

Jan 25, 2018
Annual Student Affairs Report to Senate – 2016-2017

1. Executive Summary

A. Introduction

The mission of the Office of Student Experience is to enrich the student experience through the provision of programs and services that advance student success, contribute to campus engagement and promote a safe, caring and inclusive environment.

The Student Experience portfolio includes the following units:

- Student Success and Leadership Centre (formerly Student Success Centre)
- Academic Advising
- Student Accessibility Services (formerly Student Disabilities Services)
- International Student Centre
- Student Counselling Centre
- Student Health Services (new to the portfolio)
- Campus Community Police
- Residence Services
- The Outstanding Scholars Program
- Turtle Island (Aboriginal Education Centre)
- The Academic Integrity and Student Support Officer
- Writing Support Desk

B. Goals and Objectives of Reporting Year (2016-17)

1. *Provide an exceptional undergraduate experience*

- Reconstitute Turtle Island in the CAW Student Centre and re-establish programs to support students. Maintain relationships with current students using Turtle Island and recruit new students;
- Explore opportunities to secure new space for Turtle Island;
- Increase the capacity of the central advising team and add retention functions to the unit;
- Re-vision, enhance Head Start and Welcome Week with a view to empowering student leaders to build strong and helpful relationships with incoming students;
- Implement the Bounce Back mentoring program to aid in the retention of first year and second year students;
- Ensure there are adequate resources and space to meet the needs of students who are writing exams in Student Accessibility Services;
- Enhance the space within Students Accessibility Services such that staff and students are functioning in space that is on par with other spaces on campus;
- Reform the Student Success Centre such that there are appropriate leadership resources to ensure those programs and services that are being delivered are evidence-based, are achieving results, and are consistent with the overall direction of the university;
- Establish a Wellness Centre that brings together Student Health Services and the Student Counselling Centre with a view to ensuring an effective continuum of care and adequate resources to meet the mental health needs of students;
- Creating student leadership and service learning programs that increase the number of leadership opportunities available to students and to help students make meaningful contributions to communities locally and abroad;
- Work with partners across the university to develop a sustainable strategy to maintain a residence program;

- Ensure there is a robust Writing Support Desk and collect information that demonstrates that it is making a measurable contribution to student retention;
- Build, grow and maintain strong working relationships with the UWSA and Athletics to ensure we are working together to develop well organized and wanted activities that enhance the student experience;
- Work with the University's Sexual Misconduct Response and Prevention Officer to ensure that the university remains a recognized leader in the area of sexual violence prevention and that we are engaging in evidence-based activities that have shown to reduce incidences of sexual violence;
- Carefully assess all programs and services to ensure they are: evidence based; value for money; have satisfactory utilization rates; and are making a measurable contribution that enhances the student experience.

2. ***Pursue strengths in research and graduate education:***

- Continue to grow UWill Discover, the University's largest undergraduate research showcase so that it has more student participants.

3. ***Recruit and retain the best faculty and staff:***

- Add professional staff capacity in the following areas:
 - Student Accessibility Services, secured resources for a second Exam Coordinator
 - Academic Advising, secure resources for resources for a third Academic Advisor

4. ***Engage and build the Windsor and Essex County community through partnerships:***

- No goals set in this area for 2016-17

5. ***Promote international engagement:***

- Increase the number of students going on international exchange

C. Successes

Aboriginal Education Centre (Turtle Island)	<ul style="list-style-type: none"> • In many respects, 2016-17 was a year of transition and refocus for Turtle Island and the Aboriginal Education Council. • In consultation with Turtle Island several Departments and Faculties undertook work to respond to the Truth and Reconciliation recommendations that pertain to post-secondary education. Among other efforts, work commenced to Indigenize academic programs and courses and student services in the Faculties of Education, Law and the Schulich School of Medicine and Dentistry (UWindsor campus) • After several months without an Outreach and Student Support Coordinator, Turtle Island hire a new person for this role. This added needed capacity to Turtle Island and led to an increased numbers of students using Turtle Islands space • The Outreach coordinator developed an outreach program for the Summer of 2017 and purchased new equipment (tent) and give away items for the Outreach Coordinator to visit up to 4 communities. In all, \$13,000 in equipment, info materials and give away items were purchased. This investment will support Turtle Island's outreach efforts for the several years. • With the support of Turtle Island, the Aboriginal Education Council worked on two major projects: 1) a reply to the Senate Benchmarking Report Concerning the 13 Principles of Indigenous Education of Universities Canada; and 2) A renewal of the relationship between the University of Windsor and the Aboriginal Educational Council. Both issues were complex and required considerable time and discussion and while no finalize products were produced in the 2016-17 as a result of this work, it did set the stage for the delivery of several important outputs in 2017-18 including an Aboriginal Education Council Retreat in May 2017, a formal response to the Senate
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	Benchmarking report in December 2017 and a redraft of Aboriginal Education Councils Terms of Reference (January 2018)
Academic Integrity and Student Support Officer	<ul style="list-style-type: none"> • Academic Misconduct Cases = 76 <ul style="list-style-type: none"> ○ Plagiarism cases = 67% of the academic cases • Non-Academic Misconduct Cases = 8 • Behavioural Incident Report Cases = 72
Campus Community Police (CCP)	<ul style="list-style-type: none"> • Co-hosted the 2016 OACUSA Annual Spring Conference which brings together over 100 College and University security administrators for presentations and discussion relevant to the safety and security of post-secondary institutions across Ontario. • Members of the Community Services Office took part in the annual Police Week festivities and displays at Devonshire Mall to assist in promoting safer communities. • Provided on-site support through the CCP Community Services Office to Head Start, Welcome Week, Open House, Health Fair, Mental Health Awareness Week, International Student Orientation and the Alcohol Education programs. • Conducted numerous <i>Crime Prevention Through Environmental Design</i> surveys with a view to improving safety and security for users of campus facilities. • Completed the <i>Annual Lighting and Foliage Safety Audit</i> that focuses on providing information to facility services for repairs and on making suggestions for a safer campus. • Provided over 1,000 hours of security for on-campus special events including the very successful 2016 OFSAA Track and Field Championships.
International Student Centre (ISC)	<ul style="list-style-type: none"> • For the first time ISC had students go on exchange to South Africa - to Rhodes University and India - via the Ontario-India (OIN) Exchange program • We had 6 students participate in summer language programs via the The Ontario/Rhône-Alpes and the Ontario/Baden-Württemberg (OBW) in Summer 2016. The ORA and OBW pertain to regions in France and Germany respectively. • Some significant changes were made to improve the quality, accuracy, and regulatory compliance of immigration advising services at the UWindsor. <ul style="list-style-type: none"> ○ Providing regular and repeating workshops on various important topics for international students (e.g., study permit extensions, working in Canada, post-graduation work permit) ○ Reminding students to extend study permit, and apply for post-graduation work permit ○ Streamlined and standardized the application processes for study permit extension, various work permits, entry visa renewal and permit amendments, etc. • Created a mix of customized and generic workshops (immigration, health-related) to meet the demands of various student groups, including customized sessions for Master of Applied Computing, Computer Science, and the English Language Improvement Program. • A full year with the ISC's International Student Advisor (Immigration) resulted in better service to more students on immigration-related issues. • Improved information about immigration issues and ISC programs generally as a result of a more intense training program for front desk student staff. Student applications were also reviewed and improved.
Outstanding Scholars Program	<ul style="list-style-type: none"> • Conducted a program self-study of the OS program, following the Office of Quality Assurance guidelines. The OS Self Study Report includes the following: <ul style="list-style-type: none"> ○ A renewed Mission and Vision statement ○ Analyses of research impact, retention, student satisfaction, and budget. • Retention within OS is at 97%. Retention among first year students who don't achieve second year status as Scholars is close to 95%.

	<ul style="list-style-type: none"> ○ A financial plan that will accommodate changes in the minimum wage, and reduce the OS cohort from 404 students (2016-17) to about 335 students (2019-20) ○ A five year plan to guide future development, focusing on three goals: clarifying the "Outstanding" nature of the program, improving student engagement, and fostering a greater sense of OS community ● As a result of this planning process, the OS program will initiate an application-based recruitment process, improve recruitment and marketing processes, and adopt the Golden Maple Leaf medallion as the program's emblem. ● Student leaders assumed responsibility for the OS Peer Mentoring program for first year students. ● Provided information on external awards to all UWindsor students. Our Rhodes Scholars seminar in March saw 24 students participate. As a result we had 2 strong applicants for the Rhodes scholarship competition in August 2017. ● Adopted a policy permitting part-time students to participate in the OS program. ● The Coordinator of the OS program was appointed to a full-time position in the Student Success and Leadership Centre, and given additional responsibilities managing the Alternative Spring Break, Leadership Development, and Co-Curricular Record programs. This move stabilized OS staffing and leadership for the future, and opened new possibilities for collaboration.
Residence Services	<ul style="list-style-type: none"> ● Developed learning outcomes for our residence life and staff training programs ● Forty one percent increase in applications for Residence Life student staff positions ● Developed new leadership opportunities (Community Assistants) to help provide more focused programming in support of Lancer pride and various educational priorities (e.g., sexual violence prevention) ● Moved away from printing the Residence Handbook to including it on the residence app (off of University of Windsor app) ● Revamped move in day process which improved experience for new students and parents ● Recognized 115 undergraduate students for their academic achievements in the fall of 2016 ● Successful I-Clover Sober St. Patrick's day event with over 500 students participating in at least one activity to promote responsible drinking ● Continued to work with the Centre for English Language Development to improve communications and the marketing of UWindsor residences to this student population
Student Counselling Centre (SCC)	<ul style="list-style-type: none"> ● Continued to meet the increasing demand for timely mental health services and also responding to greater number of students presenting in crisis. ● In addition to the counselling complement in the SCC, in 2016-17 there were counsellors permanently based in the following faculties: Law, Nursing, and Graduate Studies. A counsellor was placed in the International Student Centre for a one year pilot. ● Provided training to students, faculty, staff and the wider Windsor community on a variety of mental health of topics. ● WellTrack (a computerized skill building program for depression, anxiety, and stress) was implemented. ● Began work towards developing a comprehensive Student Mental Health Strategy.
Student Health Services	<ul style="list-style-type: none"> ● Student Health Services provides comprehensive primary health care to all registered students. ● The clinic is open Monday to Friday 9-5 (closed Friday 1-2). There are 3-4 physicians serving students daily, including 1 psychiatrist who is present on Tuesdays and sees patients by referral from the clinic doctors.

	<ul style="list-style-type: none"> • The two clinical nurses support the doctors in their work and also provide individual care during nursing hours. • The health promotion nurse provides/facilitates various health related programs on campus (e.g., sexual health, contraception, health fair, etc.) • The part-time dietitian provides individual nutrition counselling to students by physician request.
Student Success and Leadership Centre (SSLC)	<ul style="list-style-type: none"> • Delivered newly re-designed Head Start and Welcome Week. Both new programs achieved high-levels of satisfaction with students. • Advising services provided by the SSLC continued to support students. Based on current statistics, there is recognition that additional resources need to be dedicated to this service. • Through the Skills to Enhance Personal Success (STEPS) program, professional and student staff refined and delivered close to 50 workshops to students on exam anxiety, study skills, exam strategies, time management and more. Staff are developing online modules for 2017-2018. • The Lead@UWindsor volunteer program provides student volunteers with opportunities to develop leadership skills by supporting first year students participating in orientation programs. Senior volunteers continue to be essential contributors to recruitment, hiring and training of volunteers and provide valuable input into our orientation programs.
Writing Support Desk	<ul style="list-style-type: none"> • Writing Support Desk continues to be a highly regarded service by students from all disciplines and levels of study. It is especially important to students whose first language is not English. Number of users continues to grow for this service from year to year. University needs to identify a plan for long-term funding of this service. • The Writing Support Desk saw a total of 4,383 students in 2016-17.
Student Accessibility Services (SAS)	<ul style="list-style-type: none"> • With the discontinuation of the Student Success Centre, Student Accessibility Services (SAS) became its own stand-alone unit and began reporting to directly to the Associate Vice-President, Student Experience • SAS administered a record number of exams in 2016-17: 5,134 a 34% increase from the year before • The SAS Learning Support Advisors had 599 active clients 2016-17
Academic Advising	<ul style="list-style-type: none"> • With the discontinuation of the Student Success Centre, Academic Advising became its own stand-alone unit and began reporting to directly to the Associate Vice-President, Student Experience. • For the bulk of the year, the Advising team included two full-time advisors, but on several occasions, a third part-time advisor was brought in to join the team. As a retired team member from the Office of the Registrar, this part-time advisor brought a valuable skill set to the Advising team and was asked to focus on supporting international student registrations. • In 2016-17, the Academic Advisors met with 5,344 students, which is a 25% increase in student visits from the previous year

D. Challenges 2016-17

Resources:

- Both Student Accessibility Services and Academic Advising report directly to the Associate Vice-President, Student Experience. These units require separate and dedicated leadership. This is a recognized issue and solutions are being examined.
- In 2016-17, there were only two full-time Academic Advisors. A third position would go some distance to adequately meeting the needs of students and would assure a reasonable level of business continuity should an advisor be unavailable for an extended period. In 2017-18, resources for a third academic advisory were secured.
- There remains an opportunity to expand the number of leadership opportunities on offer to students. An additional professional position would serve to expand the capacity of the Student Success and Leadership Centre. In 2017-18, .5 of a full time equivalent position was secured to develop and deliver new student leadership programs.
- The Writing Support Desk continues to be funded on a year to year basis and all of the team members are part-time. The presence of one or more full-time staff would provide the unit with continuity and the ability to expand its offerings to students.

Space:

- As was the case in 2015-16, Turtle Island (Aboriginal Education Centre) remains located in the CAW Student Centre. While the space is ideally located in a major student hub, the space itself is not meeting the needs of staff and students. For example, there is no enclosed office for staff to meet with students who may need to discuss private matters.
- As was the case in 2015-16, the ground floor of Dillon Hall is both tired and insufficient in terms of space to meet the needs of Student Accessibility Services and the new Student Success and Leadership Centre. In 2017-18, resources were secured to refurbish this space.
- The CAW Student Centre requires significant updates in a number of areas including furniture, various aesthetic elements and a renewed Market Place among many other requirements. In 2017-18, a architectural consulting firm was hired to produce a re-visioning of the CAW Student Centre.
- The Outstanding Scholars program is located in temporary space and requires a permanent home so it can more effectively create a welcoming and supportive environment for its students. In 2018, the Outstanding Scholars program will be relocating to a permanent home in the refurbished space in Dillon Hall.
- There are significant capital needs in Residence. The University needs to engage in a long-term plan to ensure these buildings remain viable.

Programs or Services

- As was the case in 2015-16, the Co-curricular Transcript (CCT) remains an under-utilized program. The absence of professional staff member to support this service will continue to limit the CCT's impact.
- As was the case in 2015-16, the absence of an overall strategic plan specific to student communications, which addresses how the portfolio is using its web pages, social media accounts and other communications vehicles.
- Despite several different approaches and efforts, the number of students going on exchange remains lower than we would like.
- Due to Human Resource challenges, Bounce Back was not implemented in Winter 2017.
- Due to the CAW Re-visioning exercise, movement did not take place on the development of a Wellness Centre
- Due structural and reporting changes to the Student Success Centre (which was converted into the Student Success and Leadership Centre), new student leadership programs were not implemented.

2. **Report**

A. Area's Goals and Objectives and the University's Strategic Plan

Strategic Priorities – University Strategic Plan (2016-17):

1. Provide an exceptional and supportive undergraduate experience that emphasizes independent learning, interdisciplinary opportunities, flexibility in degree completion pathways, and successful year to year transition

The majority of the work done by Student Affairs is within this priority. The services and programs that are provided are diverse and in all cases the objectives of these programs place the student experience as the central consideration.

In terms of successes under this priority, the university is creating thousands of touch points with its students including:

- Head Start which is run over the summer to support the transition of first year students saw 891 students and 793 parents
- The central academic advising team, which works complementary to faculty program advisors, saw 5,344 students, this was a record number of students seen in a year.
- Residence was home to nearly 800 students; while this was the lowest number of students that Residence had on record, survey results indicated that residence students had a highly satisfied experience.
- The International Student Centre continues to be hub for large numbers of students over the course of the year, with just over 4,300 student visits recorded;
- Campus Police remains committed to service and had 3128 interactions with community members over the year;
- Student Accessibility Services (SAS) supported a growing number of students (599) of which the vast majority wrote multiple exams in SAS examination space. A record number of 5,134 exams were written in SAS.
- Turtle Island was located in the CAW for a full year and staff and students began to hit stride in this new space.

2. Create a more research-intensive university with graduate programs that build on academic and professional strengths

The Outstanding Scholars program remained the only research oriented program in the Student Experience portfolio. In 2016-2017, 404 students who maintained an average of over 85% participated in this program. The Outstanding Scholars program plays a key role in support faculty and graduate level research by supplying large numbers of high achieving students who learn to support and then actively participate in the research process.

3. Recruit and retain the best faculty and staff

A new senior administrative position was created to lead the University's efforts to improve its student experience. The Associate Vice-President, Student Experience started working at the University in July 2016.

4. Engage the community in partnerships that will strengthen the economy, quality of life, and well-being of the Windsor-Essex region

No major partnerships were engaged in for 2016-2017.

5. Promote international engagement through student recruitment, student and faculty exchanges, and partnerships that complement our teaching and research strengths

The International Student Centre continued its efforts to promote student exchange opportunities. In total, 85 UWindsor students went on an exchange opportunity while 76 students from partner institutions came to UWindsor. Two important locations were added to UWindsor's stable of exchange agreements including locations in India and South Africa.

B. **Future Actions/Initiatives for 2017-2018**

[Actions/initiatives that will be undertaken in the next year to continue to build on successes, to meet goals and objectives, and to address challenges. Include list of new and/or revised goals and objectives. Include potential new policy developments and suggestions for programming priorities.]

6. **Provide an exceptional undergraduate experience**

- Rethink our outreach and the recruitment of Indigenous students with particular emphasis on renewing relationships with local high school students and high school students from Walpole Island.
- Support the University's efforts to increase the Indigenization of UWindsor's campus, its services, staff, faculty and academic offerings.
- Expand academic advising from two to three advisors, with an increased emphasis on supporting International Students
- Re-vision, enhance Head Start and Welcome Week
- Implement the Bounce Back program helping first year students get back on track during winter term;
- Rebrand Student Disability Services to Student Accessibility Services
- Refurbish, expand space for students to write exams with Student Accessibility Services;
- Lay the ground work to Establish a Student Wellness Centre (i.e., bringing together Student Health Services and Student Counselling Centre in one location)
- Develop Student Leadership initiatives, including an Alternative Spring Break program
- Conduct a review of Residence to ensure long-term sustainability
- Grow our already strong relationships with the UWSA and Athletics to offer better, more fun, and better marketed events
- Be one of the first universities in Ontario to offer the Enhanced Assess Acknowledge Act (EAAA) program to incoming students
- Develop a university-wide student mental health strategy
- Continue to deliver the Writing Support Desk and secure resources for this program so it is sustainable.
- Update 80 percent of the websites in the Student Experience portfolio by April 2018.
- Continue to work with key partners on campus to explore an update to the CAW Student

7. **Pursue strengths in research and graduate education:**

- Gain approval for an application-based recruitment process for the Outstanding Scholars program to ensure this program is broad, multi-modal, and well integrated with other programming across campus
- Explore with the International Student Centre, an Outstanding Scholars mentoring program for international students; look to fully implement in 2018-19.

8. **Recruit and retain the best faculty and staff:**

- Add professional staff capacity in the following areas:
 - Student Success and Leadership Centre, secure a full-time resource to administer the Outstanding Scholars Program and student leadership programs
 - Office of Student Experience, secure a part-time person to coordinate and enhance the portfolio's web and social media presence
 - Student Accessibility Services, secure resources for a second Exam Coordinator
 - Academic Advising, secure resources for resources for a third Academic Advisor
 - Writing Support Desk, secure resources so this unit is sustainable

9. **Engage and build the Windsor and Essex County community through partnerships:**

- Through the development of the Alternative Spring Break (ASB) program create partnerships with at least two community organizations that can help the University deliver an impactful ASB program
- Examine opportunities to strengthen partnership opportunities with Walpole Island First Nation

10. ***Promote international engagement:***

- Increase the number of students going on international exchange

C. **Recommendations for Senate consideration (if any)**

Proposed recommendations:

- Give consideration to the matter of students carrying over unfinished assignments, test or exams into a following term. Limit the number of courses a student can take or set a fixed time that students have to complete their work.

Appendix 1: Statistics for Services within the Office Student Experience

Department	Service	2012/13	2013/14	2014/15	2015/16	2016/17
<u>Aboriginal Education Centre</u>	Identified FT Aboriginal Students	179	104	134	122	153
	Identified PT Aboriginal Students	62	14	11	16	14
	4Winds STEAM (Science, Technology, Engineering, Arts, and Mathematics) and Beginning Time Teaching Project ((discontinued in 2015/16)	8	24	40	----	NA
	Turtle Island Summer Arts Camp (discontinued in 2015/16)	10	19	19	----	NA
<u>Academic Integrity Office</u>	Cases filed with University Secretariat	146	231	161	94	76
	Cases Investigated by the AIO ⁱ	130	197	69	----	----
ⁱ With the changes to Senate Bylaw 31 (March 2015), the AIO investigates academic misconduct only at the request of the relevant Associate Dean.						
<u>Campus Community Police</u>	Total Calls for Service	4397	3437	3598	2873	3128
	Reportable Events - Criminal	302	245	192	153	162
	Reportable Events - Non Criminal	155	153	202	157	162
	Total Reports Filed	479	414	412	334	364
	Crimes Against Persons	16	13	17	10	4
	Crimes Against Property	232	167	115	105	112
<u>International Student Centre</u>	International Student Advising Walk-ins and Appointments	4807	3534	4014	3159 ¹	2103 ¹
	Uncategorized appointments	-	-	-	581	453
	Walk-ins and appointments with Health Administrator	-	-	991	941	944
	Appointments with Academic Program Advisor	1057	495	684	354	0 ²
	Appointments with Exchange Administrator	1082	914	994	691	811
	Outgoing Exchange Students	63	77	81	82	85
	Incoming Exchange Students	78	71	92	85	76
	¹ No International Student Advisor (Immigration) February 2016 to August 2016 ² No full time Academic Program Advisor January 2016 to April May 2017					
<u>Outstanding Scholars Program</u>	Outstanding Scholars Total	423	323	367	397	404
	1st Year Outstanding Scholar Candidates	236	112	136	152	156
	2nd Year Outstanding Scholars	75	83	100	98	103
	3rd Year Outstanding Scholars	66	65	70	86	98
	4th Year Outstanding Scholars	46	63	61	61	47
<u>Residence Services</u>	Students in Residence	1310	1186	1077	893	800
	First Year Students in Residence	658	635	600	492	465
	Upper Year Students in Residence	489	415	266	192	116
	International Students in Residence* (regardless of first year or upper)	163	136	211	209	219

Department	Service	2012/13	2013/14	2014/15	2015/16	2016/17
Student Counselling Centre	Students Served	788	782	812	854	898
	Appointments	3701	3269	3555	3640	3832
	Crisis Cases	115	134	195	200	280
	% International Students Served	9%	9%	10%	10%	10%
	% Residence Students Served	14%	10%	13%	10%	13%
	% Part-time Students Served	12%	10%	10%	7%	9%
	% With Suicidal Thoughts at Intake	34%	32%	35%	32%	37%
	% Feeling Isolated and Alone			85%	84%	87%
	% Reporting Drinking Excessively			29%	28%	28%
Student Health Services	Patient Visits	NA	NA	NA	NA	11,382
	New Patients Registered	NA	NA	NA	NA	1,840
	Dietician Visits * No Dietician from May to Aug	NA	NA	NA	NA	93
	Mental Health Visits (part of patient visit total)	NA	NA	NA	NA	1356
	Psychiatrist Visits (part of patient visit total) * No Psychiatrist from June to Aug					398
Advising	Advising Appointments	5293	4594	5022	4285	5344
	% 1st Year Appointments	22%	16%	14%	21%	22%
	% 2nd Year Appointments	33%	36%	28%	25%	24%
	% 3rd Year Appointments	25%	29%	30%	25%	24%
	% 4th Year Appointments	20%	19%	28%	19%	18%
Connecting4Success	Total Students Participating	172	196	259	211	236
	First Generation Students Participating	159	132	155	129	148
	Other Students Participating	13	64	104	82	88
	Mentors	204	271	282	162	213
Student Accessibility Services	Students Registered with SAS	518	450	372	514	599
	Disabilities Supported	642	622	588	621	723
	Exam Accommodations	4000	3558	3500	3843	5134
	Supported by Learning Strategist	145	126	148	145	159
	Supported by Assistive Technologist	137	130	152	159	152
Writing Support Desk	Students Served - Fall	486	474	974	1116	1551
	Students Served - Winter	515	545	1181	1255	1825
	Students Served - Summer	NA	330	480	694	1007
	Workshop Attendees (annual)	NA	NA	160	745	1373