Introduction
During FY 2018 the Division of Administration and Finance continued to focus on supporting the strategic plan, with most efforts directed towards Community and Campus Life, and Resources, Revenues and Organizational Sustainability.

Community and Campus Life
Stacey Luster, AVP, has made great strides with her team focusing on cultural awareness and respect. Cultural awareness and respect are explicit in Worcester State University’s Mission and Core Values. The Mission emphasis on a “diverse student centered environment,” “global awareness,” and “engaged citizenship” are embellished by University’s core values, which include “diversity and inclusiveness” and “civility and Integrity.” Worcester State University’s commitment to customer service is firmly rooted in its mission and core values and is demonstrative of its fidelity to these fundamental principles.

In the employment context, customer service is embedded in all phases of recruitment, supervision and evaluation, and talent management. To the extent permitted by collective bargaining agreements, position descriptions include the following three (3) essential responsibilities:

1. Demonstrates civility and professional, customer-service oriented behavior, worthy of emulation by other staff and students;
2. Responsible for contributing to the WSU Strategic Plan; and
3. Responsible for contributing to Equal Opportunity/Affirmative Action objectives

Worcester State University regularly offers professional development, which strengthens employee skills, while emphasizing the University’s commitment to customer service. We continue to survey the campus to assess the services provided to the campus community by our departments. We have accumulated multiple year results that we have reviewed and have discussed within departments. Working with Human Resources we have offered and will continue to offer staff in all areas customer service training. In the coming year we will set aside time as a division to discuss survey results in more depth, and brain storm across departments to identify strategies to increase customer satisfaction and streamline processes. We will work with the soon to be hired Manager of Internal Controls and Risk Assessment on change management initiatives across the division.

Every year, the University also provides employees with mandatory on-line Title IX Training. In addition, all new employees receive in-person anti-discrimination and Title IX training.

As Worcester State University’s student body becomes increasingly diverse, our ability to maintain a culturally inclusive and respectful environment is essential to our continued viability. Our Five Point Plan of Action: Toward a More Inclusive Campus Climate, reinforces the principles within the strategic plan, which promote cultural awareness and respect, as follows:

1. Cultural competency training
2. Diverse hiring
3. Student engagement
4. Classroom context
5. Cross-racial interaction
In order to assess its cultural climate relating to Administrative Leadership, Student Support, and Curriculum, the University partnered with the New England Resource Center for Higher Education (NERCHE) at UMass Boston during the 2016-17 academic year. As recommended by NERCHE, the University also partnered with the National Institute for Transformation and Equity (NITE) at Indiana University to survey nearly 25% of the Undergraduate student body in the Spring 17 semester. Also as recommended by NERCHE, the University established a Campus Climate Committees (CCC) to conducted focus groups, analyze survey data and make recommendations to the President. In Spring 18, the Campus Climate Committee recommended the University take action in the following areas:

1. Institutional Committees
2. Training
3. Space
4. Procedural
5. Personnel

These recommendations are detailed in the Campus Climate Committee’s report, which was vetted and edited by the Campus Community, and awaits Presidential consideration.

**Resources, Revenues and Organizational Sustainability**

The Administrative Policy work group has re-convened and taken part in a policy training seminar. The President has charged the group to make FY 2018 the year of policy. The group is working to establish process and vet draft policy through that process. The work group is directed by Anisa Hoxha, Director of Budget, Planning and Policy Development with support from Heather LaMarche, Budget Analyst, and Deb Kuczka, Administrative Assistant.

During the year, staff was engaged in the Commonwealth’s development of a new deferred maintenance model and submitted requests for funding for the coming summer and FY 2019. We are awaiting a response to our requests. Additionally, work on expansion of the campus footprint is ongoing. There have been formal and informal discussions surrounding the Temple property that is owned by the Worcester State Foundation. The Foundation Board and University Trustees have been engaged in the discussions and the administration is evaluating various funding models to finance construction activities on the site.

The Division staff is currently collaborating with Academic Affairs in an effort to assess classroom technology and develop a master plan. This is a year-long effort that brings together Facilities and IT staff with faculty and experts in the field of classroom technology to create a technology master plan.
Introduction
The Academic Affairs Division worked cooperatively throughout the year to actively welcome, orient, and mentor 26 new faculty members who bring diversity and energy to the academic enterprise. We brought an Assistant Vice President for Assessment and Planning Dr. Sarah Strout, and an Associate Vice President for Academic Affairs Dr. Henry Theriault to the Division’s Leadership Team. Dr. Madeline Campbell joined the office as Faculty Fellow in Administration while we conducted a search for the Director of Academic Support Services position following the retirement of Gerald Sorge. The Division put forward the NEASC Interim Report in July 2017 which was received by NEASC and reaffirmed comprehensive accreditation process for 2022.

The interdisciplinary programs were served by new leaders as program area chairs which resulted in an expansion and reinvigoration of programming under Dr. Theriault’s leadership. The Provost’s Series on Democracy and Diplomacy, an idea championed and led by faculty members, produced a series of events and opportunities for student and faculty collaboration across disciplinary lines. The Division was central to the Campus Climate efforts in a year long series of forums and study.

With the help of the University Advancement/Alumni Affairs Division, the library secured funding to support faculty efforts in course redesign around open educational resources, which saved students substantial textbook costs and positively impacted the academic experience.

During the last year and the early part of this academic year, Academic Affairs, Enrollment Management, and the President’s Office continued discussion with a third party supporter regarding wholly online programs with a potential to increase students in graduate areas. Additionally, four faculty received Quality Matters training in online and hybrid course design and delivery and are enthusiastically championing further support for faculty to engage with technology. Two faculty and staff governance committees have partnered with a consultant and surveyed students and faculty regarding the shaping of classroom technology. The group’s work will result in ‘sandbox’ classroom configuration prototypes for faculty and students to experience in the fall and inform design and equipment purchases.

Increasingly, our faculty are engaged in research which requires infrastructure to support but which also can potentially attract extramural funding. Deans engaged with the A goal for next year and beyond would be to structure and enhance the ability of the University to incubate and support research agenda consistent with its mission and purposes.

An outgrowth of the concerted efforts of Enrollment Management and the funding for initiatives by Administration and Finance, has been the implementation of both Courseleaf Academic Catalog software and software to support Governance committees. Both are yielding the opportunity to review, track, and respond to change in a systematic manner and to inform decision-making in Academic Affairs.

Focus Area: Campus Climate
The Academic Affairs Division prioritized campus climate throughout its pursuit of academic excellence and strategic initiatives this academic year. In addition to co-designing (with Student Affairs) the August Leadership Retreat on cultural diversity and inclusion to begin the year, the division engaged in multiple such activities throughout the year. Speakers, films and documentaries with panels for discussion and presenters across cultures and perspectives were brought to campus to engage with students, faculty, and staff in small and large groups through co-sponsorship and strategic use of resources.
During the election season, a series of Democracy Cafes was produced by dedicated faculty members to inform the campus community about the positions of candidates on issues of the day. The academic leadership team used results of a survey to engage a day long workshop on “Handling Difficult Conversations” for academic department chairs and academic leaders, and later emphasized FERPA guidelines to the Administrative Council. The division’s faculty and staff actively participated in the NERCHE campus climate research process and events throughout the year and will continue to be leaders in advancing the conversation and the improvement of the environment.

Campus climate is inextricably linked to community, state, and national climate. Our students and faculty are engaged in each of those venues and are supported in their endeavors. Examples include: The opening of the African American History Museum in Washington, D.C., CitySpeak, The Global Action Fair, “Fake News” Panels, Inauguration activities and several marches on Washington. The Center for Human Rights sponsored multiple immigration roundtables and advisory sessions. The Latino Education Institute produced the last of a national series of GradNation Summits this spring and continues to engage with multiple school systems in improving outcomes for diverse students.

Ongoing and continual communication of the ‘good news’ regarding our faculty and student accomplishments was made possible this year through concerted efforts with the President’s Office and the use of social media. Attendance and participation at the campus events described above was clearly enhanced by this improved emphasis on climate.

**Focus Area: Academic Excellence**

A highlight of our academic excellence focus would be the 100% pass rate results for our Nursing, Occupational Therapy, and Speech Language Pathology Graduate Program in national examinations. Our faculty continue to produce scholarly and creative works which garner national and international attention and invitations, and our emphasis on student participation in research as undergraduates continues to be displayed at events both on and off-campus.

With the excellent work of the Advancement Office and the generosity of a donor, the Aisiku STEM Center was launched this year, incorporating peer assisted learning in eighteen different courses impacting over 1,000 students, and providing students with research opportunities alongside faculty.

The Math Center and the Writing Center enhanced availability of tutoring to students across math and writing intensive courses. The Math Department participated in a DHE pilot project regarding the use of high school GPA to enter two mathematics college level courses, and used results of the experience to inform participation in ensuing semesters. Additionally, math faculty were supported in studying to implement corequisite remediation for math courses and will welcome their first cohort in the fall of 2017.

In a cooperative effort with our Council of Presidents and Council of Vice Presidents, the need for the state universities to achieve the ability to offer clinical doctorate programs is being addressed with the legislative and department of education oversight bodies. For WSU particularly, the need for a clinical doctorate offering for Occupational Therapy looms large. The Occupational Therapy Department and Dean of EHNS have partnered with Salem State University colleagues to produce an updated whitepaper on a cooperative D.OT. As of this writing, the Presidents are making the case for this barrier to be overcome so that we may move forward to proposal and governance approval.
In cooperation with Administration and Finance, the Provost’s Office was able to support 30 more faculty members presenting their research at national and international conferences, a 40% increase over the prior year. Faculty-led study abroad experiences included Cuba for the first time this spring, and a steady increase in the number of opportunities for students to engage with faculty in academic and service learning experiences outside the United States continued in 2016-2017.

The Academic Affairs Division, in cooperation with Administration and Finance, engaged with a consultant (Rickes Associates) regarding academic space planning and the May St building opportunity, beginning in the summer of 2016. Systematic interviews with deans, department chairs, and academic leadership combined with an analysis of classroom and laboratory usage and specifications yielded an initial report shared with the University community in fall of 2016. Deans and faculty continue to formulate responses to the analysis regarding department groupings and faculty and student spaces towards the next phases of planning, which in 2017-2018 will also include classroom design and technology needs assessment.

**Strategic Funding in Fiscal Year 2017**

During the 2016-2017 academic year, Academic Affairs benefited from strategic priority funding pursued by Enrollment Management, particularly involving an external research and advisory service, Eduventures, which has worked with DGCE regarding ways to increase enrollment.

CAEL ($85,000) is an initiative deferred to 2018 AY, due to the budget shortfall. The CAEL initiative will aid DGCE and the Schools in assessing competency and adult learning for transfer and non-traditional students entering WSU for degree completion.

Ethnic Studies Concentration launched with an initial budget of $27,000. First courses were offered in the concentration this year, and multiple speakers and events were cosponsored.

A new Mac computer lab ($65,000) was funded to improve instruction in the communication major and was fully operational for the spring 2017 semester. A study for renovations/construction of a video studio was completed. Estimates for the studio are in the $250,000 or more range. Advancement staff and Dean will work together regarding prospects to support this endeavor.

Slightly under $100,000 was used to improve laboratory equipment in the natural sciences and in response to strategic and foundational submissions of the Biology, Chemistry, and DEEP departments.

**2016 Recommendations of the SPRC**

Last year’s submission of Strategic Planning documents reflected the nature of a plan developed during a period of leadership transition in academic affairs and a fluid external environment for higher education. As the leadership team in Academic Affairs will be fully formed by the end of this academic year, the Division intends to increase its capacity for purposeful mid and longer range planning and implementation of overarching goals. The academic deans will take a close look at the organization and affiliations of their Schools, programs, and course offerings.
Introduction
The Enrollment Management Division (EM) is pleased to provide this report on the division’s progress on the 2015-2020 Strategic Plan. This report is presented to the Strategic Plan Review Committee (SPRC) on March 5, 2018, along with a verbal discussion of institutional goals and documentation of divisional Strategic Plan priorities and metric outcomes, during the 2017-2018 academic year.

As directed by the SPRC, this report includes a report on all of the five major goals of the 2015-2020 WSU Strategic Plan, with extra consideration given to Goals #2 and #4. A great deal more information is available on all of the Strategic Plan goals and is further shared with the SPRC in verbal discussions.

In 2017, recommendations were made to the university community and specifically to the Enrollment Management Division by the SPRC Assessment of Institutional Effectiveness 2015-2016 Strategic Plan Update Report. This report includes a communication of the division’s attention and actions given to these recommendations over the last year.

The Division of Enrollment Management is glad to provide this report and proud of the efforts made during this period to support and meet the goals of the Worcester State University 2015-2020 Strategic Plan. Questions can be directed to Vice President Ryan Forsythe at 508-929-8498 or rforsythe@worcester.edu.
Goal 1: Academic Program and Excellence

As stated in last year’s EM Divisional SPRC Report, the EM division does not deliver academic programs; rather, our work is designed to enhance students’ interaction with academics through promotion, recruitment, registration, retention, etc. Goals and outcomes related to academics in EM often center on issues of program awareness, using registration data for program delivery and enhancements, enrolling appropriate numbers of students, etc.

Specifically in the 2017-2018 academic year, in collaboration with other campus departments and divisions, the Enrollment Management Division is proud to have:

- Created the beginnings of the university’s first real-time data library for weekly enrollment persistence comparisons (a goal set by the division for itself last year).

- Finished the installation of the university’s first governance and catalog management software, through an iterative and cross-divisional process. Now, all course and program governance proposals encourage the proposer and governance committees to consider the implication of all changes to LASC and other academic programs. This assures greater awareness of the results of proposals, the changes to academic programs, and the effects on students. This initiative was completed by the Divisions of Enrollment and Academic Affairs.

- Intentionally and substantially invested in DGCE marketing efforts (specifically for the Center for Business and Industry) and recruitment efforts (specifically academic program promotion and landing pages for collecting prospective student information). This initiative was completed by the Divisions of Enrollment and Academic Affairs.

- Begun the installation of software to improve the scheduling of courses, which is expected to provide students with more advantageous section options to choose from. This project is expected to be completed by Summer 2018 and is being worked on by the Divisions of Enrollment and Academic Affairs.

- Met data-informed Enrollment Management Plan Goals through cross-divisional work in the Enrollment Management Committee.

- And more…
Goal 2: Differentiation and Impact in the Wider World

Leveraging WSU’s distinctive strengths is one of the tenets of the work done in the Enrollment Management Division to enhance the university’s reputation, promote the university to its various constituencies, and recruit new students to the university for enrollment. Goals and outcomes related to this portion of the strategic plan in EM often dominate the creation of related goals in marketing, in the areas of branding, advertising, etc. Specifically in the 2017-2018 academic year, in collaboration with other campus departments and divisions, the Enrollment Management Division is proud to have:

- Capitalized on the university’s urban location by adding to the university’s promotional materials some of the many benefits of Worcester and the surrounding areas. Specifically, this manifested itself in:
  - A Worcester profile in the new printed admission recruitment materials,
  - Additional local area promotion on the university’s website, and
  - Greater promotion of the Higher Education Consortium of Central Massachusetts’ (HECCMA) cross-registration opportunities.

- Improved the articulation of the relationship between academics and workforce alignment, in all areas including the arts and humanities. This was done with:
  - The promotion of outcomes results gathered from previous WSU graduates in the WSU Postgraduate Outcomes Report, and
  - The addition of career pathway information for every academic major on the major-specific promotional website, with workforce options/likelihoods for each academic program from the U.S. Department of Labor.

- The State University Internship Incentive (SUII) was again funded by the State Legislature this year. This program provides the university with over $100,000 in funds, which are matched by the Foundation by another approximately $100,000. This $200,000+ is then used to provide funds to students to participate in internships.

- Strived to have the top-degree completion rate among the state universities in Massachusetts and beyond. In 2017, the university achieved its highest four and six year graduation rates ever for the respective first-time, full-time student cohorts. The rates were 38.8% and 55.8% respectively. Though new data is not available at the time of this report’s production on other state universities’ retention and six-year graduation rates, the following tables show statuses of all state universities for the most current cohorts (2009 for six-year graduation rate and 2015 for fall-to-fall retention rate).
## State University IPEDS Six Year Graduation Rate

<table>
<thead>
<tr>
<th>Institution</th>
<th>Cohort</th>
<th>Initial Cohort</th>
<th># of Completers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgewater State University</td>
<td>Fall 2009</td>
<td>1,453</td>
<td>841</td>
<td>57.88%</td>
</tr>
<tr>
<td>Fitchburg State University</td>
<td>Fall 2009</td>
<td>781</td>
<td>414</td>
<td>53.01%</td>
</tr>
<tr>
<td>Framingham State University</td>
<td>Fall 2009</td>
<td>719</td>
<td>403</td>
<td>56.05%</td>
</tr>
<tr>
<td>Massachusetts College of Art and Design</td>
<td>Fall 2009</td>
<td>314</td>
<td>226</td>
<td>71.97%</td>
</tr>
<tr>
<td>Massachusetts College of Liberal Arts</td>
<td>Fall 2009</td>
<td>347</td>
<td>181</td>
<td>52.16%</td>
</tr>
<tr>
<td>Massachusetts Maritime Academy</td>
<td>Fall 2009</td>
<td>296</td>
<td>212</td>
<td>71.62%</td>
</tr>
<tr>
<td>Salem State University</td>
<td>Fall 2009</td>
<td>973</td>
<td>486</td>
<td>49.95%</td>
</tr>
<tr>
<td>Westfield State University</td>
<td>Fall 2009</td>
<td>1,130</td>
<td>708</td>
<td>62.65%</td>
</tr>
<tr>
<td>Worcester State University</td>
<td>Fall 2009</td>
<td>693</td>
<td>353</td>
<td>50.94%</td>
</tr>
<tr>
<td><strong>State Universities</strong></td>
<td>Fall 2009</td>
<td>6,706</td>
<td>3,824</td>
<td>57.02%</td>
</tr>
</tbody>
</table>

## Fall to Fall Retention of First-time Degree Seeking Students – Fall 2015

<table>
<thead>
<tr>
<th>Institution</th>
<th>Fall 2015</th>
<th>% Retained at Inst</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridgewater State University</td>
<td>1,493</td>
<td>79.7%</td>
</tr>
<tr>
<td>Fitchburg State University</td>
<td>781</td>
<td>75.2%</td>
</tr>
<tr>
<td>Framingham State University</td>
<td>844</td>
<td>73.3%</td>
</tr>
<tr>
<td>Massachusetts College of Art and Design</td>
<td>293</td>
<td>89.8%</td>
</tr>
<tr>
<td>Massachusetts College of Liberal Arts</td>
<td>270</td>
<td>78.5%</td>
</tr>
<tr>
<td>Massachusetts Maritime Academy</td>
<td>385</td>
<td>85.5%</td>
</tr>
<tr>
<td>Salem State University</td>
<td>1,082</td>
<td>79.1%</td>
</tr>
<tr>
<td>Westfield State University</td>
<td>1,292</td>
<td>77.2%</td>
</tr>
<tr>
<td>Worcester State University</td>
<td>808</td>
<td>77.9%</td>
</tr>
<tr>
<td><strong>State Universities</strong></td>
<td>7,248</td>
<td>78.4%</td>
</tr>
</tbody>
</table>

## Worcester State University Retention and Graduation Data – 2008 to 2015

<table>
<thead>
<tr>
<th>Entering Class</th>
<th>Initial Cohort</th>
<th>% Retained</th>
<th>% Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>After 1st Year</td>
<td>After 2nd Year</td>
<td>After 3rd Year</td>
</tr>
<tr>
<td>2008</td>
<td>654</td>
<td>76.6%</td>
<td>65.0%</td>
</tr>
<tr>
<td>2009</td>
<td>693</td>
<td>75.2%</td>
<td>66.1%</td>
</tr>
<tr>
<td>2010</td>
<td>809</td>
<td>79.8%</td>
<td>67.3%</td>
</tr>
<tr>
<td>2011</td>
<td>790</td>
<td>78.1%</td>
<td>67.0%</td>
</tr>
<tr>
<td>2012</td>
<td>781</td>
<td>80.3%</td>
<td>68.6%</td>
</tr>
<tr>
<td>2013</td>
<td>775</td>
<td>81.9%</td>
<td>70.0%</td>
</tr>
<tr>
<td>2014</td>
<td>785</td>
<td>77.2%</td>
<td>67.6%</td>
</tr>
<tr>
<td>2015</td>
<td>808</td>
<td>77.9%</td>
<td></td>
</tr>
</tbody>
</table>

Note: Calculations are based on adjusted cohorts, which excludes deceased students.
Though retention and graduation successes can rarely be attributed to any one effort, a few notable retention and graduation efforts that occurred during this year included:

- A streamlined graduation process in the Registrar’s Office that now includes an online Intent to Graduate Form and has doubled the number of communications to students with Intents to Graduate in progress and their advisors,

- The development of the university’s most sophisticated, timely, and useful retention and persistence reports ever, with greater information about real-time student registration and persistence than the university has ever experienced.

- The Success Coach program, which pairs marginally-at-risk students with faculty or staff mentors at the time of first enrollment, provided a small amount of measurable success in improving retention rates of Fall 2016 enrollees. Due to staffing changes, this program was not in place for Fall 2017 enrollees. With the new retention staff in place, the program will be revised, improved, and again instituted for Fall 2018 enrollees.

- With a belief that early alert and the benefits of a student’s support ecosystem are both positive contributing factors in affecting student persistence, the Starfish Early Alert system continues to be a staple of the university’s retention efforts.
Goal 3: Enrollment, Retention, and Student Success

As the recruitment, enrollment, and success of students is the mission of the Enrollment Management Division at Worcester State University, this Strategic Plan Goal is where much of the division’s energy and efforts are focused. Though this goal is not a focus of the SPRC this year, a few initiatives, which have been worked on with other university divisions, include:

- Completion of the acquisition, installation, and first use of the university’s first Customer Relationship Management software (CRM), which has already improved the frequency and quality of the university’s communications to prospective students.

- Completion of the proposal, approval, and first use of a new scholarship targeted at recruiting out-of-state students, which is expected to increase the university’s reach to new student populations outside of Massachusetts.

- Engaged with the Art & Science Group on the university’s first positioning study, which is expected to provide the university with guidance on its future position in the crowded higher education market.

- Entered the university’s first use of SAT optional admission for applied students, which is expected to open access to additional and more diverse student populations.

- Completion of numerous new promotional and recruitment brochures, including a new “fit and feel” brochure that gets at the heart of students “feeling” as though they “fit” at WSU.

- The production and promotion of the Advising Toolkit, which is a set of tools, available online for faculty to access, which is designed to bring as much information as possible to the fingertips of faculty, as they are engaging in the very important retention-related activity of academic advising.

- And many more items...
Goal 4: Community and Campus Life

The Enrollment Management Committee brings together members of the WSU community to address issues of enrollment, retention, and graduation of all students. Positive outcomes in these enrollment goals are only possible on a campus with vibrant campus life and a collaborative work and learning environment in which all members of the WSU community feel welcomed, included, respected, empowered, and valued. Examples of EM efforts to encourage progress towards a healthy campus climate, in the 2017-2018 academic year, in collaboration with other campus departments and divisions, have included:

- A new partnership with the Massachusetts Education and Career Opportunities organization (MassEdCO) to bring increased financial aid service to Worcester State University students. MassEdCO's Educational Opportunity Center (EOC) has begun providing assistance to students with FAFSA completion, financial aid verification processes, and more.

- The new SAT optional admission program, for Fall 2018 applicants, began in November 2017 with the first students admitted with this flexible criterion. To date, almost 300 accepted students have been considered for this admission category. This is expected to enhance the number of accepted applicants from diverse backgrounds by as many as 69 additional students.

- Hosting bilingual admission information sessions at open houses, for more diverse prospective students and families.

- Created new marketing materials for the Latino Education Institute.

- Participated in and helped planned the ALANA Preview Day for diverse prospective student populations, especially those interested in the field of education.

- Furthered customer service and civility training for all employees, with foci on serving veteran students and students in distress.

- Worked to develop an employee recognition award, which will be finalized in spring 2018, awarded in summer 2018, and allow the EM division to recognize positive contributions to the campus community by staff members or faculty from any division. It is expected that this will encourage greater awareness of staff and faculty contributions and generally improve morale.

- Served on the MassEdCO Board of Directors, supporting programs such as GEAR Up, Talent Search, Educational Opportunity Centers, Collegiate Success Institute, and more.

- Continued the collaborative and cross-divisional work of important committees, such as the Enrollment Management Committee, Transfer Advisory Board, etc.

- Coordinated an on-going, cross-divisional working group of faculty, staff, and students, who are charged with exploring ways to make the campus more inviting and inclusive to students with varied gender identities. This work is expected to reach some milestones for campus change in the late Spring 2018.

- And more…
Goal 5: Resources, Revenue, and Organizational Sustainability

A great deal of funding that supports the university’s financial strength and organizational stability come from students’ payments and financial aid. Therefore, it is vitally important that the university’s levels of enrollment remain at an appropriate level to support university functions. This is a primary function of the Enrollment Management Division, the Enrollment Management Committee, and the Enrollment Management Plan. During the 2017-2018 academic year, items that were worked on by the Enrollment Management Division, in conjunction with other areas of the university, included:

- Judicious use of institutional financial aid funds, in a model that assures an appropriate level of enrollment without an excessive discount rate. To this end, the university limited the amounts of need-based and merit-based financial aid, due to the strong recruitment and retention rates for Fall 2018. Additionally, the university began offering an out-of-state scholarship incentive that provides no more than a 50% discount off the premium tuition rate for out-of-state students, which is expected to yield greater net revenue.

- The Enrollment Management Division has been working on securing funding to continue the dual/concurrent/early enrollment efforts that are considered vital to the university’s continued promotion in high schools. Partners on these projects have included the Administration and Finance Division’s grant staff, the Academic Affairs Division’s Latino Education Institute and Multicultural Affairs staff, and others. Successful efforts have included, but are not limited to:

  - The $40,000 2017-2018 Commonwealth Dual Enrollment Program (CDEP) grant from the Massachusetts Department of Higher Education (DHE) for the subsidizing of dual enrollment courses for Worcester Public Schools (WPS) students,

  - The $100,000 2017-2018 100 Males to College (100 MTC) grant from the DHE for the provision of the 100 Males to College Worcester program, and

  - The recently applied for Early College designation from the DHE and the Department of Elementary and Secondary Education (DESE), which was applied for with Quinsigamond Community College (QCC) and the WPS, and is yet to be approved.

- The Customer Relations Management piece of software (CRM) has begun to bear fruit, specifically in the improvement of the quality and quantity of relational messages that have been sent to prospective students. Due to the improved storage and use of prospective student information in the CRM, the university is more confident in using this information to communicate regularly with prospective students. This confidence, and the intended preparation for the positioning study with the Art & Science Group, have resulted in an increased number of students in WSU’s Fall 2018 prospect pool (16,476). The increased number of prospective students, greater number of communications with prospective students, and higher quality of the communications is considered a contributing factor in the increased number of Fall 2018 applications (4,527), compared to 4,255 for Fall 2017 at this time last year.
2016-2017 SPRC Recommendations

In the 2016-2017 SPRC Assessment of Institutional Effectiveness Report, many recommendations were made. Some of the recommendations were, according to the report’s authors, “University Recommendations” from their “30,000 foot view.” While other recommendations were more specific to individual divisions. Many of those recommendations were addressed during the 2017-2018 year by the EM Division and are addressed here:

University Recommendations

1. Improvement of Employee Morale Across Campus and Establishment of a University Culture of Kindness, Positivity, and Recognition

During this year, the EM division has worked to develop an employee recognition award. This award, which will be finalized in summer 2018 and awarded in summer 2018, will allow the EM division to recognize positive contributions to the campus community by staff members or faculty from any division. It is expected that this will encourage greater awareness of staff and faculty contributions and generally improve morale.

2. Institutionally Supported Training on Organizational Behavior

The EM division is not aware of any efforts during this year to provide organizational behavior training.

3. Incorporation of Strategic Plan into Daily Operations

Included in this report are the 2017-2018 EM director goals. These goals, which represented the personal goals of the individual directors and the expected direction of their respective offices, are developed annually and informed by the strategic plan and the enrollment management plan. These office-specific, divisional, and university goals inform individual practices and daily operations in the various enrollment management offices.

4. Routine Communication of Accomplishments

Regular communication of staff and faculty accomplishments are made through various forms of communication. Some of these include the regular communications from the academic deans to faculty and chairs as well as the recognition portion of the E-News site, which is managed by the Communications Office.

5. Education and Training on Data Literacy for all Personnel

Data literacy, use of data in making data-informed decisions, and the general interpretation of reports and other analyses are necessities in a successful enrollment management division. That is why, during this academic year, the EM division has made concerted efforts to bring greater awareness of existing data to many constituencies. One specific example from this year includes the provision of the university’s most comprehensive persistence and retention information to the Enrollment Management Committee.
6. **Development of Standard Operating Procedures**

The development of standard operating procedures in the EM division has been implemented as needed.

7. **Hire More Support Personnel**

In the absence of significant new resources to greatly expand the university’s level of staff, this recommendation must be addressed judiciously. During this year, the EM division has worked hard to invest in individuals and positions that will best serve the university’s goals. Examples of this intentional process include the hiring of an assistant director in Admissions specifically capable of managing the new customer relations management software and the hiring of a Director of Retention capable of creating new SIS queries and reports for data distribution purposes.

**Enrollment Management Recommendations**

1. **Design and Implement Methods to Monitor Outcomes**

For three years now, the EM division has been seeking to bring a set of sophisticated reports and a data warehouse to the campus, for the purpose of monitoring and reporting various measures of student success. This is a costly endeavor, which has unfortunately not been possible due to other university priorities. However, with the hiring of a data-aware and technologically-savvy Director of Retention, the university has been able to realize some portion of this vision without the costly expense of custom-designed reports and a data warehouse. This project is just beginning to bear fruit at the end of the 2017 - 2018 academic year in the form of sophisticated reports and data dashboards for appropriate constituencies.

2. **Archive Progress Toward the Strategic Plan by Moving Completed Goals to a Separate Grid**

This recommendation has not been addressed, as it is not a useful activity for the division to engage in. Progress towards goals in the strategic plan are tracked accurately and clearly on the existing strategic plan action grid. A separate grid for the purpose of tracking completed items would be a duplication of effort that is not necessary.

3. **Implement an Employee Recognition Program**

During this year, the EM division has worked to develop an employee recognition award. This award, which will be finalized in spring 2018 and awarded in summer 2018, will allow the EM division to recognize positive contributions to the campus community by staff members or faculty from any division. It is expected that this will encourage greater awareness of staff and faculty contributions and generally improve morale.
4. **Proactively Share Best Practices at Direct Reports Meetings**

Shortly after the distribution of the 2016-2017 SPRC Report, the Direct Reports group met to review the report. At this meeting, Vice President Forsythe, and other division heads, shared best practices and other insights into strategic planning, SPRC report writing, and more.

5. **Success Coach Program Should be Expanded and Coaches Should Receive Training Materials**

The Success Coach program was marginally effective in its first year (Fall 2016), showing a slight increase in retention of students with a Success Coach over other similarly-characteristic students in a control group. These outcomes, and the nationwide research that shows that success coach models are effective in positively affecting student persistence, have solidified this program’s likelihood for the foreseeable future. However, in the spring of 2017, WSU lost the champion of this program, the then Director of Retention, and the rest of the EM division was not able to run the program for Fall 2017. Now, with a new Director of Retention, a renewed focus on making the program successful, and plans to improve the program, there is every expectation that it will be successful for Fall 2018.

6. **Longitudinal Data on the Success of the Success Coach Program Should be Collected**

Only one iteration of the program has occurred thus far (Fall 2016). Upon successful repetition of a similar program, longitudinal data will certainly be collected, analyzed, and used for future program improvements.

7. **Gather Useful Data on Transfer and Non-Traditional Students**

Data is regularly collected on these populations and others and used in making data-informed decisions in the EM division. These data are less able to be easily digested by outside populations, primarily due to the lack of homogeneity of these populations.
Strategic Plan Metrics and Trickle-Down Strategic Planning

Enrollment Management Metrics – Spring Update

Please see the included Enrollment Management Metrics – Spring 2018 Update for specific key strategies, initiatives, and actions established for the Enrollment Management Division. This document includes clearly articulated goals, evidence of cross-divisional collaboration, and clear actions that will be taken in future terms/years.

Enrollment Management Directors Goal Documents

The 2018 goal documents for the Enrollment Management Directors of Admissions, Financial Aid, Registrar, Marketing, and Retention are available for SPRC review. These documents reflect the expectations of the individuals in the Director positions, as well as the expectations of the offices which they oversee. Director and office goals are established based on strategic plan goals and metrics, enrollment management plan goals and expectations, and other university priorities.
Worcester State University
Enrollment Management
Julie Chaffee 2017 Goals
February 13, 2017

- Work with Academic Success and Deans, by Summer 2017, to investigate a new saved seat process that offers Department Chairs the option to determine saved seats for their courses but provides a policy for saved seats by course level if a department does not respond.

- Investigate and implement the practice of capturing and recording student petitions in Colleague. Currently, pre-requisite waivers, overload forms and faculty consent are paper forms which then need to be filed/imaged. They are hard to track and sometimes impact the pre-requisite checking process. Tracking these petitions in Colleague makes them available to anyone with appropriate Colleague access and will greatly improve the accuracy of the pre-requisite checking process and student service. Plan is for implementation during pre-registration in the Spring 2018 semester, in November 2017.

- Automate the graduation process. Instead of reviewing students twice in the semester, Colleague can be set up to check that degree audit requirements have been met and to graduate in a batch. The hope is to eliminate a full re-review of all students and limit that to only those who fail the batch process. This will be set up in late Spring/early Summer 2017 in hopes to test on a smaller August 2017 graduation group.

- Automation of the student academic standing process, allowing a batch process to replace the hand-checking and manual process that currently exists. It is in the best interest of the students to notify them of any academic standing issues early after semester end so that any issues may be addressed and resolved in a timely fashion. Hopes are for this process to be in place for the end of the Spring 2017, Fall 2017 at the latest.

- Continue involvement in the planning and implementation of catalog/governance software, including coordination of the information exchange connection between Colleague SIS and such software.
• Conduct campus-wide promotion of FERPA. Create a user guide for faculty, academic department assistants and other campus constituencies regarding the FERPA law and how it should be observed at WSU. Topics will include, “What is considered an educational record?”, “What information can I discuss with parents of a student?”, “Maintenance of education records in offices other than the Registrar” etc. Pending Academic Affairs Admin Council presentation, coordinate information, fill-in any gaps and distribute. In the Spring 2017 term, promote this at Enrollment Management Committee meeting and convert this to an online document as a resource to be mailed to employees once or twice a year and to be distributed at the New Faculty Orientation at the start of each academic year.

• By Spring 2017, coordinate the scanning and filing of past approved governance policies and proposals that I have processed into an electronic record in Image Now. Right now these are just in paper format and this process will make finding past proposals much quicker and easier. Once software is in place, this will no longer need to be done, but it will organize past paperwork.

• Based on the progress of possible development of online academic program delivery during the 2017-2018 academic year, support the Academic Affairs Division in coordinating registration procedures for online-delivery programs.

• By December 2017, with Admissions support and input, investigate the possibility and pricing for an electronic transcript production and receipt package with possible budget implementation for FY 2018.

• By May 2017, work with the Academic Success Center and/or Academic Affairs staff to evaluate the effectiveness and possibility of moving to a required advising PIN process. If potential gains outweigh functional responsibilities, install pilot program for Spring 2018 pre-registration, in November 2017.

APPROVED: ________________________________  Date: ________________________________
Julie Chaffee, Registrar

APPROVED: ________________________________  Date: ________________________________
Ryan G. Forsythe, Vice President for Enrollment Management
Fall 2017 Enrollment Goals (also supports the University Strategic Plan; Goal #3)

- Increase first-time freshmen and transfer applications by 5% each (compared to FA/16)
- Enroll 800 first-time and 500 transfer students
- Enroll 100 out-of-state new students (7.7% of incoming class, an increase of 11% over FA/16 goal)
- Enroll 14 international (F-1, J-1) new students (an increase of 16.6% over FA/16 goal)
- Enroll 80 new first-year honors students
- Enroll 625 new residential students, or other greater number as determined in concert with Residential Life to assure 100% resident hall occupancy

Spring 2018 Enrollment Goals

- Enroll 250 new students (freshmen and transfers)
- Enroll 45 new residential students

Fall 2018 Enrollment Goals

- Increase first-time freshmen and transfer applications by 5% each (compared to FA/17)
- Enroll 800 first-time and 500 transfer students
- Enroll 100 out-of-state new students
- Enroll 14 international (F-1, J-1) new students
- Enroll 80 new first-year honors students
- Enroll 650 new residential students, or other greater number as determined in concert with Residential Life to assure 100% resident hall occupancy. Utilize data from Eduventures study and other best practices to inform efforts to meet this goal.

Engage faculty in the recruitment and admission process by establishing a classroom shadow visit program for accepted students and continue faculty phone-a-thon, in Spring 2017.

Implement MA DHE Test Optional Admission Pilot policy, in Summer 2017 for Fall 2018 recruitment.

Involve alumni in the admissions process by developing alumni admission ambassadors outside of New England to support out of state recruitment, in Fall 2017. (also supports the University Strategic Plan; Goal #3)

Coordinate recruitment efforts with Athletics Department, by Fall 2017.

Propose Campus Visit Application Fee Waiver program in Spring 2017. If approved, coordinate with appropriate offices/divisions (i.e. Athletics, A.I.D., Honors, etc.) to capitalize on recruitment opportunities outside of Admissions.

In collaboration with the Marketing Office, develop a comprehensive recruitment and yield communication plan to be utilized by the new CRM, by August 2017.

Continue professional involvement in NEACAC, along with attendance at one other conference pertaining to marketing or end-user systems, by December 2017.

Based on the progress of possible development of online academic program delivery during the 2017-2018 academic year, support the Academic Affairs Division in coordinating admission procedures for online-delivery programs.

Based on the use of AIRC recruiters for international student recruitment, support the Academic Affairs Division in coordinating recruitment and admission practices for international students.

Conduct customer service training for the Admissions Office, by December 2017.

By September 2017, conduct an in-depth review of existing merit-based scholarships and make a recommendation to the Vice President for Enrollment Management regarding possible changes for 2018-2019 scholarship awarding. Consider the appropriate size, value, and number of merit-based scholarships for effective recruitment and yield efforts. Consider additional fiscal needs to meet recruitment and yield goals. Change appropriate sections of 2017-2018 catalog, financial aid documents, and other publications to be more generic about scholarship details, to allow possible changes to awarding practices/amounts/etc. in Sept. 2017.

APPROVED: ____________________________________________  Date: ________________________________

Joe Dicarlo, Director of Admissions

APPROVED: ____________________________________________  Date: ________________________________

Ryan G. Forsythe, Vice President for Enrollment Management
2017-2018 Retention Goals

- As WSU’s DHE-assigned retention goal for first-time, full-time students is 80%, Thomas will work with his resources and with members of the EMC Retention Sub-Committee to assure a retention rate of 82% or higher of Fall 2017 FTFT freshmen to Fall 2018.

- As WSU just achieved its first 56% six-year graduation rate in Summer 2016 and WSU’s DHE-assigned graduation rate goal for first-time, full-time students is 62% by 2021, Thomas will work with his resources, with members of the EMC Retention Sub-Committee, and with members of the Registrar’s Office to assure a six-year graduation rate of 60% or higher in Summer 2018 of Fall 2012 FTFT freshmen.

By November 2017, create reports to measure active Fall 2017 students from Spring 2018 pre-registration through registration and then through the beginning of the Fall 2018 semester. In real-time, identify students that have not yet registered for future terms and intervene to encourage registration. Keep detailed reports on the status of all Fall 2017 students, their current registration status, and the outcomes of outreach efforts (i.e.: will register, will not register, needs assistance, etc.). Run reports weekly (or more often) and store permanently for immediate needs and for longitudinal data purposes (i.e.: semester-to-semester and year-to-year comparisons).

By January 2018, create cohorts in Starfish to support students via their catalog years. Cohorts will be created for full-time, transfers, and non-matrics for the Fall 2017 semester.

Reconvene the Starfish Configuration Team over the Summer of 2018 to review activity, terminology, and implement possible upgrades (academic plans, student “raise-hand” feature, assign flags to individuals to serve high-risk students). Include the deans in this process.

Continue to support the GEAR UP 13th year initiative through the 2017-2018 academic year.

Continue the work of the EM retention sub-committee, including support for students on leave, a focus on increased services to transfer students, and other priorities identified by the committee.

Assist ASC in moving their tutor request system completely into Starfish for Spring 2018.

APPROVED: ______________________________  Date: 10/3/17
Thomas Kelley, Director of Retention

APPROVED: ______________________________  Date: 10/3/17
Ryan G. Fossythe, Vice President for Enrollment Management
By June 2017, update the information in the WSU Financial Aid Guide, eliminate the Guide, and use the new information to update the Consumer Information on the Financial Aid web pages. Ensure that Student Consumer Information, on http://www.worcester.edu/Student-Consumer-Information/, includes all information about costs, financial aid, scholarships, debt, refund policies, borrowing information, and other information that is required by regulation or financial aid best practices.

By August 2017, provide Vice President for Enrollment Management with an analysis of existing WSU verification rules/policies/practices that are not required by Federal or state regulation. In the analysis, indicate the reason for the rule, policy, or practice’s continuation. The intention of this goal is to conduct a critical review of our existing processes to identify any unnecessary documents, processes, or practices that affect awarding and verification processes, while assuring the university remains compliant with all external expectations.

By December 2017, create a welcoming, functional, customer-service-friendly front office environment for the Financial Aid Office (pending approval of funding). This shall include but not be limited to determination of space, coordination of functionality, and development of staff to meet students’ needs and desires. The ultimate goal is to assure that the space encourages meaningful and enjoyable dialogue between the office and students, faculty, and staff. This goal is carried over from 2015 and 2016, due to lack of funding.

By December 2017, if funding is approved for the Colleague Self-Service software, work with Information Technology (IT) to provide electronic acceptance of financial aid awards service to all students offered financial aid for the 2017-2018 aid year in Webadvisor and/or Colleague Self-Service. This goal is carried over from 2016.

Based on the progress of possible development of online academic program delivery during the 2017-2018 academic year, support the Academic Affairs Division in coordinating financial aid procedures for online-delivery programs. This goal is carried over from 2016, based on need for action from Academic Affairs.


By April 2017, develop personal structures to avoid using work resources for personal communications (i.e.: email).

APPROVED: ___________________________ Date: ___________________________
Jayne McGinn, Director of Financial Aid

APPROVED: ___________________________ Date: ___________________________
Ryan G. Forsythe, Vice President for Enrollment Management
Worcester State University
Enrollment Management
Sarah McMaster 2017-2018 Goals
May 31, 2017

- Research and implement new homepage and admissions page redesigns for the website, regardless of the status of the website replatforming project, by end of June 2018.
- Provide benchmarked marketing campaign performance/outcomes data to internal stakeholders at least 2x per year; develop and utilize a dashboard for reporting and sharing of same by June 2018; report outcomes of 2017 annual goals of new markets, landing page strategy, etc.
- Propose a pilot campus mural project to support campus life, beautification, and campus vibrancy; incorporate key retention and brand messaging, by February 2018.
- Assess all external-facing university printed materials by December 2017. Develop regular review schedule of all external-facing university printed materials to ensure brand consistency, quality up-to-date visuals; develop/strengthen cross-departmental processes with P&P to ensure brand standards, quality, content, by June 2018.
- Conceptualize, create, and distribute at least 4 new video pieces that support and communicate our key messages to primary recruitment audiences, by May 2018.
- Expand Marketing team’s role in and support of campus events and academic ceremonies by May 2018; capitalize on event coverage to support campaign initiatives and tactics; develop plan to address proposed expansion by August 2017 (ahead of convocation); support ongoing relationship and collaboration with CESO.
- Continue efforts to create and strengthen team cohesion; hold at least 2 team retreats throughout year to address department-level long term goals; review and update Marketing Mission Statement annually.
- Finalize art and placement plan for marketing opportunities in the new ice arena, by August 2017.
- In collaboration with the Admissions Office, develop a comprehensive recruitment and yield communication plans to be utilized by the new CRM, by August 2017.
Overview

Comprised of 15 departments, the mission of Student Affairs is to promote and enrich students’ education through a seamless learning environment that enhances the classroom learning experiences. This is fostered by interacting with students in their everyday lives through teaching, mentoring, advising, and counseling.

For the past 15 months, the work in Student Affairs focused on campus climate, strategic goals two and four, and a review of the division’s organizational structure. The departure of two long-serving staff members in key positions allowed the opportunity to review how we might increase the engagement and satisfaction of students through new programs and initiatives. This process not only resulted in new structures for offices such as Office of Student Involvement and Leadership Development (OSILD) and Dean of Students Office, it resulted with a new divisional structure. Starting in July, Student Affairs will be organized in two distinct clusters: engagement and health and wellness.

“...As student affairs professionals our job is to foster and promote these interactions. Encouraging an understanding and respect for diversity, a belief the worth of individuals, and supporting our students in their needs are just some of the core concepts of the profession (NASPA 2017).”

In support of this, the division set out to investigate what role we play in working and supporting a diverse and inclusive environment as part of developing the next group of regional and global leaders.

Focus Area: Goal #2 Leverage WSU’s distinctive strengths, both to enhance the University’s reputation and to prepare students to lead, serve, and make a difference in the world.

Programs offered by and supported through the Binienda Center for Civic Engagement focus on programmatic connectedness and cultivate students’ interest in diversity, global awareness, and engaged citizenship. These programs also achieve cross-divisional collaboration between Academic and Student Affairs.

- Worcester State University’s partnership with the Boston-based Jumpstart is in its third year. Jumpstart aims to address literacy among poor and working class families in Worcester. We have had 109 corps members, primarily from WSU, though some students have participated from Clark (4), Holy Cross (2) and Assumption (2). 45 WSU students are active in the 2017-18 academic year. Students completing the training, classroom literacy work, and observation hours receive $1500 AmeriCorps scholarship.

Roughly 1/3 of our corps members complete Jumpstart as part of work-study. Jumpstart Worcester State partnership – at the end of FY 2018, will have leveraged $165,000 in AmeriCorps funds and approximately $36,000 in Federal Work Study Awards.
• The Civic Corps, run by the Honorable John J. Binienda Center for Civic Engagement in tandem with Sociology and International Programs connects students with service-learning and volunteer opportunities for first generation students in the local community as well as with national and international organizations. The purpose of the Civic Corps is to connect local community service opportunities that align with participating students’ interests and career goals. It also shows students the many ways they can be engaged citizens. We have had 39 students work on projects in the 3 years we have run the program.

• WSU History Department and the Binienda Center continue to build programs with The Edward M Kennedy Institute in Boston. Edward M. Kennedy Institute for the US Senate. September 15: we celebrated Constitution Day with South high Worcester and Worcester State University and Edward M. Kennedy Institute for the US Senate led by Faculty and Student Fellows to the Kennedy Institute Dr. Tony Dell A’era and Nana Darkwa. We participated in the Senate Sims on The Compromise of 1850 and then conducted a debate of our own design on the Electoral College.

• In addition to work supported by the Binienda Center, Residence Life and the Office of Student Involvement and Leadership Development (OSILD) introduced two new initiatives that expand opportunities to encourage development of leadership potential within the student body.

• In Fall of 2017, Residence Life introduced FYRE (First Year Residential Experience) for all incoming first year resident students. FYRE focuses programming on the areas of: Academic success, Career Exploration, Community Engagement, Global Citizenry, Personal Growth and Social Change. A goals is to connect peers in a diverse, shared living environment, and with essential academic and co-curricular support services. Its comprehensive approach aims to motivate and deepen student engagement through fun and rewarding activities. FYRE will support residents in development of a strong connection to Worcester State and the greater Worcester community.

• In spring 2018, OSILD kicked off a new life skills series entitled “Adulting: A How to Guide for Real Life.” This workshop series is focused on topics that would benefit our students in life outside of college and includes personal money management, dining etiquette, personal health, career prep, and buying or leasing a car. This series is targeted to all students on campus.
Focus Area: Goal #4 Cultivate a vibrant campus life and a collaborative work and learning environment in which all members of the WSU community feel welcomed, included, respected, empowered, and valued.

In February 2016, President Maloney launched the Five Points of Action: Towards a More Inclusive Campus Climate. In response, Student Affairs developed the following action plans to support the campus plan and a key strategy under Goal 4 to “nurture a campus culture that promotes cultural awareness and sensitivity…” for the student body:

- Develop a divisional plan for training on topics of diversity as it relates to social justice, inclusive workplace, and engagement of our student body.
- Develop a University-wide plan to promote mental health awareness
- Develop and advertise division-wide approach to holistic student wellness

The commitment to improve campus climate continues through the development and support of a divisional culture that puts diversity and inclusion as a priority. To date, a progressive training model has moved members of the division through common trainings on topics of diversity as it relates to social justice, inclusive workplace, and engagement of our student body. These topics have been a focus of the past two annual retreats and several trainings per semester.

Conference attendance with diversity programming is supported for students and staff members. The goals of these workshops were to help Student Affairs professionals gain cultural competence, acquire skills at developing open lines of communication, and consider future programming opportunities.

As one way for promoting a pluralistic student experience and ensure that students of diverse backgrounds see themselves reflected in the staff, a high priority on recruiting, hiring, and promoting qualified minority candidates in positions for Counseling, UPD, Residence Life, and OSILD.

In addition to this commitment, departments such as Athletics and Career Services are also supporting Goal #4 by developing ways to increase the alumni presence on campus through new programs.

- Athletics and the Alumni Engagement Office are hosting an All-Sports Alumni Day in April. It is a busy day on campus with our spring sports teams. The goal is to engage alumni from some other sports to come back to campus…..sort of a very small scale homecoming for spring sports.
- The Worcester Ice Center had its Grand Opening in October 2017. It is the new home to the WSU Hockey Team. The Opening Night Hockey game was a capacity crowd with a lot of pageantry that recognized the history of Worcester State Ice Hockey. In addition, the arena has been used for other alumni festivities with the Advancement Office.
- Incorporating alumni to assist with programs such as mock interview days, career networking events for juniors and seniors. Career Services has created a more specific networking and skill practice for students by directly matching them with alumni in their respective field.
Moving Forward

The Millennial generation, which includes our students and younger members of the University’s workforce, are the most ethnically and racially diverse cohort of youth in the nation’s history (Pew Research Center). The Division of Student Affairs will continue to substantively integrate diversity topics (race, gender, disability, LBGTQIA, mental health) in divisional trainings, programmatic efforts, and hiring. We will use the outcomes of the Campus Climate survey to direct many of our efforts to become a more inclusive campus. The goal is to move from cultural competence to become cultural literate and conversant on race. The division continues to seek additional cross divisional collaborations. Recently, the new student orientation process for 2019 was reviewed by Academic Affairs, Enrollment Management, and Student Affairs. Career Services actively seeks Advancement and Academic Affairs as a partner in service to our students.

Finally, as a result of a semester-long assessment of the division, the following goals have been set for the upcoming year 18 months:

• Recognize that students want access to information 24/7

• Define what leadership looks like and could be, across campus and the core competencies that all student leaders should possess

• Create new initiatives and request assistance from campus stakeholders to sufficiently collect the first destination data of students

• Increase the numbers of volunteer opportunities for students

• Collect internship/externship/practicum data from students and faculty into a central database

• Begin to become a data driven division

• Support fewer but larger events
UNIVERSITY ADVANCEMENT DIVISIONAL REPORT
Introduction

The Office of University Advancement is pleased to present our updates on the division’s progress on the 2015-2016 Strategic Plan.

In addition to this written report, we submit the updates to our Strategic Plan grids and related supporting documents. This narrative and data will present an overview of how our work intersects with Goal 2 and Goal 4 of the plan. This submission will be augmented by the divisional interview with Vice President Thomas M. McNamara ’94.

We also follow up on past recommendations from SPARC, and the challenges and successes we have had in executing them.

Further inquiry or commentary can be directed to Vice President Thomas M. McNamara ’94, at tmcnamara@worcester.edu or at extension 8033.
Goal 2: Leverage WSU’s distinctive strengths, both to enhance the University’s reputation and to prepare students to lead, serve, and make a difference in the world.

Advancement’s role in supporting most of the goals and initiatives in the strategic plan is as a supporting agent, providing the resources and connections to enable things to happen. While it may be clear that the resources are most often financial, our staff frequently serves as logistical coordinators, promoters, and event/program managers for activities that serve other divisions of the University.

In particular, for Goal 2, Advancement provides the financial and staff support for both important annual activities, as well as providing new and growing support for distinctive programs.

Aisiku STEM CENTER
 WSU has long been recognized for the strength of its sciences. With the realization of a seven-figure gift during the campaign to name, create, and financially support the Imoigele P. Aisiku, M.D., ’92 STEM Center at WSU, Advancement has provided the resources necessary to improve on most of the initiatives identified in Goal 2. The Aisiku STEM Center enhances student learning and success in science, technology, and math fields by facilitating interdisciplinary collaboration and initiatives. Representatives from STEM-related departments (biology; chemistry; computer science; earth, environment, and physics; and mathematics) work diligently on initiatives aimed at increasing student retention and providing pathways for academic excellence in these programs.

Interdisciplinary teams are the foundation of the Center’s work. It provides a one-year opportunity for students to work closely with faculty mentors from several disciplines. Students will be granted the mental space to focus a year of their lives to a pre-graduate school research experience and the opportunity to work collaboratively on a research problem.

Another unique activity of the STEM center is the Brigham-WSU Bridge to Excellence Program. This is a unique initiative that aims to enhance undergraduate mentoring and education in the STEM fields through the support of collaborative mentoring relationships with the diverse faculty in the Department of Emergency Medicine at Brigham and Women’s Hospital in Boston. Brigham and Women’s faculty will serve as virtual mentors and guest lecturers, and participate as faculty sponsors of a summer externship program. It is important for us to note that OUA staff serve as the organizational and logistical coordinators for the Bridge to Excellence program.

Other components include:
Virtual remote mentoring: Students and faculty may form career mentorship partners. Mentoring is voluntary by the student and faculty and encourages remote support to students from faculty. The mentor-mentee relationship is an individual experience and the depth of the mentorship may vary.

Educational lecturers: WSU STEM faculty may invite Brigham and Women’s emergency medicine faculty to participate and give lectures at the mutual convenience of the faculty from both institutions.
Summer externship: Up to two disadvantaged students will be chosen to spend the summer shadowing a Brigham and Women's emergency medicine faculty to further their experience in the health-related fields. This program will be a competitive application process with defined goals for the summer externship. The goal of this initiative includes increasing exposure and opportunities to disadvantaged students through an open and competitive process.

**Alternative Spring Break and DC Legislative Week**
Additional financial support for programs such as the Binienda Center’s Alternative Spring Break program, and the President’s Office Spring Break Legislative Week in Washington, D.C. further augment WSU’s efforts to cultivate global relationships and partnerships, while providing opportunities for students to learn what it means to be a citizen of our diverse world.

**Backpack to Briefcase**
Our annual Backpack to Briefcase event in April is a direct outcome from requests from students for access to networking with and career mentorship from WSU alumni. The expanded schedule for this year included:

- **Monday, April 6**
  Resume Writing Workshop
  1-2 pm ~ Student Center, North South Auditorium

- **Tuesday, April 7**
  Dress for Success
  1-2 pm ~ Student Center, North South Auditorium

- **Wednesday, April 8**
  Networking Etiquette Lunch

- **Thursday, April 9**
  Dinner with Strangers Student Alumni Networking Dinner

This program is led by the Alumni Office, but is entirely cross-divisional, and is co-sponsored by Enactus and the WSU Business Club.

**Alumni Connections**
Similar events that improve career-related services and expand networking opportunities are our “Alumni Connections” events, such as the Sciences Alumni Connections for students, featuring alumni from the departments of Biology, BioTechnology, and Chemistry. The Alumni Office runs a minimum of four Alumni Connections events per year.
Goal 4: Cultivate a vibrant campus life and a collaborative work and learning environment in which all members of the WSU community feel welcomed, included, respected, empowered and valued.

With the risk of sounding redundant, the Office of University Advancement’s student-alumni engagement activities detailed in our Goal 2 update also fulfill much of our work towards supporting Goal 4. We are thrilled that alumni engagement and connections are so greatly valued in this goal.

Backpack to Briefcase
In the Backpack to Briefcase alone, more than 40 alumni representing nearly all majors, as well as numerous professions, will be present on campus interacting with students, fulfilling multiple Goal 4 initiatives. Likewise, the Alumni Connections program increases alumni presence on campus.

Several other signature activities run by OUA this year support Goal 4:

Reset Your Stress
In April, we will present Reset: Make the Most of Your Stress, An evening of stress-managing strategies for students and young alumni featuring WSU alumna and nationally-recognized stress expert Dr. Kristen Lee Costa ’96.

Dr. Kristen Lee Costa, Ed.D., LICSW, known as “Dr. Kris” and “America’s Stress Doctor,” is an award-winning behavioral sciences professor, clinician, author, and graduate of Worcester State University.

As the Lead Faculty for Behavioral Sciences at Northeastern University, Dr. Kris’s research and teaching interests include individual and organizational well-being and resilience. She operates a clinical and consulting practice devoted to preventing and treating burnout and is the author of RESET: Make the Most of Your Stress, winner of the Next Generation Indie Book Awards Motivational Book of 2015. She is a regular contributor for the Huffington Post and Psychology Today. Dr. Kris’s work has been featured on NPR and CBS radio.

Listening Skills and Appreciative Inquiry
Finally, also in April, OUA will bring Diane Blumenson, of Human Productivity Solutions, to lead a workshop for the WSU Leadership Council. Blumenson will address “Listening Skills and Appreciative Inquiry: Keys to a Friendly Workplace and a Culture of Philanthropy.”

It is our goal to help participants see the importance of listening and truly hearing in fundraising and donor relations. Diane will engage us in activities that will bring us to a new level of proficient listening, rapport, and rapid relationship success in the workplace. She will introduce us to the models and practices for “Appreciative Inquiry,” “Instant Rapport,” and “Active Listening” — skills that inform a friendly and productive environment and are also the foundation of both high-performance teams and a culture of philanthropy.
Follow Up to FY17 Recommendation:

Campus Climate

Sharing of information about use of Foundation funds: While the SPARC group recommended working with Administration & Finance to document procedures, A&F does not have direct oversight on utilization of Foundation dollars, as the Foundation’s fiduciary managers are its board of directors. All transfer of funds from the Foundation to the University is governed by a Memorandum of Agreement, executed in 2015, in which University requests for Foundation funding for any given fiscal year should submitted in advance for the following year to the Foundation at its annual meeting in June. Additionally, as a support organization that is part of the University audit, all financial procedures must follow established University policy.

In practice, we have found a nimble approach to supporting requests is most successful. For academic-year initiatives, accessing Foundation funding differs based on the type of activity. Most of these processes have existed for some time. The following are established methods or procedures in place:

- Utilizing Foundation support for University activities such as student and faculty research grants, is well documented and is distributed to the students and faculty two times a year through the Deans. When a grant is awarded, the recipient receives detailed instructions on how to access the funding, including contact information specific to the activities of purchasing things as well as how to book travel.

- At the start of each academic year, the Deans meet with grants consultant Sharon McDonald and Vice President Tom McNamara to discuss initiatives and activities that might need support that year. Projects are prioritized and outside grant funding is sought to augment any existing restricted funding from the Foundation as well as potential donor opportunities. This process is worked on collaboratively between OUA and the Deans throughout the academic year.

- A team of OUA and A&F staff have regular meetings throughout the year to review any issues with utilizing Foundation dollars for University purchases or activities. With the establishment of budget lines for the Foundation last year, using funding is much simpler for purchases and other activities.

- Capital support from the Foundation is determined through discussions with the CFO, the OUA VP, and the President. Approval of use of such funding is contingent upon agreement by the Real Estate Committee of the Foundation Board and the Facilities and Finance Committee of the WSU Board of Trustees.

- One area still under development is the process of reporting out to the Deans, and possibly the department chairs, an assessment of available resources for students and faculty at the start of each academic year. This would include scholarships available in each discipline, academic awards, and department or initiative-related funds. However, with more than 800 individual funds, with numerous criteria and restrictions, the process and a working draft of what might be offered is not yet completed.
Cross-Divisional Collaboration
SPARC recommended collaboration with faculty on the identification and fundraising for academic initiatives not covered by academic budgets.

- As noted above, this process has already been happening through the Deans’ offices every year. It is at the request of the Deans that OUA work through them specifically, rather than with individual faculty. Individual faculty who have contacted OUA staff during this fiscal year have been redirected to discuss their needs with their respective Deans.

- This focusing of requests helps keep priorities straight and aids in combining activities that might benefit from working together.

Data Gathering
- Working with Enrollment Management, we have gained access to four years of data on scholarships’ effects on retention. However, neither OUA nor EM have had staffing resources available to analyze further. A staffing vacancy in IR has also challenged our ability to dig deeper.