjustments as needed.

WSU CCSR enjoyed working with the OneStop office on its strategic planning process. We observed an organization with many significant stakeholders, all of whom care deeply about the office’s future. We saw strong commitment to honoring the value of the vision and mission of the OneStop.

*Wichita State University’s Center for Community Support & Research (CCSR)* is dedicated to improving the health of Kansans through leadership development, organizational capacity building, and community collaboration. CCSR’s skilled staff works directly with community coalitions, nonprofit organizations, government entities, health and human services organizations, and self-help groups.

Want to know more about this report? Contact Joyce McEwen Crane at joyce.mcewencerane@wichita.edu.
APPENDIX
OneStop Strategic Plan Action Steps

Priority Area #1: Define and communicate audience, boundaries, and scope

Strategy #1: Internal Communication

Develop template for staff and strategic meetings for purposes of improving communication

Action Steps

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Center for Community Support and Research to get template for new staff meeting agenda</td>
<td>Completed</td>
</tr>
<tr>
<td>Create template for strategic planning meeting</td>
<td>Completed</td>
</tr>
</tbody>
</table>

Operationalize taking over x.3456

Action Steps

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with Telecom to view/discuss current operator set-up and process</td>
<td>Completed</td>
</tr>
<tr>
<td>Arrange meeting with architect to determine appropriate office set-up for new staffing</td>
<td>Completed</td>
</tr>
<tr>
<td>Update Telecom with plan for x.3456</td>
<td>Completed</td>
</tr>
<tr>
<td>Confirm budget for staffing and furniture to operate x.3456 within OneStop</td>
<td>Completed</td>
</tr>
<tr>
<td>Order necessary modular furniture/equipment</td>
<td>Completed</td>
</tr>
<tr>
<td>Determine back-up plan for operator lunch/breaks/vacation/sick leave</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Hire new staff for operator position</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Train new x.3456 staff</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Move x.3456 from Telecom to OneStop</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Provide ongoing training; monitor for quality</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Develop and formalize standard operating procedures within OneStop

Action Steps

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop and finalize list of Standard Operating Procedures (SOP) topics for discussion</td>
<td>Completed</td>
</tr>
<tr>
<td>Research and decide on SOP manual type/style</td>
<td>Completed</td>
</tr>
<tr>
<td>Schedule meetings to discuss topics</td>
<td>Completed</td>
</tr>
<tr>
<td>Delegate topics for each staff member to type for manual</td>
<td>Completed</td>
</tr>
<tr>
<td>Deadline for SOP topics to be developed</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Hold meeting to discuss OneStop SOP and uses</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Review SOP for updates</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**Strategy #2: External Communication**

**Gather and centralize university information regarding events, mailings, etc. into one place**

**Action Steps**

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register for Event Management System (EMS) and review site</td>
<td>Completed</td>
</tr>
<tr>
<td>Develop a comprehensive list of frequently requested phone numbers</td>
<td>Completed</td>
</tr>
<tr>
<td>Communicate with all university departments requesting they provide OneStop with information about events, orientations, testing, meetings, etc. especially since we will be taking over x.3456</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Develop computerized calendar for information not contained in EMS available for everyone to access</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Identify and request access to listservs, ShockerBlast, etc.</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Continue to assess and communicate need for calendar dates</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**Gather and centralize information from functional areas regarding events, mailings, etc. into one place**

**Action Steps**

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request event calendars from each functional area</td>
<td>Completed</td>
</tr>
<tr>
<td>Request inventory transfer for physical calendar</td>
<td>Completed</td>
</tr>
<tr>
<td>Request calendar to be mounted in Director’s Office</td>
<td>Completed</td>
</tr>
<tr>
<td>Enter events to physical calendar &amp; hard copy to have available for agents</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Coordinate ongoing communication with functional areas to stay up-to-date on events</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>

**Communicate our boundaries, audience, and scope to functional areas, faculty, staff, support services and students**

**Action Steps**

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop annual communications plan</td>
<td>Completed</td>
</tr>
<tr>
<td>Task</td>
<td>Status</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Review and approve communications plan</td>
<td>Completed</td>
</tr>
<tr>
<td>Communicate at quarterly meetings with functional areas</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Attend fall and spring new faculty, unclassified professionals and university support staff orientations</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Attend Student Government Association meeting in fall</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Provide communications through WSU Today</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Coordinate in student/faculty outreach and awareness activities</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Transition mentors - request shadowing of OneStop</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Hold Outbound webinars</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Participate in advisor groups (e.g. Advisor Council, Academic Advisor Consortium, The Advising Network)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Monitor communications plan progress and assess outcomes to determine future plan/participation</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Determine feedback tool for events evaluation</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Further develop relationships with functional areas and ancillary areas to impart information**

**Action Steps**

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue meeting with Student Accounts on a bi-weekly basis</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Attend department staff meetings with Student Accounts on a weekly basis when possible.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Enhance relationship with Online, Adult Learning and Military/Veterans through creating Knowledgebase (KB) articles and cross-listing current KB articles</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Work with E-Learning Services (eLS) on KB articles and issues that may arise</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Discuss the realignment of functional area liaisons</td>
<td>Completed</td>
</tr>
<tr>
<td>Reassign functional area liaison responsibilities</td>
<td>Completed</td>
</tr>
<tr>
<td>Host year in review event and invite all functional areas to see where we started, where we are now (data), and where we aspire to be next year</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Coordinate ongoing meetings with functional areas to cultivate communication and partnerships</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Work with Blackboard Student Services to discuss ways to change the formatting</td>
<td>Spring</td>
</tr>
</tbody>
</table>
of information pulling from Banner into SmartView for student accounts so information is easier to read 2016

Run report for August 2015 and provide to Student Accounts to review the number of calls that were transferred to their department from Blackboard Completed

Go-live for Student Accounts Spring 2016

**Develop more formalized communication with upper administration about OneStop**

**Action Steps**

<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Send email to Student Success to get example of Annual Report</td>
<td>Completed</td>
</tr>
<tr>
<td>Review report format and what we need to include</td>
<td>Completed</td>
</tr>
<tr>
<td>Review data needed for report</td>
<td>Completed</td>
</tr>
<tr>
<td>Meet with Mark Porcaro to review data and put together report</td>
<td>Completed</td>
</tr>
<tr>
<td>Finalize report data</td>
<td>Completed</td>
</tr>
<tr>
<td>Design report</td>
<td>Completed</td>
</tr>
<tr>
<td>Present report to Rick Muma</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Priority Area #2: Increase utilization and satisfaction**

**Strategy #1: Gather, analyze and use data to inform needs for improvement/changes**

**Conduct student, faculty, and staff focus groups**

**Action Steps**

<table>
<thead>
<tr>
<th>Task</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine purpose and timing of focus groups for academic year 2015-16 and develop tentative agreement with consultant</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Develop and confirm scope of work for focus group to include the number, timing and budget for focus groups</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Contract with consultant conduct focus groups</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Work with consultant to develop questions</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Arrange for logistics for focus groups (i.e. location, times, rooms, equipment needed, refreshments, incentives)</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Conduct focus groups</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>In conjunction with consultant, analyze and interpret results to make recommendations for improvements with OneStop</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Provide appropriate feedback/recommendations to Blackboard</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>

**Conduct online survey of students’ perceptions of OneStop**

**Action Steps**

<table>
<thead>
<tr>
<th>Action</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with Mark Porcaro to discuss options for online survey</td>
<td>Completed</td>
</tr>
<tr>
<td>Develop questions for survey</td>
<td>Completed</td>
</tr>
<tr>
<td>Send questions to company to design survey</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Send out survey to students</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Compile responses and analyze study data</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Report findings to Rick Muma (possibly functional areas and Blackboard as well)</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>

**Review and evaluate operational data of OneStop**

**Action Steps**

<table>
<thead>
<tr>
<th>Action</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request access for Google Analytics and Pentaho for reporting, as well as access for Mark Porcaro to Blackboard Customer Relationship Management (BbCRM) reports</td>
<td>Completed</td>
</tr>
<tr>
<td>Request Student Help Portal information from Blackboard and follow-up</td>
<td>Completed</td>
</tr>
<tr>
<td>Define points of Student Help Portal evaluation for data</td>
<td>Completed</td>
</tr>
<tr>
<td>Review data provided</td>
<td>Completed</td>
</tr>
<tr>
<td>Meet with Mark Porcaro to discuss data</td>
<td>Completed</td>
</tr>
<tr>
<td>Present findings to Rick Muma via annual report</td>
<td>Completed</td>
</tr>
<tr>
<td>Request Interactive Voice Response (IVR) from Blackboard and evaluate</td>
<td>Completed</td>
</tr>
</tbody>
</table>

**Strategy # 2: Develop a continual training program for OneStop**

**Plan for Blackboard Student Services Agent training**

**Action Steps**
Work with Blackboard to start “Bootcamp” to be used in new agent training as well as refresher for current agents | Completed

Set supplemental training calendar to go along with event/communication plans of departments | Completed

Seek input from Blackboard as to what agents find most beneficial in training | Completed

Based on feedback from Blackboard, develop standard format of trainings | Completed

**Plan for WSU staff training**

**Action Steps**

| Develop plan for new staff training for BbCRM and SmartView | Fall 2015 |
| Develop plan for refresher training for BbCRM and SmartView | Fall 2015 |
| Schedule new and refresher trainings for upcoming academic year based on department feedback | Fall 2015 |

**Plan for OneStop Office staff training**

**Action Steps**

| Customer service training procedures for x.3456 and student assistants | Fall 2015 |
| Create binder for office procedures documents | Fall 2015 |
| Create a common training sessions document for new staff | Fall 2015 |
| Use previous How to Guides for programs (BbCRM, SmartView, Client Support, etc.) to make a more user friendly version | Fall 2015 |

**Priority Area #3: Improve tools and resources**

**Strategy #1: Ensure SmartView/BbCRM accuracy**

Audit and review user data we allow Blackboard to access for SmartView to make sure it meets our business process needs

**Action Steps**

| Review each tab in SmartView for accuracy | Spring 2016 |
| Review data being pulled to ensure correct tables | Spring 2016 |
| Discuss possible additions or deletions to streamline SmartView | Spring 2016 |
Discuss current practice for uploading user data (frequency, timing)  

<table>
<thead>
<tr>
<th>Update drop-down options in tickets for agents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Steps</strong></td>
</tr>
</tbody>
</table>
| Review current drop-down options and decide on possible updates  
| Completed                                      |
| Send recommended updates to functional areas for approval  
| Completed                                      |
| Send recommended updates to Blackboard  
| Fall 2015                                      |
| Develop training documents for new drop-down options  
| Fall 2015                                      |
| Communicate changes to functional areas and Blackboard agents  
| Fall 2015                                      |

**Strategy # 2: Ensure KB content is accurate**

**Perform audits with functional and ancillary areas**

<table>
<thead>
<tr>
<th>Action Steps</th>
</tr>
</thead>
</table>
| Schedule meetings with Blackboard and functional areas to review KB audit for Records & Registration  
| Completed |
| Schedule meetings with Blackboard and Student Accounts to review KB  
| Fall 2015 |
| Work with Blackboard on new formatting of KB articles - descriptive (key) words vs. several questions  
| Completed |
| Work with Online Learning to develop comprehensive KB articles  
| Completed |
| Work with Adult Learning to develop comprehensive KB articles  
| Completed |
| Work with Blackboard Student Services to find a way to have a printer-friendly version of KB articles  
| Spring 2016 |
| Review all KB articles and add links within long articles so that agents can easily jump to the information needed to assist the caller, and add “Back to Top” after each area  
| Fall 2015 |

**Strategy # 3: Improve IVR based on data**

**Coordinate with Blackboard Student Services for improvements**

<table>
<thead>
<tr>
<th>Action Steps</th>
</tr>
</thead>
</table>
| Hold IVR review/analysis meeting with Blackboard  
| Completed |
| Review IVR call flow to identify areas of improvement, both for immediate change  
| Spring |
and for Student Accounts “Go Live” 2016

<table>
<thead>
<tr>
<th>Task</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore Engineering advising needs for IVR</td>
<td>Completed</td>
</tr>
<tr>
<td>Work with Blackboard to implement changes in IVR scripting</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Update IVR call flow to include Student Accounts</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>

**Strategy # 4: Provide plan for better utilization of Student Help Portal**

**Coordinate with Blackboard Student Services for improvements**

**Action Steps**

<table>
<thead>
<tr>
<th>Task</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct Student Help Portal review/analysis meeting with Blackboard</td>
<td>Completed</td>
</tr>
<tr>
<td>Review data in Google Analytics on Student Help Portal usage</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Identify areas for improvement in Student Help Portal, e.g., keyword searches, separating eLS articles to improve search results</td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Implement changes to Student Help Portal as necessary</td>
<td>Spring 2016</td>
</tr>
</tbody>
</table>
Office for Workforce, Professional & Community Education

Academic Year 2016 - 2017
# Table of Contents

- **Summary** ........................................... Page 3
- **WPCE Operational Summary** .................. Page 3
- **Organizational Structure** ....................... Page 4
- **Departments** ........................................ Page 5
- **Vision Statement** ................................... Page 6
- **Mission Statement** ................................. Page 6
- **Value Statements** ................................. Page 6
- **SWOT Analysis** ..................................... Page 7
  - **Workforce Analysis** ............................. Page 7
  - **Conference Office Analysis** .................. Page 8
  - **Community Education Analysis** .......... Page 9
  - **Metropolitan Complex Analysis** .......... Page 10
- **Goals** .............................................. Page 11 - 13
In 1994, the Division of Continuing Education was split into two separate functional areas. The credit outreach area became Academic Outreach and our area, remained the Division of Continuing Education. Our areas of responsibility were the Office of University Conferences and Non-Credit Programs and the Marcus Center. The Office of University Conferences and Non-Credit Programs provided continuing education for professionals in need of relicensure, contract training for business and industry, and educational conferences, workshops and seminars for licensed professionals. The Marcus Center provided community education programs and rental space for University and community programs and events. In 1997, the Division of Continuing Education moved from the main campus to the WSU Metropolitan Complex and the Division was tasked with management of the WSU Metropolitan Complex as well. In 2000, the Marcus Center closed and the community education programs moved to the Metropolitan Complex. In 2008, responsibility for the coordination of commencement was added.

In April 2015, the Division of Continuing Education was reorganized and renamed the Office for Workforce, Professional and Community Education (WPCE) and the responsibility for workforce education was added. The WPCE also remains responsible for conferences, non-credit programs, the Metropolitan Complex, commencement, and community education. In its current role, the WPCE connects regional business and industry; military and government; community and technical colleges; associations and professional organizations and non-degree pursuing students with University resources that meet their desire for enhanced learning and workforce development.
DEPARTMENTS

Workforce

Workforce programs bolster local economic development by connecting regional business and industry; military and government; community and technical colleges; associations and professional organizations and non-degree pursuing students with University resources that can provide high-quality, cost effective, short-term, career-relevant training solutions, as well as academic programs and certifications that meet their desire for enhanced learning and workforce development.

Conferences

Conference and professional development programs provide a means for the University to meet the continuing education needs of our graduates and other licensed professionals. Our professional meeting specialists custom design conference/meeting packages that meet the university and community needs.

Community Education

The Community Education program allows community members to explore a wide range of subjects from history and contemporary issues to languages, literature and the arts—without the pressures of exams, grades or admission requirements. Personal enrichment classes are designed to engage the community and provide an opportunity for lifelong learning.

Metropolitan Complex

The Eugene M. Hughes Metropolitan Complex is home to University offices and conference/meeting rooms. The facility has conference and meeting rooms of various sizes, including a 1,700 seat auditorium, which are available for use and rental by the University and by the community.

Commencement

The Commencement Office plans and manages Wichita State University’s annual commencement ceremonies to help celebrate the promise and outstanding achievements of our new graduates. Commencement is not included in the Strategic Plan because decisions regarding commencement are made at the executive level.
Vision

The vision of the Office for Workforce, Professional & Community Education is to provide non-degree seeking students innovative education and training that builds new skills, advances careers and provides personal enrichment.

Mission

The Office for Workforce, Professional and Community Education (WPCE) will connect business, industry, governmental entities and the community with University resources that provide high-quality, cost effective, short-term, career-related training solutions, academic programs and certification that meet the need for enhanced learning and workforce development.

Value

The Office for Workforce, Professional and Community Education strives to provide high quality customer service to our stakeholders. Below are the specific value statements each area embodies as they relate to our clients, staff and business function of that area.

Quality ➔ We strive to provide a high level of quality and expertise through outstanding customer service to our clients.

Collaboration ➔ We are committed to a culture of teamwork and collaboration.

Accountability ➔ We strive to be accountable for our actions and resources to ensure success of the programs we are responsible for.

Inclusiveness ➔ We respect people, value diversity and are committed to equality.

Innovation ➔ We strive to be open to change, utilize best practices and constantly reevaluate our business practices.
WORKFORCE SWOT

THREATS
• Not currently generating profit
• Competition
• Somewhat distressed economy where people are finding it harder to part with their money
• Not a priority for IT support; therefore, we have no ticketing system or catalogue
• Lack of testimonials

OPPORTUNITIES
• Marketing
• Innovation Campus
• We can set the course
• Conference relationships and building relationships
• Become a national leader with badges
• Use new relationships to gain new conference clients
• Because it’s new, workforce has the attention of the President and others - use this as a platform to share about our other areas.

STRENGTHS
• New
• Exciting that we can make it what we want
• Workforce concept fits nicely with this office’s existing experience
• It has the potential to generate revenue
• Good timing to work with the Innovation Campus.
• Because of the economic downturn and a stronger focus on college ROI, it is a good time to develop workforce initiatives at WSU.
• The Workforce Office will help build relationships with other areas
• Because of our involvement in workforce, we will learn more about credit
• There is a need and demand for workforce training in the community
• Wichita is home to industries that can afford Workforce training for their employees
• Workforce Initiatives support graduates
• Makes WSU truly a place for lifelong learning
• Market-Based Tuition

WEAKNESSES
• New
• It has yet to be defined
• It is not (yet) self-sustaining
• Lack of staff
• Lack of knowledge about workforce
• We don’t have the established relationships that we need within the community
• Because it is not yet generating revenue there is no real budget

How can our strengths reduce the likelihood of threats?
1. We need to spend time defining and putting a plan together about what we want to offer.
2. Need to finalize a structure for badges so we can become the national leader in for-credit badge programming.
3. Look for more technical training topics for badges.

How do we use our strengths to take advantage of opportunities?
1. We can use the market-based tuition to help us take advantage of marketing opportunities.
2. We need to research our target markets and capitalize on custom marketing options.
3. Utilize WSU Social Media pages to build our page and share information.

What can we do about weaknesses to make the threats less likely?
1. Research and create the proper pricing structure for badges, contract training, etc.
2. Follow-up with IT about workforce needs that will help build our program faster.

How do we overcome weaknesses that could prevent us from taking advantage of opportunities?
1. Provide training opportunities on academic credit procedures.
2. Offer new value-added services as part of workforce (i.e. follow-up programming, tangible course materials, well-known instructors, etc.)
3. Take advantage of new Market Based Tuition opportunities.
### CONFERENCE OFFICE SWOT

<table>
<thead>
<tr>
<th>THREATS</th>
<th>OPPORTUNITIES</th>
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<tbody>
<tr>
<td>• Conference Policy – it could be viewed as negative if people feel “forced” to work with us&lt;br&gt;• An external lack of understanding about what it is that we offer and can provide&lt;br&gt;• Possible loss of facilities&lt;br&gt;• Conferences income is not guaranteed&lt;br&gt;• Marketing limitations&lt;br&gt;• University policies and procedures&lt;br&gt;• Competition</td>
<td>• Innovation Campus&lt;br&gt;• Becoming knowledgeable about the &quot;credit world&quot; to make us more diverse&lt;br&gt;• Because we have a “fresh set of eyes” when it comes to credit, we might have the opportunity to help streamline processes&lt;br&gt;• Marketing&lt;br&gt;• Develop relationships that have potential for new business&lt;br&gt;• The addition of the new Conference Policy will give us more visibility and make us the point-of-contact for all University-related conferences</td>
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<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
<th>How can our strengths reduce the likelihood of threats?</th>
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<tbody>
<tr>
<td>• Organized&lt;br&gt;• Think outside the box&lt;br&gt;• Team effort: we work well together&lt;br&gt;• Reputation for providing excellent work&lt;br&gt;• Conferences generate revenue&lt;br&gt;• We offer services to a variety of audiences&lt;br&gt;• We are multi-taskers and cross-trained&lt;br&gt;• Efficient&lt;br&gt;• Flexible&lt;br&gt;• We have built good relationships&lt;br&gt;• Knowledgeable&lt;br&gt;• We provide outstanding customer service&lt;br&gt;• We are detail oriented</td>
<td>• We have not (because we could not) marketed our conference services&lt;br&gt;• Not good about following up on post-conference tasks&lt;br&gt;• Our off-campus location has hindered our visibility within the University (out-of-site, out-of-mind)&lt;br&gt;• Because we have a small staff, there are limits to the services we can provide&lt;br&gt;• Our lack of training on Enrole is hindering our daily tasks, making them take longer and possibly less accurate&lt;br&gt;• Lack of knowledge about Banner system and how our systems connect with it&lt;br&gt;• Lack of involvement in the &quot;credit world&quot; hinders our knowledge of providing credit opportunities for conferences</td>
<td>1. Promote each of our individual strengths and experiences to educate others about the wealth of knowledge within our Conference Office.&lt;br&gt;2. By educating more people about what we do, hopefully new clients will offset the conferences we lose.</td>
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<th>HOW DO WE USE OUR STRENGTHS TO TAKE ADVANTAGE OF OPPORTUNITIES?</th>
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<tr>
<td>1. Our strengths &amp; experiences will make it easy to produce informative marketing materials.&lt;br&gt;2. By increasing our knowledge of credit programs, we could provide new services for our conference clients.&lt;br&gt;3. Utilize existing relationships to look for new conference opportunities.&lt;br&gt;4. Participate in more campus activities to gain visibility and show team work.</td>
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<th>WHAT CAN WE DO ABOUT WEAKNESSES TO MAKE THE THREATS LESS LIKELY?</th>
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<tr>
<td>1. Create standard templates and to-do lists for post-conference follow-up tasks to make us more efficient and consistent in this area.&lt;br&gt;2. By increasing our knowledge of credit programs, we could open new services for our conference clients.&lt;br&gt;3. Each of us needs to learn more about Enrole so that our daily tasks take less time and we can spend more time focusing on new services.&lt;br&gt;4. Use the visibility gained from the Conference Policy to educate others about the benefits of working with a professional conference office.</td>
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<th>HOW DO WE OVERCOME WEAKNESSES THAT COULD PREVENT US FROM TAKING ADVANTAGE OF OPPORTUNITIES?</th>
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<tbody>
<tr>
<td>1. Provide more staff training for Enrole and credit initiatives.&lt;br&gt;2. Offer new value-added services to retain more clients.&lt;br&gt;3. Look at possible new marketing guidelines.</td>
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## COMMUNITY EDUCATION SWOT

### STRENGTHS
- We offer a variety of classes
- Quality of our classes
- We have a loyal audience
- Because we are noncredit, we have the flexibility to react to our market
- Positive reputation
- We think outside the box when it comes to classes, programs, timing, instructors, scheduling, etc.
- We strive to meet community needs
- Gives our faculty opportunities to try new ideas
- We have access to the Metropolitan Complex for space
- Our staff is physically present during the classes, in case any issues arise
- Strong ideas come from brainstorming sessions with our staff

### THREATS
- Competition (Parks & Rec)
- Possible loss of facilities
- Lack of quality instructors
- Wichita Eagle declining circulations
- Economy

### WEAKNESSES
- Can be difficult to identify quality instructors
- Marketing needs to be updated
- We need to attract a broader customer base
- Location of the west and south campus
- Cooking classes tend to be popular, but we do not have a cooking facility for instructors
- We need to focus on long-term planning
- Losing revenue by not offering classes during the summer months
- Income is inconsistent

### OPPORTUNITIES
- Rethink marketing/advertising strategies (update flier/look for better options for distribution)
- Use University social media to increase our audience
- Use Community Education as a way to cross promote our other offices
- Add summer programming
- Offer more Saturday morning classes

### HOW CAN OUR STRENGTHS REDUCE THE LIKELIHOOD OF THREATS?
1. Create a plan for future offerings.
2. Look at future opportunities to partner with the Innovation Campus to establish on-campus relationships.

### HOW DO WE USE OUR STRENGTHS TO TAKE ADVANTAGE OF OPPORTUNITIES?
1. Focus marketing campaigns around the instructor’s brand rather than the class.
2. Code marketing materials and track demographics
3. Add summer programming.

### WHAT CAN WE DO ABOUT WEAKNESSES TO MAKE THE THREATS LESS LIKELY?
1. Reach out to other University Offices that use Social Media and plan “SHARE” campaigns.
2. Be more proactive in our PR efforts – use the Alumni Magazine & online newsletters.
3. Provide more specific information about our classes in WSU Today.

### HOW DO WE OVERCOME WEAKNESSES THAT COULD PREVENT US FROM TAKING ADVANTAGE OF OPPORTUNITIES?
1. Produce a “You Can Teach” campaign and market to faculty to solicit their ideas.
2. Offer new value-added services as part of workforce (i.e. follow-up programming, tangible course materials, well-known instructors, etc.)
# Metropolitan Complex SWOT

## Threats
- There are increasing numbers of event and meeting room rental spaces in the Wichita area.
- RSC has updated technology and facilities recently.
- Don’t know how the Innovation Campus will impact this facility.
- Catering requirements for the campus limit options for renters.
- Perception that the building is empty and not being used.

## Opportunities
- Marketing opportunities are available for the building.
- Centralized scheduling
- New director is reviewing business practices and pricing schedule.
- There may be opportunities to create innovative conference and MX pricing combinations.
- Strategic partnerships with WATC and the Innovation Campus.

## Strengths
- We have at door parking.
- We provide a high level of customer service to our clients.
- There are physical plant staff on site for setup and to handle issues that arise.
- There is a variety of meeting room spaces in the building so we are able to accommodate many different groups.
- We have audio visual resources available for our renters.
- The building generates revenue for multiple areas.
- Staff are present and can assist renters.
- Building is easily located near a major highway.
- The location is well known through the community.
- Provides accessible space for community education programs.

## How can our strengths reduce the likelihood of threats?
1. Marketing the high level of customer service and resources such as A/V and parking to offset competition.
2. The variety of meeting room space allows us to market to the community the range of events and meetings that can be held here.

## How do we use our strengths to take advantage of opportunities?
1. Adjusting the business practices of the building to take advantage of strategic partnerships and rental to the community.
2. We can develop marketing materials that highlight the strengths and opportunities available to University and public groups to use the Metropolitan Complex.

## Weaknesses
- Building was built as a church and not designed as a conference facility.
- Lack of directional signage.
- Lack of a visible primary entrance.
- Inconsistency in the revenue stream.
- Facility updates are not priority for administration.
- The building has only been marketed via word of mouth.

## What can we do about weaknesses to make the threats less likely?
1. Explore opportunities for signage at the Metropolitan Complex.
2. Expand the marketing of the building to ensure that both the university and the public are aware of the meeting room space and rental opportunities available.

## How do we overcome weaknesses that could prevent us from taking advantage of opportunities?
1. If opportunities for centralized scheduling arise we are prepared to provide the service.
2. Continue to provide customers with high levels of customer service so we are seen as the go to place for meeting and event rental.
3. Review opportunities to make low cost updates that enhance the usability of the facility.
GOALS

GOAL 1  Develop Badge Programs

Request a minimum of 2 new badge proposals per college per year.

Fall 2016, Workforce Department
Identify workforce educational needs that can be met by badges.

Ongoing, Workforce Department
Work with colleges to develop certificate programs that badges can stack toward completion of.

Fall 2017, Workforce Department
Develop a marketing plan and strategy for the badges.

Spring 2016, Workforce Department
Work with Instructional Design to ensure that badge courses meet HLC requirements.

GOAL 2  Increase Awareness of WSU Workforce Training Programs

Develop and launch a nationwide marketing initiative for all workforce related programs at WSU.

Spring 2017, Workforce Department
Develop a catalog of University workforce training programs.

Fall 2017, Workforce Department
Develop and maintain a training calendar.

Ongoing, Workforce Department
Develop and maintain a website that includes information and links to all areas of the University that provides workforce training.

Fall 2016, Workforce Department
GOAL 3  Identify Training that Employers Value

Survey area employers to identify training needs.

Fall 2016, Workforce Department

Work with internal and external advisory councils for the purpose of sharing information on innovative approaches, new technologies, skills training, and workforce and economic development needs locally, regionally, and statewide.

Spring/Summer 2016, Workforce Department

Use this information to create new program and initiatives for workforce programming.

Spring 2017, Workforce Department

GOAL 4  Provide Programming Accessible to all Area Senior Citizens

Offer educational programs at residential facilities and senior centers throughout the city.

Ongoing, Lifelong Learning

Offer incentives to lifelong learning students who apply and register prior to the 20th day of classes.

Fall 2016, Lifelong Learning

Scholarship application and workshop fees.

Ongoing, Lifelong Learning

GOAL 5  Increase WSU's Contract Training Market Share

Market WSU contract training.

Fall 2018, Workforce Department

Identify faculty and staff who are content experts.

Spring 2018, Workforce Department

Utilize market based tuition to ensure bids are competitively priced.

Spring 2018, Workforce Department
GOAL 6  Identify Opportunities to Utilize Market Based Tuition

Define market based tuition for faculty and staff.

- Completed Spring 2016, Workforce Department

Educate employers on the benefits of market based tuition.

- Ongoing, Workforce Department

Meet with all WSU units who provide workforce training to ensure there is an understanding of how they can use market based tuition for their programs.

- Ongoing, Workforce Department

GOAL 7  Offer Professional Development, Community Education and Workforce Training Programs

Identify “hot topics” related to the general workforce.

- Spring 2017, Workforce Department

Provide programs that are open enrollment.

- Fall 2017, Workforce Department and Community Education

Offer both credit and noncredit programs that meet the needs of community and licensed professionals.

- Ongoing, Workforce, Conference, and Community Education

GOAL 8  Ensure that Programming is Reflective of the Diversity in Society

Host events at the Metropolitan complex that showcase the diversity of the university and the community. (i.e. Martin Luther King Day, International Student Events, multiple lecture series)

- Ongoing, Metropolitan Complex

Provide programming across generations to engage the community as a whole.

- Ongoing, All Offices