South and East entrances of the New Student Union as of May 2016.

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Welcome to University Centers!

The 2015-16 year has been an exciting time for our staff and students. The New Student Union has been progressing with new changes every week. The staff and students have been working on purchasing the furniture and equipment for the building.

Other changes this year include the new dining contractor. Chartwells took over the contract in June of 2015 and we began our first all access dining plan during fall semester.

We continue to expand leadership programs, volunteer opportunities, and programming for the campus community. Student organizations continue to be an important facet of the unit. Our students have been active in governance and representing the interests of students.

This year also marked a change in some staff positions. At the start of fall semester Mr. Alex Brown, Fraternity and Sorority Advisor, left for a new position at the University of Minnesota. At the end of fall semester Ms. Cindy Curran, Program Assistant, retired. Ms. Karen Daniel has replaced Ms. Curran, and Ms. Pam Schneider has replaced Ms. Daniel. At the end of the spring semester, Mr. Dave Langteau, Electrician, retired. We are in the process of hiring for some new positions.

The annual report addresses our accomplishments and our challenges. We welcome your involvement and interest in University Centers.
UNIVERSITY CENTERS STAFF

University Centers employed six Student Affairs Administration Graduate Assistants during 2015-16: Kathleen Allison (Campus Activities Board), Jackie Bisson (Leadership, Involvement and Graphics), Klinton Blair (Campus Activities Board), Shannon Edminster (Leadership, Involvement and Graphics), Kaila Henry (Pride Center), and Adam Szalacinski (Fraternity & Sorority Life).

The below organizational chart reflects our permanent staff.
CORE VALUES

- Leading to Serve: We engage in activities that serve the goals and best interest of our students, colleagues, and community – those that promote self-actualization. Our success lies in the success of others.

- Multiculturalism: We recognize and embrace the strength that resides in our human diversity, both culturally and intellectually. As a result, we strive to benefit from the inclusion of diverse perspectives and to become “more than the sum of our parts.”

- Assessment: Assessment lends direction and strength to our endeavors. It informs and motivates the effectiveness of our programming and it supports our understanding of critical changes among the students and communities we serve and the colleagues with whom we collaborate.

- Integrity: We strive to model the highest level of ethical behavior in our interactions with students and colleagues as well as in our research and assessment activities.

- Advocacy: As agents of positive social change on campus and in the community, student development and diversity professionals empower those who lack a voice on campus.

UNIVERSITY CENTERS LEARNING OUTCOMES 2015-2016

UNIVERSITY CENTERS LEARNING OUTCOMES

- Students will develop critical thinking skills through participation, reflection, and engagement in out-of-class experiences: activities, events, employment, governance, and service.
- Students will learn to be active citizens of their local and global communities through involvement in out-of-class experiences: activities, events, employment, governance, and service.
- Students will understand, value, and embrace human differences through their participation in out-of-class experiences: activities, events, employment, governance, and service.
- Students will develop leadership skills as a result of their participation in out-of-class experiences: activities, events, employment, governance, and service.

CAMPUS ACTIVITIES BOARD

- Students participating as an executive board member will be able to develop self-confidence and public speaking skills by serving as a campus leader and official representative of the Campus Activities Board
- Students participating as an executive board member will be able to gain business administration experience through selection of campus programming while maintaining good financial stewardship over a student fee funded budget
• Students participating as members of the executive board will learn networking and interpersonal skills through their work with artists, agents, University staff/faculty, other student organizations, and each other.

• Students participating as members of the executive board will learn organizational and time management skills.

• Students attending CAB events will be able to grow their extra-curricular experience through participation in social, cultural, and educational events.

• Students participating as members of the executive board will learn organizational and time management skills.

Assessment: The Cab Board was asked what skills they've gained to use in everyday life from joining the board. Here are their comments:

I've gained leadership and teamwork skills. I've learned to include others and listen to their opinions because different perspectives matter and can be combined to create great ideas!

Responsibility, efficient time management, accountability, dependability and how to depend on others, teamwork makes the dream work.

Something I have gained from being a part of CAB is how to work with others. Being on a board with eight other members, you’re bound to run into differing opinions and ideas. Through CAB meetings, I have learned how to invite, explore and respect other people’s proposals. My favorite part about being in CAB is putting on unique events for people to experience and enjoy with those around them, creating closeness within our campus.

I think the biggest thing that I have learned is being able to take initiative and action to put on great events. I think a lot of times college students make plans but nothing comes of it, whereas CAB has showed me to have that initiative to make plans and know how to make those plans go through! Part of that might be an increase in creativity, leadership, confidence, and motivation that I have gained through CAB too!

CUSTODIAL

• As a result of the UC student employment enrichment program, students will gain an understanding of how their work nurtures leadership skills as evidenced by individual survey and group discussions.

Assessment: Assessment is still in progress. Students completed an online survey describing what critical thinking, problem solver, human differences, communication, time management, teamwork, and leadership meant to them. Students were also asked how they demonstrate these skills while working. Group discussions will be held to share knowledge and provide additional development opportunities. Students will later be asked to complete another survey to measure individual growth.
EVENT SUPPORT

- Event Support Staff will learn and understand the importance of customer service through participation, reflection, and engagement with performers and customers that use Event Support.

Staff members understand and have developed customer service skills throughout many events. Staff members comment on the importance of customer service and communication when they work through large events that require a stage manager to achieve the customer’s vision for the event. Eight of the twelve staff members feel their customer communication has improved and have expressed more comfortability with it. The other students have less time on the team and state they have been focusing on learning the technology by working team events where they may not communicate directly with a customer.

- Event Support Staff will learn effective strategies to communicate with co-workers and customers to assist everyone in navigating production equipment and event management. Staff members have learned many strategies to manage communication and event activities. The favored strategy is to have a stage manager to bridge communication from the control areas and backstage. This way communication is easily passed from customer to crew for any last minute changes. This year every staff member learned about different topics that we don’t usually cover on a regular basis and developed exercises to teach the staff team.

- Event Support Staff will develop strong problem solving skills to best serve our customers with production technology, event management, and event safety.

Problem solving is a big part of the staff’s responsibilities. Every year we spend time working through issues that might occur so they can best address issues that do occur during events. The staff learns to trouble shoot equipment, work with customers to address any timing or order issues during the event, and they learn how to handle emergency situations if they occur. During our end of the year discussions all 12 staff members stated they believe they have increase their problem solving skills this year.

FRATERNITY AND SORORITY LIFE

These assessments are added in as a reflection from the year rather than an intentional measure.

UC Learning Outcome #1: Students will develop critical thinking skills through participation, reflection, and engagement in out-of-class experiences: activities, events, employment, governance, and service.

- Members of our community hosted their GAMMA event with the support of the grad assistant in Student Life, which was designed to help members make smart decisions related to alcohol/drugs. The community also participated in a hazing prevention program connected to their participation in National Hazing Prevention Week.

UC Learning Outcome #2: Students will learn to be active citizens of their local and global communities through involvement in out-of-class experiences: activities, events, employment, governance, and service.

- As a part of our end of the year assessment, 58% of those that completed the survey strongly agreed they understood that they are part of communities beyond UW-L. This is up from 39% from the year before.
• FSL members completed 5,623 hours of service, which is approximately 24 hours per member.
• Each chapter has a philanthropic cause. The community contributed about $27,785 to various efforts! Our members contributed to Autism Speaks, Women’s Cardiac Care, the Red Cross, La Crosse Police Department, and the Children’s Miracle Network.

UC Learning Outcome #3: Students will value and embrace human differences through their participation in out-of-class experiences: activities, events, employment, governance, and service.
• The community hosted an ALLY Workshop, in collaboration with the PRIDE Center. We had 132/234 members attend the workshop and actively participate.

UC Learning Outcome #4: Students will develop leadership skills as a result of their participation out-of-class experiences: activities, events, employment, governance, and service.
• Each chapter participates in their own organizations’ national and regional leadership development programs. Additionally, the Panhellenic Council paid for two members to participate in the NPC Officer Academy.

LEADERSHIP, INVOLVEMENT AND GRAPHICS (LIG)
LeaderShape Learning Outcomes

As a result of participating in the UW-L LeaderShape Institute, students will be able to: (quotes from the student reflection papers to exemplify the outcomes)
• Commit to identifying their core ethical and personal values and then commit to act on them.

  Assessment: Since LeaderShape, I’ve found the courage to acknowledge that I need to do some work on myself. I’ve become more authentic and my core values have been more prominent than in the past. –Michelle Homann

  I feel like my core values have become more sound and are on the front of my brain and I am excited to see how that effects my decisions and relationships in the future. – Carly Juzwik

  My core values consistent of Truth, Respect, Adventure, Reputation, and Wisdom. I will be more conscious of staying true to my values in the future decisions that I will make. – Hayden Webber

  My core values will help guide my actions, beliefs and decisions, which are all essential to become a more effective individual. – Lisa Hady

• Identify when their behavior is not in congruence with their core ethical and personal values.

  Assessment: Being a leader takes the courage to stand up for what you believe in. If a leader is passionate enough, they can handle the backlash. A leader is someone who can maintain a level of vulnerability. If we choose to live as something we are not, and do not become more vulnerable then we cannot lead by who we truly are, and what we believe in ...I will live my life with passion and integrity knowing that I am one step closer to becoming the change I want to see in the world and a leader that others can count on. – Brett Pfarr
• Develop relationships where the dignity and contributions of all people are acknowledged and respected.

Assessment: *I have learned more about respect and the value of individual’s opinion, an opportunity to learn about each other’s values and visions. Being inclusive is a big part of being a good leader…. listening and giving equal opportunity for everyone.* – Gi Vang

• Create a vision for the greater good of a community which includes a “healthy disregard for the impossible”.

Assessment: *With creating my vision I thought of something I had never thought of, something that I could potentially run with and take a leadership role in creating. My vision is definitely further down my future but coming up with this idea has created so many other ideas of small things I can do to be a better leader.* – Serina McAdory

• Develop skills to be able to successfully work in groups and teams to accomplish a collective vision.

Assessment: *“The value of one, the power of all” a quote that I took and apply to myself when we are being introduced to this theme in LeaderShape. This theme… also changed my whole perspective on contribution, each and every one of us can contribute to our community and make a big impact on people’s lives. With Integrity I believe everyone can achieve what they have vision for our community and society.* – Gi Vang

*It is quite beautiful how much more connected I feel to other individuals on campus after coming back from LeaderShape. It is so comforting to see other leaders…have some of the same visions as I do, who are constantly working to try to make the world a better place.* -Bri Mark

• Articulate action steps necessary to implement a vision.

Assessment: *The greatest take away I got from Leadershape was the importance of believing in yourself and the vision I have for the world. It was amazing to self-reflect throughout the week, and notice how I have been growing. It also was so valuable to see what kind of leader I am, and the way that I most effectively respond to others. Going back to the basics and focusing on our strengths really made the vision that I made more attainable.* – Krissy Klingbeil

• Increase their capability to produce extraordinary results.

Assessment: *The experience...was life changing. It was uplifting. It really makes you realize that you have the power to do whatever you want in this life and that if you put your mind to it, you have the power to change the world. I met a lot of really great people; I had some really deep and insightful conversations. I learned a lot, not only about myself, but about others.* – Emily Faivre
Leadership, Involvement and Graphics Learning Outcomes

This year we used the Professional Skills Inventory to develop and implement LIG Learning Outcomes for each student employee that relate to the University Centers Learning Outcomes. This assessment is a goal setting system at the beginning of each semester and an evaluation process at the end of each semester based on the goals set.

Assessment: Fall Semester and end of the year evaluations were provided asking feedback about the Professional Skills Inventory. Was this helpful?

*I found the PSI to be helpful with supervisor feedback. I did not feel that reflecting on my own was the most helpful and I did not personally use this throughout the semester, but when we went over the feedback together I found it to be useful.*

*I appreciated getting the feedback and having examples.*

*I found it helpful to reflect on what my supervisor sees as my strengths and areas for improvement, both with them and on my own afterward.*

*It’s nice to see areas I have progressed in over the year and where I still need to put in some work.*

*I did not find the PSI particularly helpful since nothing was a surprise to me. My supervisor gives me consistent feedback so having a meeting just to talk about this did not seem totally worthwhile.*

PRIDE CENTER

The Pride Center will implement pre and post-tests in the EFN classrooms to assess the following learning outcome:

- As a result of interaction with Pride Center and its programs, students will become more aware of issues that face Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Questioning, Asexual and Ally (LGBTIQQA) people as evidenced by the statements they make when we gather feedback.
  
  a. In order to assess whether or not the programs we provide are meeting the intended learning outcomes and helping support the mission of the Pride Center, there are some formal and informal means of assessment. After nearly every panel/training, we ask the people who participated to go around and share one thing they learned or appreciated about the panel or training that they attended. During these times, we are able to mentally assess the parts of the program that had the most impact on students and if the learning objectives we set out to accomplish were evident. Some formal surveys have been administered in the past and are suggested for the future. The formal surveys are sometimes time-consuming and not always appropriate for each panel or training.

  b. Verbal feedback included such comments as, “I didn’t know what all of the letters meant until this panel”, “It was eye-opening to hear your experiences”, “I grew up in a small town and have never had contact with someone from the LGBT community before this”, “I did not know all of these terms until attending Ally Training”, “I had no idea
people had such a problem with transgender individuals”, “I didn’t know you shouldn’t use ____ term because it offends people”, etc.

- The Pride Center will also evaluate the following learning outcome: We did evaluate the learning outcome for Pride Center Staff members.
  
  a. As a result of interactions with Rainbow Unity and the Pride Center and its programs, students in the LGBTIQQA community will develop a comfort with their identity as assessed by personal and group conversations with students.
    
    1. We did assess the Pride Center Staff. The results are below.

    a. Critical Thinking Skills

    1. “I have been able to see and understand different perspectives as well as analyze what is happening around me.” AR

    2. “My confidence in problem solving and developing empathy for others who do not share my same values.” WI

    3. “I have become more creative with programming to include all identities. I also have better skills for thinking on my feet and creating eye catching posters” SSH

    b. Understanding, valuing and embracing human differences?

    4. “This part is always expanding as I learn more about identity and how I fit into that.” AR

    5. “That’s what we do. We all need to work together if we are to fight systematic oppression. How can we give them a place at the table if you don’t value them?” WI

    6. “The most impactful people I have met have been through the Pride Center. They have challenged me in ways I never imagined.” SSH

    c. Leadership Skills

    7. “They are still developing. I don’t think I have a grasp on it yet” AR.

    8. “I still need to develop them”. WI

    9. “I have been trying to be more intentional on when I take the lead and when to back away.” SSH

    d. Understanding of being an active citizen in the local and global communities?

    10. “People see me and I have a voice.” AR

    11. “I have grown so much and know that we need to work to redefine the word ally.” WI

    12. I am part of a larger whole. The Pride Center has challenged me to be a better person. I am not the same as who I was two years ago before I started. I am still growing though.” SSH
RACQUET
- As a result of attending an interviewing and writing workshop session, Racquet student editors and writers will gain knowledge of how to conduct an interview for an article as well as a better understanding of newspaper writing as evidenced by continued article submission and consistent improvement in their writing skills.

Assessment: During Fall semester, an interviewing/writing workshop was hosted by Rusty Cunningham, editor at the La Crosse Tribune, and some of his staff members. A marked improvement with regard to the inclusion of quotes from the interview that were conducted was seen.

STUDENT EMPLOYMENT
- As a result of participating in the student employee customer service and diversity training programs, students will develop solid customer service skills and will be able to talk about some privileges that they have compared to members of oppressed groups.

Assessment: This year a customer service session and a diversity session on micro aggression were included as part of the mandatory training session for all student employees held in August. Based on exit comments, students’ understanding of micro aggression and diversity in general were broadened.

STUDENT ORGANIZATIONS/ MY ORGS
- As a result of student organizations utilizing My Orgs, students will feel more connected to their organizations as evidenced by the number of students utilizing the program.
- As a result of using My Orgs, potential students will be more aware of involvement opportunities as evidenced by increased participation levels in student organizations.
- As a result of utilizing My Orgs, staff members of University Centers will be better able to manage student organization information as evidenced by the use of the program.

The End of the Year Summary Survey deployed to all Recognized Student Organization leaders in April asked “What have you learned in the past academic year?” Here are some of their replies:

*I have learned how to better communicate with large groups of people and how to utilize the talents of other members of the leadership team to reach our goals.*

*Leadership is not about having all the answers, and it is not about being the best at whatever you do, I have learned that leadership, real leadership, is being willing to listen to the ideas of others and work as hard as you can to make those ideas become reality.*

*I feel I am a better communicator by getting people together and making group decisions has become more natural for me.*

*I have learned a lot about how being a leader doesn’t just mean being a leader in front of people; it also includes so much behind the scenes work that often goes unnoticed.*

*I’ve learned a lot about working with others who are different from me and how to challenge others and help them grow.*
UNIVERSITY DINING

- As a result of participating in the Dining Services Committee, students will understand how the university dining services function and operate, as evidenced by active participation and demonstrated awareness of program complexities.
- As a result of participating in the Dining Services Committee, students will demonstrate active, responsible citizenship by allowing their voices to be heard and promoting the desires of the student population as a whole, as evidenced by regular contributions during committee meetings.
- As a result of participating in the Dining Services Committee Meetings and active dissemination of important information, student representatives of residence halls, RHAC, and other organizations will exercise effective leadership and communication skills as evidenced by continuing observations.
- As a result of being part of the Dining Service Committee, students will apply interpersonal communication skills, as evidenced through observations of collaborative participation and problem solving during committee meetings.

Assessment: Due to lack of involvement on these committees, these learning outcomes were not measured.

GOALS AND OBJECTIVES 2015-2016

1. Finalize the Strategic Plan for University Centers, including plans to move into the new Student Union. The strategic plan is coming to its close. Parts of the plan have been finished and implemented, including new policies for the new Student Union, a new organizational chart with job and title changes, including some new positions. Strategic goals were also developed. The Strategic Plan is attached in Appendix.

2. Implement the new dining and meal plan program with Chartwells. The contract began on June 13, 2015. Meetings began immediately with Brigid Benson who worked with the region to which our account was assigned. Craig Key, who had formerly worked for Chartwells as the Whitney Center Building Director, was hired as the Director of Dining Operations. He along with Brigid and Scott Henning (Carroll University) became the transition team. Interviews for the management team were held throughout June and July with the majority of the team members starting their positions in mid-July. Overall, the students seemed much more satisfied with the dining program as complaints were significantly down from previous years.

3. Increase the number of on-line photo submissions for the student ID cards. For the first year student Registration process, students were given the opportunity to submit a photo for their ID card rather than having their picture taken at the ID Card office. A total of 680 were submitted for summer 2016. A little less than a quarter of the freshman submitted their pictures. We are currently in that process for 2016.
4. **Continue to develop the leadership education program to include LeaderShape programs as well as the Leadership Certificate program.**

LeaderShape, Catalyst, and Resilience were sponsored through Leadershape this year. The Eagle Leadership Certificate (ELC) program had its piloted debut in the fall of 2014. In the fall of 2015 the United with Leadership Team was formed to work on this project, comprised of individuals involved with the ELC, as well as new members. The team determined UWL could benefit by creating a more cohesive, supportive experience with regards to leadership development for students throughout their time at UWL. The ELC was tabled and throughout the 2015-2016 school years, the United with Leadership team conducted focus groups with students, staff, and faculty in order to gather information on current leadership development opportunities and what is missing. The team plans to send follow up surveys to the campus in the fall of 2016 to complete the picture of leadership on UWL’s campus. This information is gathered in order to form a cohesive plan for leadership and eventually implement this into a new “Eagle Leadership Certificate”.

5. **Implement the Ugetconnected program with Viterbo University, Western Technical College and Great River United Way to encourage volunteerism at UW-La Crosse and the greater community.**

Ugetconnected was rolled out to students and a faculty and staff committee reviewed the process for rolling this out to the rest of the campus. The Day of Service was expanded to a Volunteerism Week. Different volunteer opportunities at various local agencies were compiled into one week in April, and students were asked to sign up via Ugetconnected. This was a way to utilize the new Ugetconnected site and create more connections between UWL students and agencies in the community.

6. **Continue to program cost-effective activities and events that provide students with entertainment and educational activities.**

The Campus Activities Board had a very successful year. There were 68 programs with an approximate attendance of 9,000.

7. **Continue to expand the developmental program for student employees.**

Based on last year’s feedback we decided to include a session on diversity and one on customer service as part of this half day training. Information was also presented regarding each of the different “work areas” of the department. For this session students visited each of the “work areas” and returning student employees described the services offered by the area. This worked much better than a general “lecture” type presentation.

8. **Evaluate student Learning Outcomes for University Centers.**

The Division committee decided to clarify what duties in a student employee position is expected to result in student change. This became the priority for this year, as we further defined expectations for student employees. The Division of Student Affairs Student Learning Survey results are in Appendix A.

9. **Provide an environment where all students and members of the communities feel welcomed and supportive.**

This is an ongoing goal. Part of the emphasis has been on working with Senate to be a more inclusive organization. Some progress has been made in this area.
10. *Maintain a clean and safe environment with Cartwright and Whitney Centers.*
The University Custodial staff continues to do an excellent job. We provided an audit of the cleaning of the Dining areas and found some challenges in this area. We will need to increase the cleanliness of all dining areas.

11. *Manage all budgets to minimize fee increases while providing balanced budgets.*
The dining budget continues to be healthy. In preparation for the new Student Union, the operations budget has had some challenges. Fee increases have been minimal.

12. *Evaluate current online ticket sales program and usage: continue to investigate online ticketing options.*
The university created a committee to look at ticketing programs. The committee concluded that Seat Advisor was the best option for the university. Seat Advisor will result in some increased costs for University Centers programs and customers. A hold has been put on the purchase of the program and it may be possible that units can choose their own ticketing program.

13. *Contribute to the overall success of the Division of Student Affairs and the university through communication and collaboration for programs and services offered.*
This area continues to be a strength. The unit works with a number of cooperative programs and it is always willing to help out other areas.

14. *Insure that the staff team feels included in decisions and informed of issues.*
The balance in this area is still being explored. Some staff does not feel they are heard at all times.

15. *Continue to monitor the construction of the new student center, including purchasing of furniture and equipment.*
This is still in process. Purchases of the theater seats and the chairs in the multipurpose room have been processed. Task chairs for the offices have been identified. The remaining of the equipment and furniture needs to be finalized.

16. *Continue to expand the online and app presence for University centers, including web forms, Facebook pages, and new mobile apps.*
More emphasis has been on the website and the Facebook pages. Additional work needs to occur in the rest of this area.

17. *Begin to implement electronic recordkeeping. Move historical records into electronic format; create a system to maintain current records when possible.*
The scanner has been purchased and sorting of the records has begun. Some storage areas are close to be emptied and new records are being scanned and stored.

18. *Review, with Information Technology, the EMS reservations system to determine if any upgrade is needed.*
This was accomplished during spring semester. The upgrade includes the capability of sending room schedules to the electronic signs at each of the new meeting rooms in the new student center. The cost of this upgrade had gone up as EMS has a new pricing system.
POINTS OF PRIDE 2015-2016
The Unit had a number of successes in the last year! Some of these include:

CAMPUS ACTIVITIES BOARD (CAB)
- Michael Sam was the Distinguished Lecture Speaker for the last year. The event served to provide a different diversity view to campus. He spoke of his experiences as a gay man, but also living as a person of color in American society.
- Other significant CAB events included: Throwback Time Machine Dance Party, Chicago Boyz, I<3 Female Orgasm, and the Dating Doctor.
- Over 2900 students voted for the 2016 fall semester concert.

EVENT SUPPORT
- University Centers staff provided assistance with the President Obama visit. This included distribution of tickets, as well as technology and event support for the visit.
- Event support assisted with over 175 events during 2015-16. This is the lowest number of events supported since records have been kept. In 2013-14 250 events were supported. This could be a result of organizations making an effort to not program events on top of each other.

FACILITIES
- The new Student Union continues to take shape. A number of tours of the facility were conducted to let different constituency groups see the progress being made.
- Groups continue working on selection of furniture for the new Student Union (Organizations Committee, Student Services & Building Committee, Students from Student Association, Staff).

FRATERNITY AND SORORITY LIFE
- The Fraternity and Sorority program included the initiation of 85 new members, 5,400 hours of community service and $27,750 raised for the Chapters philanthropies.
- Two new chapters were approved for next year: Sigma Sigma Sigma, and Lambda Chi Alpha.

LEADERSHIP & INVOLVEMENT CENTER
- This was the third year of LeaderShape. The program continues to be a special leadership opportunity for UW-La Crosse Students. About sixty students participated in the program.

MEAL PLAN/ID CARD PROGRAM
- Began accepting online submission of student photographs for the University ID Card for the 2015 Freshman Registration program.
- Beginning in spring of 2015 we were encouraging new entering students to submit their identification card photo on line. For 2015 we did about 20% in this manner. We are continuing to accept photo’s for 2016.
- The university developed a new Identification Card as we severed our relationship with Higher One. The new ID card, Eagle ID, meets all of the requirements as a Photo ID for voting.
PRIDE CENTER
- The Pride Center reached 7,113 people through programs, 1,370 people in training sessions and took 50 students to the MBLGTACC conference.
- The Drag Show “Cirque Du Drag” had approximately 550 people in attendance. Student’s raised $1,000 in tips for New Horizons and Family Transcends.

STUDENT ASSOCIATION
- Congressman Ron Kind received the Higher Education Advocate award from the Student Senate.

STUDENT ORGANIZATIONS
- UW-La Crosse has 201 student organizations which include 16 new organizations recognized during 2015-16. The organizations submitted 140 fundraisers and sponsored over 500 events. A total of 120 student organizations reported promoting inclusivity efforts.
- A total of 162 digital slides were submitted to University Centers for display at Whitney Center

UNIVERSITY DINING PROGRAM
- Dining Contract: The RFP was completed and Chartwells was awarded the contract. A new dining contract was implemented beginning in June of 2015. Chartwells Dining returned to campus after three years of a previous company. The new contract provided for an All Access dining room within Whitney Center, additional retail/transferable dining areas at Whitney Center and Mondo’s Subs available at Whitney and Cartwright Center. It appears that most students enjoyed the change and the All Access dining room was a success.
- Renovation of Whitney Center – The main dining room, C-Store area and Chars were all updated
- Variety of Events: Harvest & Holiday Luncheons, Water for Flint, Midnight Breakfasts (2), Mexican Food Tasting Event (for concept in the new building), Coffee Tasting, Street Fair
- Vermicomposting-developed a collaboration with Hillview Foundation and Mayo to continue working with the vermicomposting project and providing food waste from the UWL kitchens.
- Renovations occurred as part of the Dining Contract at Whitney Center with some minor changes in Cartwright Center. Central to both areas was the installation of a salad bar in each area. In addition, Cartwright Center introduced a La Crosse Café area for local stir fry meals. In addition, the Cellar was brought back to a cash, block plan, dining dollars, and campus cash only facility. This brought more people into the facility.
- Sustainability issues with the dining company were emphasized in the new contract. This included continued use of the Vermicomposter, which was sold to Mayo and a letter of agreement was developed specifying responsibilities for Mayo, Hillview and UW-La Crosse in operating the Vermicomposter. In addition, an Aquaponics experiment occurred in Whitney Center in which herbs were grown with the assistance of a tank of Tilapia.
- In preparation of the opening of the new building, we explored a national concept for the Mexican area in the new student union. Tastings were done with Qdoba, Moe’s and Sono’s. Qdoba withdrew from consideration because of their store downtown. We continue to negotiate with Moe’s for inclusion in the new building.
- The unit did some new staff training to prepare for more cooperative activities. In January, University Centers partnered with the Chartwells staff for a Diversity and Inclusion session facilitated by the Campus Climate office. In May, University Centers, Admissions, and Chartwells
managers participated in a Resilience training facilitated by LeaderShape personnel. A session on micro aggression, presented by staff from Campus Climate, was incorporated in the mandatory training for all student employees.

UNIVERSITY RESERVATIONS

- EMS upgrade was finalized during Spring Semester. EMS serves as the primary room scheduling package for events not in Class Rooms. The upgrade will allow for more on-line scheduling of events and will allow the room usage to be dispatched to the outside of the rooms in the new student union. Today signs will also be displayed on digital boards.
- Room Scheduling also declined during 15-16. 19,360 reservations were made compared to 24,492 the year before and 19,980 during 13-14.
- The student organizations who request a reservation most frequently are: Alpha Xi Delta, CRU, CAB, Delta Sigma Pi, and Student Association.
- Cartwright Center tracks the traffic in one primary entrance, (northwest). During 2015-16 we saw an 8% decrease in traffic at these doors. 356,218 individuals used these doors in 2015-16.

INCLUSIVE EXCELLENCE

- A session on micro aggression, presented by staff from Campus Climate, was incorporated in the mandatory training for all student employees
- University Centers staff and Chartwells staff (management team and union staff) spent a half day together in a diversity workshop. The workshop was conducted by Barbara Stewart and the Campus Climate staff.
- The LeaderShape Institute: We worked very hard to make sure that the LeaderShape Institute and Catalyst had representation from across campus areas. The program offered many types of diversity including but not limited to age, race, socioeconomic status, sexual orientation, gender, ability level, major, year in school, hometown, and more. A breakdown of all areas represented is located in Program Definitions, section A (2) under The LeaderShape Institute
- Social Justice Week and ATP: This year we allowed our LIG staff to flex their office hours so they could participate in the Social Justice Week events. We wanted to encourage them to participate and felt that using their office time was a good way to make that an expectation. A few members of our staff attended the Fall 2015 and Spring 2016 ATP show.
- The Student Senate was challenged regarding Inclusive Excellence and Diversity, because of a couple of issues they faced during the year. The first one was a proposed statute change that would allow citizens to conceal and carry weapons on a university campus. The second issue was the confederate flag that was on a delivery truck at the new student union. In an effort to mend these relationships, the Dean of Students funded a luncheon between the Student Association president and Vice President with the leaders of the multicultural organizations. Some discussions occurred. This will be a priority for Student Association during the next term.
ISSUES and RECOMMENDATIONS

• Theft of dining dishware, utensils and food continued to be an issue. A strong campaign using the digital signage to let students know what they could take from the dining room and signage by the exits was used to create an awareness of the issue with students. Additionally, a large number of cameras were installed with a software application that allowed staff to view all the areas on their computer and/or Smart Phones.

• Communication with students regarding the dining program continued to be a problem with students saying they did not know the policies, etc. At the beginning of the spring semester we returned to producing a monthly newsletter that was placed in the toilet stalls of all of the residence hall restrooms. The newsletter highlighted different policies, featured information on nutrition and staff members, and announced special events. This seemed to help keep students in the know.

• Dining Services Committee – This year we tried having two dining committees, one was residentially based and the other was student organization based. Though there were one or two loyal members in each group, attendance numbers were extremely small. There is a need to look at a new format for the committee.

• Electrician position: Dave Langteau, Electrician, retired in May 2016. He has been an important member of our staff and has done an outstanding job at keeping equipment working and making recommendations when items need to be replaced.

• The Racquet was able to hire an Advertising Director this year and ad revenue improved a little bit. Because of finances the Racquet chose to consistently produce a four page paper rather than the usual 8 or 16 page document. A work group was assembled (through SUFAC) to take a look at the Racquet and determine what changes should be made to enable the paper to be successful. This includes analyzing an online option.

• Food Pantry: We had a request from two areas on campus, the McNair Scholars office and the Office of Multicultural Student Services, to allow for a satellite food pantry in their office to reach more students in need, and to provide better access to this service. We worked out a system for the McNairs Scholars office that we will implement with OMSS as we get that site up.

• The Campus Activities Board is facing a declining number of general members, which eventually turns into less students interested in serving on the Board. In the fall we started with approximately 20-40 people at meetings, by spring semester we were down to about six non-board members’ students in attendance.

• The move to the new Student Union will provide programming challenges. There will be spaces to program that we have not previously had. In addition, there is an expectation to program more often. CAB will need to look at co-sponsorships and work with other student organizations to fulfill programming expectations. Also, inhabiting different offices with people in different locations will provide for some new challenges.

• The university investigated a common ticketing system which would involve University Centers, Theater, and Athletics. There was a recommendation to move to one system, Seat Advisor. After discussion with the Provost, Associate Vice Chancellor for Finance, and Assistant Chancellor for student Affairs, it was determined not to move forward with this common program.
CHANGES IN RESPONSIBILITIES, SERVICES, AND PROGRAMS

CAB
The only major change we had this year was related to our film program. Rather than using DVD’s we made the switch to a new device, called Cinelink, through our provider SWANK. This device allows us to stream our films, as well as provides better picture and sound quality as well as allows us to provide all movies with Closed Captioning to be more inclusive for our audiences.

EVENT SUPPORT
This year we saw a decrease in events and activities. A majority of this decrease is due to students cancelling their events at the last minute. This year we also experienced increased difficulty in getting a hold of students to assist them with their planning process and technology needs. In result, we experiences a decrease in student staff hours, particularly due to many of these cancelled events being large scale time consuming events.

FRATERNITY AND SORORITY LIFE
The Fraternity and Sorority system reviewed expansion and determined to invite Sigma Sigma Sigma and Lambda Chi Alpha.

LEADERSHIP AND INVOLVEMENT CENTER
Volunteerism Week
The Day of Service was expanded to a Volunteerism Week. Different volunteer opportunities at various local agencies were compiled into one week in April, and students were asked to sign up via UGetConnected. This was a way to utilize the new UGetConnected site and create more connections between UWL students and agencies in the community.

United With Leadership - Campus project derived from Eagle Leadership Certificate Program to develop a UW-La Crosse Leadership Program. Mission: United With Leadership is a project to create an inclusive framework of student leadership development moving across disciplines, involvement, and development, to provide a more cohesive experience for students throughout their journey at UWL.
There were 12 core team members:

Christa Kiersch-Management Faculty  Thomas Harris-OMSS
Scott Dickmeyer-Communications Faculty  Jaralee Richter-University Centers
Christopher Dziekan-Residence Life  Scott Cooper-Biology Faculty
Adele Lozano-Student Affairs Faculty  Jacqueline Bisson-LIG Graduate Assistant
Nathan Barnhart-Rec Sports  Tyler Erding-Undergraduate Student
Aiyana Dettman-Academic Advising Center  Joan Temple-Occupational Therapy Faculty

PRIDE CENTER
This year we migrated our Pride Center website to the new format. The office assistant was responsible for formatting and keeping the website up to date. Timo has developed a new library system to keep the materials in better order, and hopes to assist the Pride Center when we eventually switch over to the system through Murphy Library.
Will remains one of the DOC Advisors for the 2015-2016 school year. This will allow him the opportunity to work with some of the organizations that will be moving to the new Union in 2016. This includes CAB, Multicultural Organizations and Fraternity and Sorority Community. The groups that are not part of the DOC include Involvement and Leadership Center and the Racquet. Will can work with the other advisors to begin some discussions.

During the year, several students continued to attempt develop Fierce, a group designed to create a space for LGBTQ+ people of color. The students were unable to complete bylaws and concrete plans for Fierce before a majority of the leadership left the campus. There is hope to continue the progress over the summer and become a recognized organization in the fall semester.

**STUDENT ORGANIZATIONS**

MyOrgs has been UW-L’s student organization database for 8 years. In July 2015 a major upgrade and redesign changed the look and feel of the homepage view.

**UNIVERSITY DINING-MEAL PLAN/ID**

New Meal Plans were developed for the new Dining Program. The plans offered are: the Eaglet (14 meals/week), the Eagle (All access & $100.00 in maroon dollars), Big Eagle (All access & 50 block meals), the Mega Eagle (All access & $350.00 in maroon dollars), and the on-campus Talon (Reuter, 60 Block Meals).

Students on a residential plan (except for the on-campus Talon) were no longer able to eat in the Cellar with their meal swipes. However they were able to eat one meal/day at Mondo Subs in Cartwright Center.

The menu in the Cellar changed to serving burgers, flatbread pizza and wings with a variety of sauces. Towards the end of fall semester, the La Crosse Café concept was introduced. This area offered local foods when available, and gave customers the opportunity to individualize their stir fry meal which was prepared by the chef.

The guest meal policy changed due to the new all access program. Students were only allowed to use guest meals in Chars and the Whitney Center Sub Shop.

**UNIVERSITY RESERVATIONS**

As the latest version of EMS is implemented, we will be working with IT, University Facilities, REC, and Athletics personnel to ensure excellent communication and continuity of service. The use of online reservation will be introduced as a result of the EMS upgrade.
WORKLOAD AND OUTCOME MEASURES

ALL TOTALS

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BUDGET AND RESOURCE SUMMARY

University Centers has two primary non-allocable budget entities: Dining Service and Cartwright Center. In addition, the staff works with the students with a number of allocable student fee budgets. This includes working closely with the Office of Budget and Finance and the Segregated University Fee Allocation Committee (SUFAC).

Non-Allocable Budgets

The non-allocable budgets support the facilities and staff that work within each entity. Each budget is designed to insure fiscal responsibility while minimizing the cost passed on to students. The figures below are estimates based on the budgets as of June 15, 2016.

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<th>Account</th>
<th>Cash Balance 6/30/2015</th>
<th>Revenue</th>
<th>Expenses</th>
<th>Deferred Revenue</th>
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**Allocable Budgets**

The allocable budgets primarily support the programming efforts of the unit. Student committees coordinate the programming in these areas and work with the budgets. The account balances for these groups are included in the table below.

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| SPECIAL COMMITTEE ON BUDGET (

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<td>Student Leadership</td>
<td>4,500</td>
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<td>Sub Total</td>
<td>124,868</td>
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| Total                   | 283,408                | 289,550                 | 296,020              | 303,969 | 99%   | 99%    | 99%                  | 99%         |          |

**Grand Total**: 908,541 Revenue and Expenditures

 Increase/Decrease: 25,130 2% Increase: 905,686 100.00%
LEARNING OUTCOMES 2016-2017

Following are the four primary learning outcomes developed by University Centers staff for 2016-17.

1. Students will develop critical thinking skills through participation, reflection, and engagement in out-of-class experiences: activities, events, employment, governance, and service.

2. Students will learn to be active citizens of their local and global communities through involvement in out-of-class experiences: activities, events, employment, governance, and service.

3. Students will understand, value, and embrace human differences through their participation in out-of-class experiences: activities, events, employment, governance, and service.

4. Students will develop leadership skills as a result of their participation in out-of-class experiences: activities, events, employment, governance, and service.

GOALS AND OBJECTIVES 2016-2017

1. Implement the University Centers Strategic Plan (Appendix B) including the new organizational structure and new staff being hired.

2. Finalize the move to the new Student Union to include purchase of all moveable furniture and supplies. These purchases were either part of the budget or were assigned to have the staff make the purchases.

3. Plan and implement a grand opening of the new Student Union.

4. Continue to implement the Dining Services contract to include the changes in venues in the new student union.

5. Increase the number of on-line photo submissions for the student ID cards.

6. Continue to develop the leadership education program to include LeaderShape programs as well as the Leadership Certificate program. LeaderShape, Catalyst and Resilience were sponsored through Leadershape this year.

7. Continue implementing the Ugetconnected program with Viterbo University, Western Technical College and Great River United Way to encourage volunteerism at UW-La Crosse and the greater community.
8. Continue to program cost-effective activities and events that provide students with entertainment and educational activities through the Campus Activities Board. This will include more programming in the new Student Union.

9. Continue to expand the developmental program and use of learning outcomes for student employees.

10. Provide an environment where all students and members of the communities feel welcomed and supportive. This is an ongoing goal.

11. Maintain a clean and safe environment with Cartwright and Whitney Centers and the new Student Union.

12. Manage all budgets to minimize fee increases while providing balanced budgets.

13. Contribute to the overall success of the Division of Student Affairs and the university through communication and collaboration for programs and services offered.

14. Ensure that the staff team feels included in decisions and informed of issues.

15. Continue to expand the online and app presence for University Centers, including web forms, Facebook pages, and new mobile apps.

16. Implement electronic recordkeeping. Move historical records into electronic format; create a system to maintain current records when possible.

17. Implement the EMS upgrade to include on-line reservations as well as sending the room schedules to the rooms in the new Student Union for today signs.

**STRATEGIC GOAL ACTION ITEMS**

The Student Union will serve as the academic, cultural, and social hub of activity for the University of Wisconsin-La Crosse. University Centers Team (UC Team) commits to the following:

1. Create an environment focused on student engagement and involvement, providing beyond the classroom experiences, which foster inclusiveness and cherish differences.
   a. Partner with OMSS, ACCESS center, Pride Center, Residence Halls and other organizations to help students get involved with campus activities.
   b. Publicize UGETCONNECTED, to encourage students to volunteer in the La Crosse community.
   c. Develop a leadership certificate program to be offered through the university in cooperation with other units and academic programs.
2. Create and expand student-centered programming within the new Student Union and on campus, serve as student advocates in programming, budget, and policy development, and engage a diverse student body while complementing the academic mission of the University.
   a. Increase student programing by 30% during the first semester that the new Union is open.
   b. Serve as student advocates for governance and for programming, advocating for issues relevant to students.
   c. Develop systems to increase the involvement of a diverse clientele in the operations and programming of the new Student Union.
   d. Movie packages-explore inexpensive options
   e. Movie and Book of the year—pick a theme.

3. Develop and implement a student leadership program based on a social justice model encouraging students that leadership is for everyone, to make a positive difference within our communities and the world, and to live their life with integrity.
   a. Continue to sponsor Leadershape.
   b. Continue to sponsor Catalyst.
   c. Sponsor a program for the unit called Resilience.

4. Develop and implement a student employee program that respects and recognizes the importance of the entire UC student employee staff, and the education, training, and recognition that accompanies their employment.
   a. Hold a recognition event during semester and highlight an employee.
   b. Greater emphasis on end of year gift card.
   c. Utilize campus entities to assist with up to date training.
   d. Bring back graduated student employees to speak to students about their experiences affected their careers and the valuable lessons that were learned. Develop a session based on that experience.

5. Maintain fiscal responsibility by being good stewards of student fees.

6. Provide a variety of high quality, nutritious and cost effective meal choices within all dining locations.
   a. Identify what students are willing to pay, system to charge, what the plan looks like.
   b. Identify organic priorities: cage free eggs for example.
   c. Survey design-Class on survey design (Betsy Knowles) price point.

7. Provide excellent customer service for all individuals that enter our facilities by providing a safe and welcoming space for all members of the UW-La Crosse campus and community.
   a. Provide safety training and develop new procedures based on the Union.
   b. Facility Safety: develop protocol to ensure our facility has physically clean, dry floors at all times, no trip hazards.
   c. Train all staff to provide quick service in event of an injury, illness.
   d. Personal Safety: Train all staff regarding what it means to work with a diverse population so we can recognize differences and have comfort. Ex: Ally Training.
   e. Display signage at Info Counter saying “Welcome” in different languages.
f. Diverse artwork, displays, and food choices.
g. Directional and room signage.
h. Individualize our services to the situation.
i. Safe space is always provided.
j. Friendly and welcoming to all that enter (Info Counter). Eye contact and greeting to all as we meet and greet them throughout the building.
k. When we see a guest, ask them if there is anything we can do to assist, help locate a room, etc.

8. Create a culture of collaboration and staff support within the unit and within the Student Union to enhance relationships among people, co-workers, University personnel, departments and units, and organizations on campus.
   a. Develop programs that require units within the Student Union to work together.
   b. Develop staff meetings so that each area works with other areas in working together.
   c. Develop a program where people are rewarded for co-sponsorships and for working with other departments and units within UW-La Crosse.

9. Strive to maintain the unit’s facilities including; current technology, equipment, and desirable furniture styles and décor by identifying problems and issues when they occur.
   a. Develop a yearly plan for updates on minor items like painting, art, and other long term plans that involve furniture and technology.
   b. Budget and hire those students to achieve these projects over summertime.
   c. Utilize student groups to come up with ideas and volunteer labor to do. Projects such as: painting, moving and furniture.
   d. Systematic means of reporting-who is responsible? Who follows up?
THANKS FOR BEING PART OF UNIVERSITY CENTERS!
WE LOOK FORWARD TO 2016-2017

The new Student Union construction site, spring 2016 (above).

Dr. Larry preparing to host another tour, May 2016.
Check out the view from up here!

The stone is applied to the front of the new Union.
Rebecca Steck and Laura Moss, two University Centers student employees, were chosen as 2016 Commencement Speakers.

Dr. Larry with Student Association President Kaylee Otterbacher (right) and Vice President Mollie Davies.
UW-La Crosse was honored to have President Obama speak on our campus July 2015. The President is pictured with (left to right) Heather Holm, Sue White, Nathan Barnhart, Dr. Paula Knudson, Mo McAlpine, and Troy Richter.

Congressman Ron Kind is presented with the Higher Education Advocate of the Year award by President Kaylee Otterbacher (below right).
Best wishes in retirement Cindy Curran, University Services Program Associate (top) and Dave Langteau, Electrician (middle).

We will miss you.

Dave and Cindy enjoying a retirement luncheon with staff in November 2015, seated with Mary Beth Vahala, Jaralee Richter and Cindi Swanson (bottom).
Students pause from a tour to take a photo in front of one of the stone fireplaces at the New Student Union, April 2016.

University Centers staff hosted a Baby Shower to celebrate Drea Higgins new addition.
LeaderShape 2016 (above)

2016 Cirque Du Drag had about 550 attendees (above left).

The Interfraternity Council teamed up with Students for Sustainability to clean the bluffs in October (above right).
Celebration of Involvement, hosted by Leadership, Involvement and Graphics.

Megan flashes a smile as she takes student photos for the Eagle ID Card during Freshman Registration (above left).

Popcorn Wednesdays are a big hit in 212 University Centers Office! Gabby is doing a great job preparing a batch!
Our New Dining Partner: Welcome back Chartwells!

Students serving at Whitney Center during Midnight Breakfast.

The La Crosse Café concept at the Cartwright Center Galley features local foods.
Chef Carson, Chartwells (left).

A table is prepared for a luncheon event in Valhalla, Cartwright Center (below)
Salad Bars returned to both Cartwright and Whitney Centers in the fall 2015 (left).

Students enjoying cookies and bars at the Street Fair.
Dr. Larry Ringgenberg, University Centers Director, and Stuart Henning, Chartwells Regional Vice President, cut the cake at the Eagle Bakery during the Whitney Center Renovation Party.

Whitney Center Renovations were completed in fall 2015. Pictured here is the main dining access entry area and salad bar in the background.
Whitney Renovations included the Badger Street Station dining area.

Centennial Coffee Shop staff, Tammy and Lisa, showing some holiday cheer.
University Centers Rocks!