

2019

Annual Report 2018-2019: Student Life & Development

Denise McDowell
Winona State University

Brian Jicinsky
Winona State University

Kendra Weber
Winona State University

Alex Kromminga
Winona State University

Benedict Ogum Ezeoke
Winona State University

See next page for additional authors

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Recommended Citation

McDowell, Denise; Jicinsky, Brian; Weber, Kendra; Kromminga, Alex; Ezeoke, Benedict Ogum; Johnson, Karen; Kamara, Connie M.; Scheevel, Paula A.; Locust, Jonathan Jr.; Noelke, Kate; Rahim, Tracy; Marosi-Kramer, Lindsay; Yang, Nhia; Stern, Paul; Livingston, Mari; Schmidt, Tania; Beseler, Lori; and Strege, Ron, "Annual Report 2018-2019: Student Life & Development" (2019). *Annual Reports*. 2.
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Authors

Denise McDowell, Brian Jicinsky, Kendra Weber, Alex Kromminga, Benedict Ogum Ezeoke, Karen Johnson, Connie M. Kamara, Paula A. Scheevel, Jonathan Locust Jr., Kate Noelke, Tracy Rahim, Lindsay Marosi-Kramer, Nhia Yang, Paul Stern, Mari Livingston, Tania Schmidt, Lori Beseler, and Ron Strege

WINONA

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**Student Life & Development
Annual Report 2018-2019
Winona State University**

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Executive Summary 2018-2019
Submitted by: Dr. Denise McDowell,
Vice President for Enrollment Management and Student Life

Student Life & Development (SLD) professionals at Winona State University (WSU) deliver programs, services and activities that support academic achievement, social development and wellbeing of students engaged in the timely pursuit of their academic goals. Winona State University’s enrollment goals are ambitious in an environment that is increasingly more competitive. That said, for FY2019 WSU was not exempt from the national trend of enrollment decline despite our efforts. The recruitment scenarios proved a bridge too far. Winona State has been part of the state and national conversations around declining enrollment, budget reductions, and program prioritizations. More now than ever, academic strength, campus environment, affordability and welcoming spaces are among the threads that bind enrollment decisions.

Fall 2018 New Undergraduate Recruitment Scenarios and Actual Enrollment Head Count

Category	Scenarios			Actual (Fall 30th Day)		
	Best	Optimistic	Plausible	Fall 2018	Fall 2017	Fall 2016
New Entering Freshmen (NEF)	1,650	1,630	1,600	1,546	1,610	1,585
New Entering Transfer (NET)	600	550	560	540	566	562
New PSEO	50	50	60	60	29	39

The good news Winona State welcomed 7,788 undergraduate, graduate and visiting students in Fall 2018. Of subgroups registered are 81 PSEO students, 970 (12%) students of color, 261 (less than 1%) international students, and 6,515 (84%) white students. Sixty-five percent of the students enrolled are female and 35% are male. The University disbursed 76.8 million dollars in grants, loans, work study, and scholarships to 6,947 (85%) students.

The New Entering Freshmen cohort (NEF) had 66 percent from Minnesota, 27 percent from Wisconsin and 7% from other states or countries. The cohort’s average ACT was 22.2 and the average HS GPA was 3.33.

The New Transfer cohort were primarily from community colleges in southeast MN, but also from Western Tech College in WI and Normandale Community College in the Twin Cities.

In partnership with EAB, WSU is trimming non-productive markets for prospective undergraduate students, updating primary markets based on geographic productivity and considering new markets with potential. In addition, WSU is adjusting financial aid strategies to engage students earlier and keep students engaged throughout the enrollment cycle. The easy button has been elusive, but the possibility button has provided opportunities to create distinctions in a competitive environment.

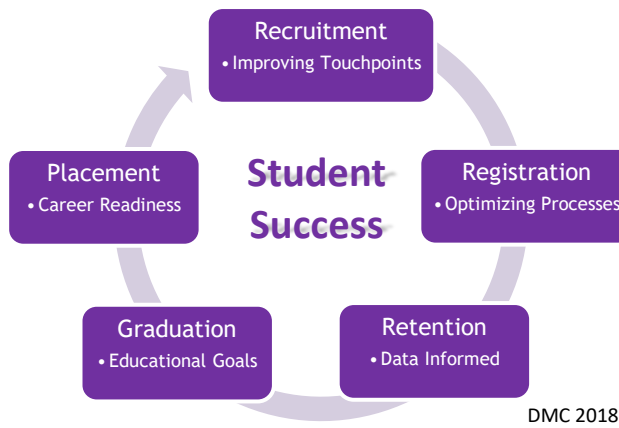
WSU’s graduate-level enrollment has shown strong promises. Applications have been steadily going up and overall enrollment has been rising for the last few years. In FY2020 the Master of Social Work, Master of Athletic Training, and Doctor of Education are launching to provide opportunities to continue education and to meet the workforce needs in Southeast MN and beyond.

Graduate Enrollment Trend

	Target	2018-2019	2017-2018	2016-2017
Application from July 1 to June 30	N/A	790	695	672
Total Enrollment (Fall 30 th Day Count)	N/A	560	522	471
New Entering Degree-Seeking Graduates (“NEG” as of Fall 30 th Day Count)	115	100	108	100

Our campus’s focus on academic excellence and student success is what makes Winona State University best in class within the Minnesota State System. The departments within Student Life & Development (SLD) continue to create meaningful connections that influence students to *Choose WSU*. We are re-imagining options for student success that are agile in delivery requiring our best to be better. The intersection of imagination and next level thinking uses data to optimize the decision-making process; with an eye toward alignment of words with measurable action. The SLD departments are aligned with the vision to *elevate student success and completion with meaningful connections*. As appropriate, the WSU Strategic Framework, Strategic Enrollment Work Plan and SLD Strategic Priorities serve as guides.

Student Life & Development Strategic Priorities



Fall-Entering Freshman Cohort Retention/Persistence Rates

	Fall 2017 Cohort	Fall 2016 Cohort	Fall 2015 Cohort
Fall-to-Spring Persistence Rates	89%	90%	90%
Fall to Fall Retention	77%	77%	77%

Degrees Awarded by Term

Term	2018 -2019	2017-2018	2016-2017
Summer	248	245	255
Fall	505	471	480
Spring	958	987	1048
Total	1,711	1703	1783

Mission Statement: Student Life & Development professionals at Winona State University deliver programs, services and activities that support academic achievement, social development and well-being of students engaged in the timely pursuit of their academic goals.

Throughout this document, you will see the Student Life and Development mission aligned with action. The Table of Contents will lead you to an in-depth review of Departments End of Year Reports. The section to follow will provide notable highlights.

Student Engagement

- ✎ The Admissions office sent 144,000 text messages in FY2019, when compared to 59,209 from FY2018.
- ✎ WSU is recognized for being one of Cash Course top five institutions promoting financial literacy with 2,544 sessions accessed FY2019 when compared to 1,538 FY2018.
- ✎ Major Maps 2,489 clicks on the current online version with the most activity during registration periods.
- ✎ Warrior Cupboard provided 74 students access to food and personal care items FY2019 compared to 63 students FY2018. 89% of users reported positive academic and health benefits.
- ✎ Counseling department in FY2018 increased the number of individual counseling sessions to 2,744 as compared to 2,415 the previous year.

Collaboration

- ✎ “Choose WSU Days attracted 712 students in FY2019 compared to 340 in FY2018 with a similar program.
- ✎ Streamlined and automated application process for RN-BS and HLA programs Programming, generating 104 applications.
- ✎ Campus Climate Study was completed in Fall 2018 in collaboration with IPAR and the Inclusive Excellence Committee. The response rate was 27% for students and employees.
- ✎ Co-curricular Transcript recorded 200 experiences Spring 2019.
- ✎ Early Intervention Program (EIP) FY2019 received 1,154 student reports with 100% follow-up

Programming

- ☞ PSEO program participation the highest in six years with 81 participants FY2019 when compared with 54 in FY2018. Based on recorded data students registered in 1156 credit hours in FY2019.
- ☞ Resilience Theme Year 2018-2019 generated 150 opportunities to engage and 6000+ participants.
- ☞ Warrior Lead Series embraced the University Theme of Resilience with new programming that generated growth in participation. The Student Leadership Summit hosted 100 students.
- ☞ HOPE Academy hosted 46 participants Summer 2019, of which 31 were female (63%) and 16 were male (33%)
- ☞ Campus and Conferences hosted over 2,200 visitors in our resident halls and apartments ranging in age from 8 to 80 years' old

Big Ideas

- ☞ Development Education Strategic Roadmap (DESR) Mini Grant
- ☞ Aligned PSEO GPA requirements with NEF in Fall 2018
- ☞ Commencement tickets provided to candidates for graduation for their guest, Spring 2019
- ☞ New Scholarships Minnesota Price for New Entering Transfer Students and Minnesota Resident Access and Achievement Scholarship for New Entering Freshmen, Spring 2019
- ☞ Gender Inclusive residential living community for new, transfer and returning students
- ☞ Resilience Tool Kit <https://winona.edu/resilience/toolkit.asp>
- ☞ Summer Connection Online Bridge Program for incoming first year TRIO eligible students
- ☞ JED Campus designation focus on mental wellness and suicide prevention
- ☞ Sexual Assault Nurse Examiner (SANE) training scheduled for Fall 2019
- ☞ Career Readiness Theme Year 2019-2020
- ☞ Council for the Advancement of Standards in Higher Education (CAS) a professional development tool for SLD departments
- ☞ WSU selected as 1 of 4 uAchieve Planner pilot institution for MNState, Fall 2019

“We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make, which overtime, add up to big differences that we often cannot foresee.”

-Marian Wright-Edelman, Co-founder and President of the Children’s Defense Fund



Student Life and Development Department Reports





Admissions



Office of Admissions Annual Report

2018-2019 Academic Year

**Prepared By:
Brian Jicinsky
Director of Admissions**

Key 2018-2019 Recruitment Goals

- 1,600 New Entering First-Year Students (*Strategic Plan 1.A*)
- 570 New Entering Transfer-Students (*Strategic Plan 1.A*)

Highlights:

Improved Communication:

As we reviewed our declining student survey, we knew improved communication with prospective students should be a goal for this year. We broke down the goal by focusing on five specific areas. I'm pleased to report we made significant strides in all five areas. Additionally, we laid the groundwork for enhancements in our communication to continue to happen over the course of the next year.

Brand Awareness and Perception Study	
Audience Segments	Total Responded
Prospective New Entering Freshman Undergraduates	874
Prospective Transfer Undergraduates	209
Current Students	311
Faculty/Staff/Retirees	330
Alumni	2573

1. *Establish a better understanding of who we are and who our prospective students are.*

Working with WSU Marketing and Communication and our current ad agency, we launched a Brand Awareness and Perception Study. The goal of the survey was to develop a comprehensive understanding of how WSU is perceived among various audience segments. This information will help clarify WSU's brand position in terms of verbal and visual messaging frameworks to inform our marketing and communication strategy. The study surveyed several audience segments and almost 4,300 people completed the brand awareness and perception survey. We are waiting for the final report from the ad agency.

2. *Enhance the admission communication calendar.*

Late last summer a review of the communication calendar took place and we looked for gaps within our communication plan. From there, we came up with additional electronic and print communication to ensure our prospects, applicants, and admitted students received timely messaging throughout the recruitment funnel. We also continued to utilize text messaging by sending out over 144,000 messages (145% increase from the previous year).

3. *Develop new communication pieces.*

Additional print and electronic communication pieces were needed to support the enhancement to the admission communication calendar. Since our operating budget remained flat, we had to make tough decisions on what print enhancements to financially support. We added a new acceptance packet, 6 new postcards, and a Choose WSU Day brochure. We also redesigned and updated each of the five College brochures.

4. *Update to the admissions webpages.*

Updates and a refresh were made to all the Undergraduate Admission Pages including adding current branding concepts and incorporating more of a focus on rankings and results.

5. *Collaborate with WSU Marketing and Communication department to better align university messaging with admission recruitment funnel.*

Admissions staff met regularly with WSU Marketing and Communication staff to talk through marketing strategies, website, digital advertisements, snapchat filters, etc.

Additionally, we determined a strategy to share content WSU Marketing and Communication produced, like student blogs, with prospective students.

Choose WSU – Admitted Student Days:

For the last several years we experienced a steady decline in attendance at our admitted student days. Therefore, it was time to reimagine the program and try something new. After taking a careful look at declining student surveys and consulting with faculty and staff, we created a new program, Choose WSU, and saw positive results. In offering seven Choose WSU programs during 2018-2019, we were able to host 712 admitted students and their families. Of these students, we yielded 86%. In our prior Admitted Student Day model for 2017-2018, there were only 340 students in attendance with a yield rate of 82%.

By the Numbers:

Events (# of students attended)	2015-16	2016-17	2017-18	2018-119
Admitted Student Days	450	418	340	712
Alumni Events	-	-	41	30
Campus Visit	3,100	3,606	3,499	3,979
College Night (MEF & WEF)	2,681	2,322	2,482	1,900
National College Fair – MN	1,342	1,491	1,634	1,235
COSE Cal Fremling Boat Tour				15
MNAAC College Fair	522	692	443	558
Group Visits	-	493	1,423	2,268
High School Day Visit	2,405	442	532	640
Local Admissions Night/FAFSA Workshop	-	-	22	17
Preview Day	225	231	163	-
Saturday Visit	499	346	342	435
Spring Showcase	141	131	140	156
Summer Showcase	260	227	114	268
Communication				
Emails Sent	538,488	852,996	1,019,470	2,128,272
Texts Sent	0	3,742	59,209	144,829
Search Name Purchases				
Seniors	-	20,000	37,000	45,517
Juniors	-	-	-	62,090
Sophomores	-	-	-	26,550
Transfers	-	-	-	541
Freshman Registration				
July Registration	-	-	28	91
August Registration	68	91	56	44
March/April (Scholarship) Registration	460	468	448	513
June Registration (5-day total)	1,028	1,078	992	973
Transfer Registration (Winona Campus)				
July Registration	99	68	63	82
August Registration	41	42	44	55
November Registration	61	37	36	31
January Registration	35	57	54	56
March/April Registration	80	91	81	71
June Registration	132	130	111	100

Challenges:

Last year was the first time most of the recruitment staff fell under non-exempt status of Fair Labor Standards Act (FLSA). This resulted in increased expenses from the operating budget and limiting what recruitment events/activities we could attend. The results of the position reclassifications as non-exempt negatively impacted recruitment goals.

Transfer recruitment directly ties to the health of enrollment at local community colleges. Unfortunately, many of our two-year feeder institutions are struggling with enrollment, especially in programs where we often find students interested in pursuing a bachelor's degree. This year, the Admissions Office implemented new strategies to get Community College Advisors connected with counterparts at WSU. Next year we will look to expand these meetings to hopefully lead to a greater impact on our transfer numbers. The university also initiated a new scholarship for Iowa and Illinois residents transferring from a Minnesota State Community College directly to WSU. Thus far, we have seen little impact from this scholarship as there aren't many out-of-state students enrolled at Minnesota State Community Colleges.

Recommendation for Improvements and Anticipated Needs to Reach New Entering Freshman and New Entering Transfer Goals:

- Adjust funding to support the FLSA financial impact now that a baseline was set during the first year of impact (2018-19 FY).
- Review and make changes to the daily visits including lobby space improvements, admission information session updates, and campus tours.
- A Five-Year Staff Plan has been presented to align staffing needs to meet university recruitment goals. Next staff member to add is an AD of First-Year Recruitment.
- Review all 3rd party recruitment relationships and the allocation of resources vs outcome/impact.
- Successfully implement CampusNexus Engage (CRM).
- Hire Assistant Director of Communication to fill anticipated vacancy (October 2019).
- Review and make any necessary adjustments to the Choose WSU Program for 2019-2020.



Community Engagement



Student & Community Engagement Annual Report

2018-2019 Academic Year

Prepared by: Kendra Weber

Director of Student & Community Engagement

In keeping with the mission of Winona State University: “A Community of Learners Improving Our World,” the students, staff and faculty of WSU are engaged in the broader community in many ways, both in and out of the classroom.

HIGHLIGHTS FOR 2018-2019

Data Collection

In the interest of developing a solid method for collecting data, and stories, about the many ways to the extent to which WSU impacts the greater Winona community, work continues the major efforts to institutionalize the focus on community engagement. The upcoming theme focus on Career Readiness, including a two-week deep dive into Engagement in April 2020, will provide a major platform from which to continue to promote awareness and utilization of the course designators and co-curricular transcript.

1. **Civically Engaged and Service-Learning course designators:** Through the Community Engagement Open Houses (Fall/Spring), outreach to departments and individual faculty members, the list of CE/SL designated courses is growing, including at least one graduate course. Strategic Framework: Enhance Community Engagement that Supports Teaching & Learning.
2. The **Co-Curricular Transcript** had a soft rollout in 2018-19 which allowed the team to fine tune some of the strategies for identifying events and activities which should be included and methods for collecting participation data. This continues to be a work in progress, with event planners (mainly staff and faculty) as the first focus and “users” (students) as the next group to be targeted. The focus on developing a story to tell about skills, knowledge and accomplishments that will be promoted during the Career Readiness theme will provide a great opportunity to explain and promote the CCT to students, as well as faculty, staff, employers and others. Strategic Framework: Promote. Personal Wellbeing: Expand and encourage student participation in extracurricular activities that enhance student engagement.

Ongoing Initiatives:

Strategic Framework: Enhance Community Engagement that Supports Teaching & Learning: strengthens community connections with underrepresented populations.

- **Community Conversations** (Fall 2018, Spring 2019): Following the success of the Fall 2017 Community World Café, this year I continued to seek out new ways to engage with the community on a deeper level. Our partnership with Engage Winona has been particularly helpful in this endeavor, allowing me to attend and participate in sessions with different Winona communities—many of those who may not engage with WSU on a daily or in a formal manner. Primary messages from these sessions include the importance of inviting folks who may not otherwise come to campus in an authentic and accessible way. The Game Day Experience and Frozen River Film Festival are good examples, and we can continue to build on such efforts, including activities and events that appeal to young people and families. Another message continues to be the frustration caused by some of our students' poor behavior off campus and in neighborhoods around campus. Overall, these complaints decreased during the 2018-19 academic year, particularly around Homecoming, but when in the community I still often get feedback on the perception that students cause trouble in the evenings and on weekends.
- **Homecoming Clean Sweep & Good Neighbors**—A record-setting 120 students participated in cleaning up around campus and in downtown Winona after Homecoming weekend! 10 student organizations did smaller, weekly cleanups in the campus vicinity during Fall 2019.
- **President's Engagement Awards**: annual recognition, including campus and statewide Minnesota Campus Compact award winners
 - 4 Steward Awards (faculty/staff)
 - 2 Community Partner Award
 - 5 Student Leadership Awards
 - WSU again named a Newman Civic Fellow—Ben Ellgen will represent us in 2019-20.

- **University Themes**

- The 2018-19 Theme Team, Resilience, completed a fantastic year, featuring over 150 workshops, trainings, social marketing campaigns, events, programs, speakers, and classroom activities engaging our community in a robust and critical look at what resilience is and what it takes to be resilient today with an estimated over 6000 individual participants . Data from program and event impact and outcome post-surveys show that over 60% of Resilience Theme Year participants gained awareness and understanding of resilience concepts and resources on our campus and in the area. (source: Resilience Theme Year Final Report, submitted to LaCE by Kate Noelke)
- The 2019-20 Theme Team, Career Readiness, developed a schedule of two-week deep-dives into each of the eight core competencies that will be used to assist students, in particular, to cultivate and curate their experiences, in and out of the classroom to showcase their particular set of skills, knowledge and accomplishments. There is a great deal of campus and community interest and engagement with this theme.
- The theme for 2020-21 has been selected: it will be Our Global Identity and focus on the ways that WSU community members interact with and impact the world. A team is being developed and ideas are already being generated for programming, activities, speakers, etc.

Needs/Goals for 2019-20:

Strategic Framework, Enhance Community Engagement that Supports Teaching & Learning

- Concentration on systematic data collection on engagement, particularly quantitative, through the course designation and co-curricular transcript. Qualitative will continue by using student blogs, recognition awards, and through the focus on engagement as a competency in the Career Readiness theme.
 - This includes a complete revision of the Community Engagement web presence, to include: updated data on student participation; a community input tool for questions, suggestions and requests for assistance; information on awards and activities related to community engagement (Theme, President's Engagement Awards, Newman Fellowship, etc.) and a framework for students to consider engagement as part of their collegiate experience utilizing the student learning outcomes and explaining the co-curricular transcript and how/why to use it.
- Expanding WSU's community feedback from the "usual" partners and individuals and actively seek connection with underrepresented portions of the community to develop more effective communication channels and effective collaboration.



Conduct & Citizenship



Student Conduct Annual Report

2018-2019 Academic Year

**Prepared By:
Alex Kromminga, E.J.D.
Director of Conduct & Citizenship**

Sanction Chart & Highlights for 2018-19:

Charge	Not Responsible	Responsible	No Finding	Total
#1 Violation of any University or Minnesota State policy, rule, or regulation	0	1	0	1
#10 Alcohol policy	0	69	9	78
#11 Weapons	0	0	1	1
#12 Failure to comply with University officials or law enforcement officers	0	0	1	1
#18 Falsification or misuse of University records/permits/documents/ID	0	1	0	1
#20 Violation of any federal, state or local law	3	89	14	106
#21 Abuse of the student conduct system	0	2	0	2
#22 Responsible social conduct	0	0	1	1
#3 Disruption or obstruction of University activities	0	6	1	7
#4 Physical or verbal abuse, threats, intimidation, harassment, coercion	0	2	0	2
#5 Attempted or actual theft	0	2	1	3
#8 Violation of rules governing residence in University property	0	2	2	4
#9 Drug policy	1	11	2	14
TOTAL	4	185	32	221

Sanction Chart & Highlights for 2017-18:

Charge / Issue	Not Responsible	Responsible	Total
#1 Violation of any University or MinnState policy, rule, or regulation	0	2	2
#3 Disruption or obstruction of University activities	2	9	11
#4 Physical or verbal abuse, threats, intimidation, harassment, coercion	2	1	3
#5 Attempted or actual theft	1	2	3
#7 Computer Usage Policy	0	1	1
#8 Violation of rules governing residence in University property	0	1	1
#9 Drug policy	0	21	21
#10 Alcohol policy	0	77	77
#12 Failure to comply with University officials or law enforcement officers	0	1	1
#17 Tampering with fire/safety equipment or false alarms	0	1	1
#20 Violation of any federal, state or local law	2	111	113
#21 Abuse of the student conduct system	2	9	11
All Charges/Issues	9	236	245

Sanction Chart & Highlights for 2016-17:

Charge / Issue	Not Responsible	Responsible	Total
#1 Violation of any University or MnSCU policy, rule, or regulation	0	2	2
#3 Disruption or obstruction of University activities	0	6	6
#4 Physical or verbal abuse, threats, intimidation, harassment, coercion	0	1	2
#5 Attempted or actual theft	0	9	13
#6 Unauthorized entry to or use of University facilities/keys	0	1	1
#8 Violation of rules governing residence in University property	0	9	9
#9 Drug policy	0	9	9
#10 Alcohol policy	0	90	90
#12 Failure to comply with University officials or law enforcement officers	0	2	2
#20 Violation of any federal, state or local law	0	114	114
#21 Abuse of the student conduct system	0	2	2
Health and Safety - HRL	0	1	1
All Charges/Issues	0	253	253

- Continued the improve the Reporting Forms through the Maxient system that are used on campus to report concerns.
- Completed tenure as Chair of the All-University Policy Committee.
- Completed the Freedom of Expression Taskforce charged with developing the campus statement on Free Expression.
- Continue to serve as coach and advisor to the Warrior Debate.

Recommendations for improvement:

Continue to work on improving relationship with Academic Affairs and there needs regarding student conduct.

Anticipated Needs for 2019-2020:

Student Conduct Office anticipates no needs for Fy20.

Goals for 2019-20:

Strategic Framework

Theme 5: Relationships

- A. *Develop and enhance programming to strengthen a culture of civility and collegiality on our campuses and in our local communities*
 - 1. *Promote citizenship and responsibility*

Objective: Attend 41th Annual National Conference on Law and Higher Education – Stetson University College of Law

Outcome: Share information with SLD division, Directors, BAIT, Conduct Committee, and Conduct Roundtable in Free Speech, Student Mental Health, Student Conduct and Title IX.

Strategic Framework

Theme 2: Student Success

- B. *Promote a culture of student success:*
 - 1. *Provide increased support programs and services for diverse populations of students, such as post-traditional students, underrepresented minority students, extended-campus students, international students, low-income students, first- generation students, and students dealing with physical/mental/chemical-health issues.*

Objective: Continue to administrator and improve University’s student conduct program under the supervision of the Dean of Students.

Outcome: Provide training for University hearing boards, and Residence Life, Housing staff who administer the policies and procedures of the conduct system in Housing & Residence Life.

Provide alternative forms of dispute resolution, when appropriate, and act as an advisor regarding complex legal and regulatory issues in higher education.

Assist in coordinating the University's response to emergency situations involving students and assure compliance with the Family Education Rights and Privacy Act (FERPA).



Counseling & Wellness Services



Counseling and Wellness Services Annual Report

2018 – 2019 Academic Year

**Prepared By:
Dr. Benedict Ogum Ezeoke
Director of Counseling and Wellness Services**

Introduction:

There is beauty in service, and that is what the Counseling and Wellness services dedicated their 2018/2019 academic year giving to our students and we are happy that we got all our set goals accomplished. Though the year started slowly, and the team treaded gingerly due to unexpected resignation of a staff member, but thanks to the flexibility and willingness of the members of the team to sacrifice a little bit more which made recovery swift.

The need and importance of mental health counseling towards assisting students to accomplish their dream of graduating successfully cannot be overemphasized. The quest to admit, retain and graduate is an all embracing and all-important responsibility of the entire campus community, but more especially the Student life and development division whose part Counseling and Wellness services is. In a research conducted by the national Alliance on Mental Illness (NAMI), one in four students have a diagnosable illness, 40% do not seek help, 80% feel overwhelmed by their responsibilities, while 50% have become so anxious that they struggle in school, hence the importance of having services like ours on campus to assist students in these categories.

We appreciate the support and assistance of administrators, as well as the good will showed to us by the student senate last year by approving another staff counselor to join the team. We are glad that the new staff is already in place and up and running. The feedback we received from students were very positive and encouraging that they appreciated the work counselors are doing for their good which inspired us to seek for other innovative ways to expand our services to be available to the greater number of our students. To that effect, we added some evening hours to our structure which students appreciated so much as we continue to figure out other new ways to even make services more available to them. As before, our we offer a short-term approach and refer chronic or codified diagnosis to outside community resources we have relationship with since our standard is to always give the best to our students wherever we can find them. This year, we offered the following eight services: triage sessions, individual counseling, group counseling/clinical seminars, crisis management/walk in, Outreach and psycho-education presentation, clinical self-screening, Services to WSU Rochester and Services to South East College, MN.

Triage Sessions:

This innovative approach, which has made it possible for students to talk to clinicians as soon as possible, worked its magic again this academic year. Since mental health situations needs immediate and urgent attention to evaluate the severity of the situation in order to recommend or direct the case to the most appropriate professional for ensuing treatment. In this approach, the watch word for us is “the earlier the better”, so that 20/25 minutes of evaluating interaction with a staff ends up solving the problems or recommending the best resources outside the campus or scheduling the student for a full meeting with a counseling. But the important the important here is that the student is not lefts for a long time without speaking to a counseling since they said that a stich in time saves nine. In 2018/19 academic year, 516 sessions of triage were observed as against 458 last year, a remarkable improvement.

Individual Counseling Sessions:

Individual session is the most basic and most requested by our students and we channel more resources towards maintaining the demands and traffic. Individual counseling is a face to face, one and one interaction between a counseling and student during which mental health, biopsychosocial issues like: depression, anxiety, adjustment issues, relationship issues, academic issues, lack of social and relational skills, etc. are treated. Our approach has always been making the best of the time and giving the student the comfort and acceptance needed to rapport with the clinician so to open up during the process. Most cases are followed with subsequent appointments, while more chronic ones that did not fit our short-term approach will be referred to a more appropriate facility outside in line with our “giving students the best” policy. The 2018/19 year see a remarkable increase in the number of students seen in this category, 2,744, as against 2,415 the previous year.

Group Counseling/Clinical Seminar:

Group Counseling and Seminar, though alike, but have different settings and objectives, but all in all, both offer communal, interactive and sharing opportunity to participants bearing in mind that some students fell more at home in such setting where skills, techniques and coping mechanisms that worked for a member can be shared to help others cope well with their own situation. Actually, this is the great strength of this approach. A total of 14 grief group and 3 Anxiety seminars was conducted for the year with 61 and 52 participants respectively.

Crisis Management/Walk in:

Clinical crisis is the eye of the client, so that we take seriously any student that takes advantage of this provision. The way our crisis/walk in works is that a staff on daily basis is assigned the duty of being available to any student that comes to the center asking to see a counselor immediately. The student is only required to answer the four evaluation questions in our system to give the on-duty staff an idea of what is going on especially when some of them under that condition find it hard to articulate their issues. Once that is done, the crisis counselor attends to the situation doing among other things evaluating the situation for the most appropriate actions to follow. Three possibilities might arise from the evaluation, resolving the situation there and then, stabilizing the situation and scheduling follow up appointments, or transporting the student to the community hospital for a full psychiatric evaluation and attention when there is a real clinical crisis. 125 crisis/walk in cases was attended to this year as against 100 the previous year.

Outreach, Psychoeducation and Presentation:

Our team derive joy in educating students and campus community on mental health, wellness and self-care through informed presentations. This comes in the form of invitations from faculty members to speak to students on mental health issues, arranging with groups on campus, the community to educate them on certain mental health and self-care topics as a way of preventing occurrence. We also use the slot giving to us during students' orientation to do the same. There are times parents participate in this exercise especially if their wards are clients of one situation or the other are involved in this educational process, as well as other staff of the University like the housing team and others. The department invested 53.3 hours of outreach this year and attended to 3,444 participants compare to 74.3 hours spent last year while reaching 2,628 participants. Less time, more participation in comparison.

Screening Exercises:

Counseling department conducts other free clinical screenings. For example, (ISP) interactive screening program, a free and anonymous online screening where people can complete and forward the completed assessment questions on our website and forward same to us. A counselor in turn evaluates and follow up with the individual as the case may be. We also observe the national depression screening week every October, during which we offer free and on the spot depression screening to mostly students with the possibility of a follow-up pending the result of the assessment. One of the highlights of our depression Month celebration has been getting a group of students who benefitted from counseling to share their experiences and journey so far with their peers as a way of reducing stigma and encouraging students to seek help once something feels wrong. There are other fun services we offer under this category like: Paw to distress, step out of stigma etc. Part of the fun is making available Aiden, our therapy dog, sometimes with other certified clinical dogs from the community to students as a way of de-stressing and curbing home sickness and anxiety.

Services to WSU Rochester:

We also assigned a counselor to Winona State University Rochester on as when needed basis. The counselor conducts initial video or phone assessment and then decides with the students when best to come over to meet with them. 19 counseling sessions were granted to 5 students at Rochester campus this past year.

Services to South East College, MN:

The staff specifically assigned to South East College resigned unexpectedly, leading to early scrambling on how to supply services to the college, thank goodness that within a short time the situation was arrested, and weekly services restored completely. We are happy that this coming year, a more involved and regular staff has been assigned to the college, so we look forward to a bumper harvest by the end of the New Year. Be that as it may, a totally of 17 intake appointments was made in this academic year, as against 32 the previous year due to the already stated reason.

Maintaining the culture of mental and emotional wellness like we do without doubt contributes to students' retention and graduation. Any student battling with emotional or mental health issue finds it difficult to concentrate, continue or graduate at the appointed time, hence our passion to provide as many appropriate services and as soon as possible. We are encouraged with the positive feedback we received from our students, not because we crave for those, rather because they reassure us that our services are helping them towards achieving their goals while at WSU.

Goals for 2019/20 Academic Year:

Perfection has always been our target and goal, so that as much as we ended this academic year on a very successful note, we have mapped out strategic goals for the coming year that will not only consolidate our achievements but will expand and improve our services.

1. Expanding the caregiving component of our services by hopefully hiring a case manager whose help will be needed to advance that role.
2. There is a component of optics and appearance to diversity and inclusion, which the department lacks. While we hope that in the future an honest and intentional effort will be made to diversify the staff populations, we shall through psycho-educations, training and seminars continue improving the know-how of our staff towards counseling minority populations of the University. So, we hope to invest more time this year in continuing education in general.
3. Expanding further our outreach to the campus community, offering students and staff through presentations opportunity to learn more about mental health and self-care and skills and techniques to maintain daily balance. Educating our campus community on mental health, basic signs and symptoms, as well as skills for immediate relief as the case may be.

The department continues to grow and professionally evolve to keep on with the latest clinical applications and in keep with the demands of our professional associations.



Dean of Students



Dean of Students Annual Report

2018-2019 Academic Year

**Prepared by:
Dr. Karen Johnson
Dean of Students**

As part of the Division of Student Life & Development, the Dean of Students Office continues to advocate for students who are experiencing difficulties and “life events” that interfere with academic progress. We have been assisting students who are sick, hospitalized, injured, grieving, and for many other reasons, not performing academically to their optimal levels. We also work closely with parents and other support people to ensure that students know they have people to assist them. The following departments report to the Dean of Students and consistently contribute to the success of WSU students.

1. Integrated Wellness
2. Counseling & Wellness
3. Health & Wellness
4. Student Conduct & Citizenship
5. Student & Community Engagement
6. Student Support Services TRIO
7. Intramurals
8. Fitness
9. MN State Access, Opportunity & Success Program

Highlights – Best of 2018-19

WSU Strategic Framework Theme 1: Student Learning

Create and sustain a coordinated and rigorous set of learning experiences inside and outside the classroom in order to prepare student for their post-graduate life.

I have been an administrative representative on SFMC (Student Fee Management Committee) for ten years. It is an incredible learning experience every year for me to observe and assist this student-led committee in their task of allocating approximately a million dollars in student fees to various campus clubs and organizations. Students devote a significant amount of time and effort to this arduous task during Spring semester.

They learn about the WSU budgeting process, MN State System allocations, how to communicate and participate in respectful dialogue with their peers, how to manage conflict, and how to apply strategic planning to the budget process. Student participants on this committee have committed to completing the crucial task of managing a complex budget and consequently, the relationships involved with this process. As administrators, we offer information and advice, but essentially, students lead this committee.

WSU Strategic Framework Theme 2: Student Success

Enhance the student experience while evolving to meet the needs of future students by providing comprehensive support programs and services so that students can successfully meet their goals.

The student success story from this year involves a student whose persistence and “grit” finally paid off when she graduated from WSU in May 2019. This student began at WSU in Fall 2010 and attended part-time for many years. She struggled with financial difficulties, mental health challenges, conduct incidents, and hospitalization on several occasions. With gentle encouragement, the student utilized several WSU programs/support services such as counseling, tutoring, financial aid advising, Inclusion & Diversity mentoring, and consistent help from myself and the VP. It was a proud moment for all when she walked across the stage!

WSU Strategic Framework Theme 3: Stewards of Place and Resources

Enhance a culture of learning and stewardship of resources at Winona State University and prepare students to become responsible citizens and community members.

BAIT continues to be an integral warning system which also provides immediate intervention/attention for students in crisis. This team is a valuable resource for faculty and staff (and even students) who express concerns about students. BAIT met 30 times this year. This year, we did an analysis of team members and their individual contributions and discussed the composition of the team. It was determined that the individuals on this team are the most appropriate and qualified to be participating in these discussions. In Fall 2018, I was able to attend the Legal Issues in Higher Education conference.

This included sessions such as:

- Current Legal Trends: Litigation and Legislation
- Free Speech on Campus
- Major Higher Ed. Trends and Issues and the Media
- Distressed and Suicidal Students
- Student Mental Health & Suicide
- Trauma-Informed Investigations
- Threat Assessment

The conference is an opportunity to learn about student challenges, prevention, and institutional response from the legal perspective. Conference information and networking provide critical guidance for a Dean of Students.

WSU Strategic Framework Theme 5: Relationships

Strengthen internal and external relationships by promoting an environment that enriches WSU, Winona and Rochester community constituents.

Once again, this year, WSU experienced the tragic death of one of our students. Alex Chadwick passed away in January 2019. He was a vibrant, social individual with a wide circle of friends. Alex was very close to graduating from the Business Administration and Marketing department and was awarded a posthumous degree at the May graduation ceremony. WSU is currently working to establish policy and procedure for student memorials on campus. Alex's father noted that "Alex absolutely loved attending Winona and had nothing but fond memories of his time there. We really are not able to thank you enough for all your support and kindness throughout the past 5+ months. We really can't say enough about the entire Winona faculty and student body and warmly share our experience with friends and family alike."

Recommendations for Improvement

My contributions to two committees were minimal this Spring, and I will commit to be an effective and productive committee member next year. Due to a family illness, I was not able to provide much feedback to the Policy Committee as new and revised policies were submitted. This all-university effort to convert regulations to policies and procedures has been a complex task. The arranged meeting time for the Inclusive Excellence Committee posed a direct conflict with the Student Fee Management Committee weekly meeting, so I contributed as much as possible to IE despite not being able to attend most meetings.

Anticipated Needs for 2019-20

- Support and cooperation from many departments in Student Life & Development and from Institutional Planning, Assessment and Research and Grants and Sponsored Research. As we prepare the federal TRIO/Student Support Services grant proposal, input and collaboration will be key to a successful document. This proposal will secure five years of funding for this integral program for underrepresented students at WSU. The SSS program has been funded at WSU since 1982 and we hope to continue this important work for student success and to also add a new program for students with disabilities.
- Possible resources for the newly remodeled Kryzsko space. Having spent some time envisioning and planning a reorganized space in which to serve students better, it is our hope that a renovation of our area will occur in Spring 2020. The SLD departments of Dean of Students, Housing & Residence Life, and Inclusion & Diversity will expand to house all staff members and potential new positions in a common, updated space. We may need financial assistance to replace furniture that is impractical and seriously outdated.

Goals for 2019-20

1. Themes 2, 3 & 4:
Submit two federal TRIO grant proposals; Student Support Services and Student Support Services for Students with Disabilities. I will manage this team effort and with the help of a contracted grant writer, we hope to be funded to continue this program at WSU.
Measure: Two grant proposals submitted by the federal deadline.

2. Themes 3 & 5:
Collaborate with Cabinet, Facilities, the Arboretum Committee, and the Policy Committee to create a policy and procedure for student memorials on campus. WSU is in need of guidelines regarding working with grieving families on how best to memorialize deceased students. This has been a disjointed effort, resulting in inconsistent information being relayed to families.
Measure: Completed policy and procedures for student memorials on campus.

3. Themes 2 & 3:
Hire a part-time counselor to fill the vacant position. This search was unsuccessful in Spring 2019 and with enhanced resources, we hope to fill this position early in Fall 2019.
Measure: Have a new counselor in place by November 2019.



Health & Wellness Services



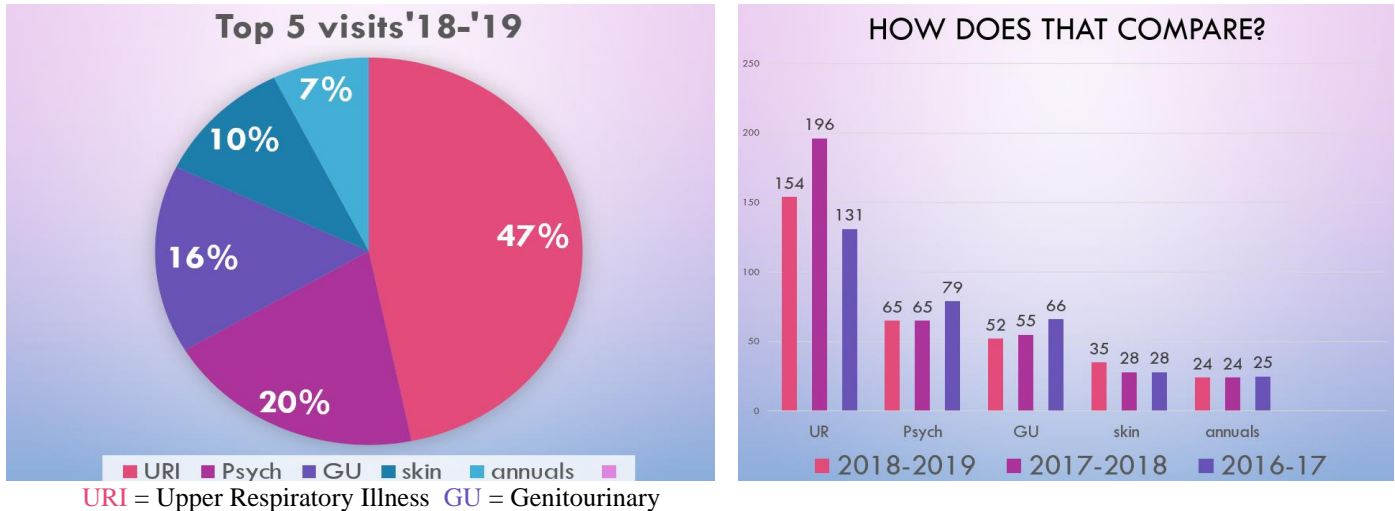
WSU Health & Wellness Services Annual Report

2018-2019 Academic Year

**Prepared by:
Connie M. Kamara
Director Health & Wellness Services**

Transforming & Sustaining High Quality Services

H&WS Goal 1: To establish and maintain **high quality** and **appropriate health programs and services** that are comprised of activities involving prevention, education and treatment to enhance overall wellness.



Facing the Challenges

Psychological Services: H&WS has found that the Psych-Social cases we see consistently become more extensive and more complicated each year. The Health & Wellness Services Providers have extensive experience in addressing this particular need. We continue to monitor the number of patients in this area and through numerous collaborations ensure that comprehensive care is offered.

Staffing Shortages & Budget Limitations: H&WS aims to be tightly yet sufficiently staffed. We are concerned with and constantly monitoring any and all disruptions to staffing as they can have numerous residual effects throughout all points of service. In addition, budget limitations are monitored, and supplemental funding is constantly sought. We are currently exploring alternative options for accessing our student service fee.

Regional SANE Shortage: WSU is combating the nation-wide sexual assault on college campuses problem head on and Health & Wellness Services is doing its part by being one of the very few schools of our size with a Sexual Assault Nurse Examiner on site. We are also working with the Minnesota Coalition Against Sexual Assault and the local hospital, Winona Health, to have more nurses trained and available throughout the region and will be hosting a training.

Meeting the Needs

Ask a Nurse: An efficient, time saving service available for students to call with health-related questions. Through questions and conversation with our RN, an appropriate response is determined ranging from self-care tips to scheduling an appointment. This service provides patient support and assists in efficient time management for the student. In addition, it helps to reduce unnecessary visits and/or follow-ups which in-turn lower medical costs and opens appointments for more appropriate needs and usage.

Group Needs: Health & Wellness Services has addressed specific needs of sub-groups on campus by creating reserved, on-site clinics or mobile clinics depending on the audience, their needs, and what is most convenient and efficient for all. For example, TB screenings were administered to the Nursing Students outside their classrooms in Stark Hall and our team works with the athletic coaches to schedule times when the entire team can get their flu shots.

WSU Garvin Health Endowment: A medical assistance fund for students is available due to the generous efforts of the WSU Foundation and the Garvin Endowment. This fund has assisted students this academic year with a total of nearly **\$4000.00** in medical assistance for financial hardship. This fund has also enabled WSU's Health & Wellness Services to secure our revenue generation process by limiting delinquent or non-payments. An additional **\$1000.00** was granted and utilized to extend free STI testing.

Cross-Training and Whole-Site Training of Staff: As staffing is tight across subsets of our department, cross-training is essential for back up and continued function. Nurses are cross trained in scheduling and lab testing. In addition, priority is placed on whole-site training so that all working in the department are aware and informed of various efforts being carried out throughout the department or in collaboration with other entities. Several continuing education trainings occur throughout the year and focus such areas as inclusion and diversity as well as, trending issues that college students face, such as vaping.

Student Engagement Pathways & Collaborative Efforts

H&WS Goal 2: *To establish a student-led approach to addressing health and wellness concerns whereby solutions are created by and for students.*

H&WS Goal 3: *To create an Environment within Health & Wellness Services that enables staff to obtain their highest level of functionality and productivity while pursuing personal wellness.*

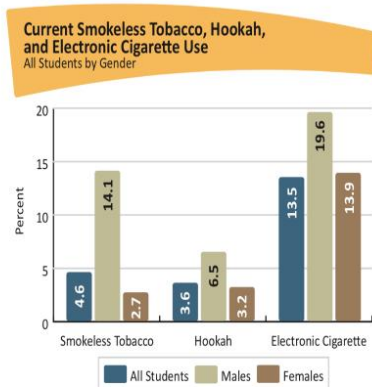
Student Engagement Led by the Health & Wellness Services Health & Wellness Promotion Team

Health & Wellness Advocates: The Student Health & Wellness Advocate Club is comprised of approximately 15-20 WSU and MSC Southeast students committed to promoting wellness and healthy lifestyles by modeling and educating on healthy choices to their peers. The Health & Wellness Advocates act as a resource for campus and community through educational events such as Wellness Wednesdays and presentations as well as weekly service hours conducted in The WELL, IWC 138. The H&WS Student Advocates are trained and certified in many topic areas, including but not limited to Peer Education, CPR, and Bystander Intervention.

Health Education & Outreach Programming: Wellness Wednesday sessions, Order-in classes, Reproductive Health Education and CPR/First Aid are all offered by our department and reach approximately 1000 students a year. The Promotion Team along with the peer advocates do the lion's share. Our nurses and providers also conduct the Reproductive Health sessions as time permits. Health & Wellness Services also offers CPR/AED and First Aid courses. The courses are taught by our nurses whom are certified instructors. A specific course for healthcare professionals is offered to nursing students. In addition, the courses have recently been offered to faculty and staff. Approximately 85 students and 10 faculty/staff were certified during 2018-2019.

Wellness Blog: The student driven Wellness Blog and email newsletter has published over 40 blogs in this academic year. The topic areas are decided on by the students and all the research and writing is conducted by students. This year there were over 10,000 unduplicated views.

Marketing Campaigns: Information from surveys and staff and students is utilized to address the issues that surface.



Overall, 4.6% of WSU students report using smokeless tobacco, 3.6% report using a hookah, and 13.5% report using an electronic cigarette during the past 30 days.

- Definition:**
Current Smokeless Tobacco Use
Any smokeless tobacco use within the past 30 days.
- Definition:**
Current Hookah Use
Any use of tobacco from a water pipe (hookah) within the past 30 days.
- Definition:**
Current Electronic Cigarette Use
Any electronic cigarette use within the past 30 days.

KNOW THE TRUTH ABOUT VAPING

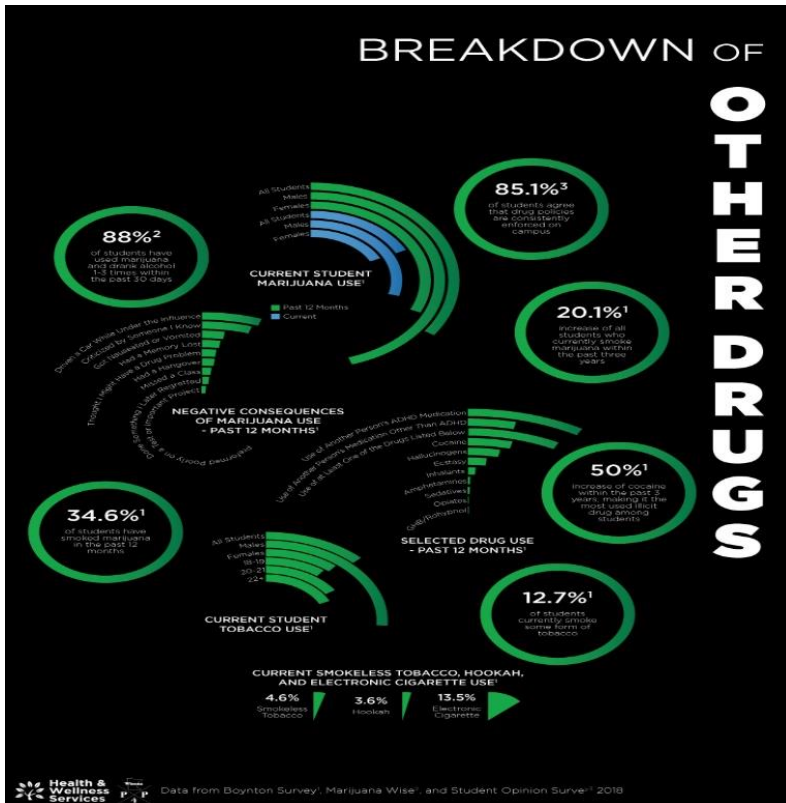
Q What's bad about nicotine?

A The brain continues developing until about age 25. Using nicotine during this development period can harm the parts that control attention, learning, mood, and impulse control.

If you've never smoked or used other tobacco products or e-cigarettes, don't start.
Information from the CDC - Centers for Disease Control and Prevention

Big Ideas & Strategic Efforts

H&WS Goal 4: To fully collaborate and utilize all WSU, MNSCU, community and partners' services, academia and programs to facilitate high quality services and wellness to assure that there are no missed opportunities.



Collaborative Efforts

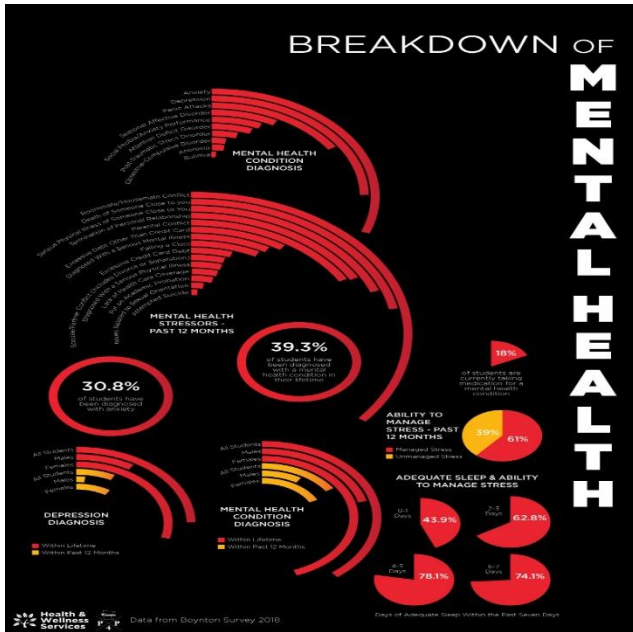
Strategic Prevention Framework

Partners for Success (SPF PFS):

In collaboration with the Minnesota Department of Human Services, Alcohol and Other Drug Abuse Division, H&WS is focusing prevention efforts on underage alcohol use among persons aged 18-20 years and to prevent marijuana use among persons aged 18-25 years. The grant is for February 2015- September 2019 and offers a total of **\$748,296** over the course of the grant and it has the potential to be renewed. This grant has supported the development of the Winona Partners 4 Prevention, a campus/community partnership focused on prevention. This program is one of many that the Health & Wellness Promotion team coordinates to address these risk factors. The most recent initiatives including the creation and launch of a deck of cards with policy

information and the development of a 4-week Wellness Challenge program.

Making Data Available & Accessible: Health & Wellness Services does several qualitative and quantitative evaluations throughout the year and the information garnered is analyzed and synthesized and made available through our website and presentations. This academic year a new endeavor of conducting a “Data Release Party” was initiated. The campus was invited to a gallery walk of all findings and results presented by topic area. This concept and the relevant charts and graphics were student initiated and created.



RE Initiative: *Recognizing Equality is an initiative focused on addressing and preventing sexual assault, harassment, domestic violence, and stalking.* Health & Wellness Services was involved in this program’s conception and continues to support students and this project through shared space and resources as well as offering our SANE services in our clinic and hosting a SANE training.

Forward Focus

H&WS will continue to focus on our goals as laid out above and we will continue to conduct multiple internal exercises to improve capacity, efficiency and use of “real time” evaluations, analysis and improvements. We will continue to face our challenges head on and do all that we can to always meet the health care and educational needs of our students. We are also working to include evaluation methodologies that will assist in assessing direct student engagement and potential links to retention and student learning objectives.



Housing & Residence Life



**Housing and Residence Life Annual Report
2018-2019 Academic Year
Prepared by:
Paula A. Scheevel
Director of Housing and Residence Life**

The Housing & Residence Life Department provides a welcoming, inclusive, safe and engaging community experience for the WSU community of learners improving our world. The HRL department has many diverse areas of responsibility.

- Housing manages the administration of housing agreements, room assignments, meal plans, marketing including the residence hall tour program, budget, facilities and dining services contract administration.
- Residence Life includes oversight of all residential living environments, residential learning communities, student support, and staff supervision. The residence hall conduct system provides intentional student conversations and hearings for student regarding policy violations while recording Cleary reportable offenses, programming of activities and educational opportunities.
- Camps & Conferences area coordinates event management for both internal and external groups and individuals that spend time with us on campus for a single day or evening events as well as overnight experiences. The summer months bring visitors and guests to campus in both large and small groups for both daytime experiences and overnight multi day stays.

Highlights:

New Department Position

We completed the transition to a new department organizational model and transformed one of the positions in the housing arena. The retirement last year of our long-time office manager (33 years) necessitated an updated staffing plan. As the technology requirements to manage the entire HRL department increased we transitioned from an office manager position (MMA) to an Assistant Director (ASF) position. We appointed an interim Assistant Director and will conduct a full search process next year.

Housing Facilities Strategic Planning

The ongoing housing facilities strategic planning process resulted in the decision to close Prentiss – Lucas Halls. Planning continues for next steps in facilities upgrades to make on campus living more attractive to more students. Several major projects were investigated for multiple halls and the decision was made to move forward with renovations of all bathrooms in Richards Hall. The last Residence Hall Master plan was completed in 2015. An updated plan in 2020 will inform future decision making for next steps in residence hall facilities construction.

Resident Engagement

Opening day in the Residence Halls is a high energy experience. We always enjoy a great turn out of students to volunteer as a part of our Welcome Crew each year to support the families and students during the move in process. And this year was no different. Our goal next year is to increase staff and faculty participation on this important day. We opened the year with our first ever *Playfair* event. All students on campus during Welcome Week were invited to participate in this interactive super-sized icebreaker event designed to help our students meet their new community. We had over 600 participants. It was so well received that we will continue the event next year moving it to our opening night schedule. In our residence halls and apartments, we offered more event opportunities at expanded late night hours for students to connect than ever before.

Residential Learning Communities

This year we initiated planning to expand our Living and learning Communities from our West Campus Program to Main campus. We chose to change the name to Residential Learning Communities (RLC). The RLCs will include a variety of topics of interest to most residence hall students. After months of planning we have retained some popular communities and planned some new ones. The interest has been very positive from both students and faculty, and we look forward to implementation in the fall.

- Activators (Lourdes Hall)
- First Generation (Lourdes Hall)
- Leadership (Richards Hall)
- Your Voice (Conway Hall)
- Career Readiness (Morey - Shepard Halls)
- Future Health Careers (Haake Hall)
- Green Living (Haake Hall)
- Mission Living (Maria Hall)
- Global Connections (Sheehan Hall)
- Sophomore Year Experience (Kirkland Hall)

With plans to close Prentiss-Lucas Halls we have shifted residential populations. Sheehan Hall will be co-ed after 50 years as an all-female hall. We are also excited to host a Gender Inclusive community in Conway Hall that has received tremendous interest from new, transfer and returning students. We appreciate the collaboration of all our campus partners as we all strive to support our student's success.

Summer Connections

Camps & Conferences hosted over 2,200 visitors this in our residence halls and apartments. This number is comparable to the number of students living in the Residence halls during the academic year. While most of our summer experiences are geared to pre-college students, all ages are welcome. Our guests ranged in age from 8 years to 80 years. These are examples of our residential and day camp programs:

- Great River Shakespeare Festival
- Snowbird U
- Grandparents University
- Basket weavers
- HOPE Academy
- Scrubs Camp
- Football Camp
- Volleyball Camp
- Cross Country Camp
- Cheerleading Camp
- Camp Invention
- Lego Mindstorms

With an increased number of guests and visitors on campus we updated our minors on campus policy. This also impacted our residence halls during the academic year, so a new process was implemented to check minor students into the residence halls with the permission of a parent or guardian during the academic year.

Dining Services

The collaboration with Chartwells continued as they constructed a new dining venue at the new Education Village in Helble Hall. The Education Café dubbed the Ed Café will host Freshens and proudly brew Starbucks coffee. It is the perfect spot to share lunch or take a break with a student or colleague.

Housing and Residence Life Mission Statement

Be WISE

Housing and Residence Life promotes a welcoming, inclusive, safe and engaging Living and Learning environment that contributes to student success.



Inclusion & Diversity Office



Inclusion & Diversity Annual Report

2018-2019 Academic Year

Prepared By:

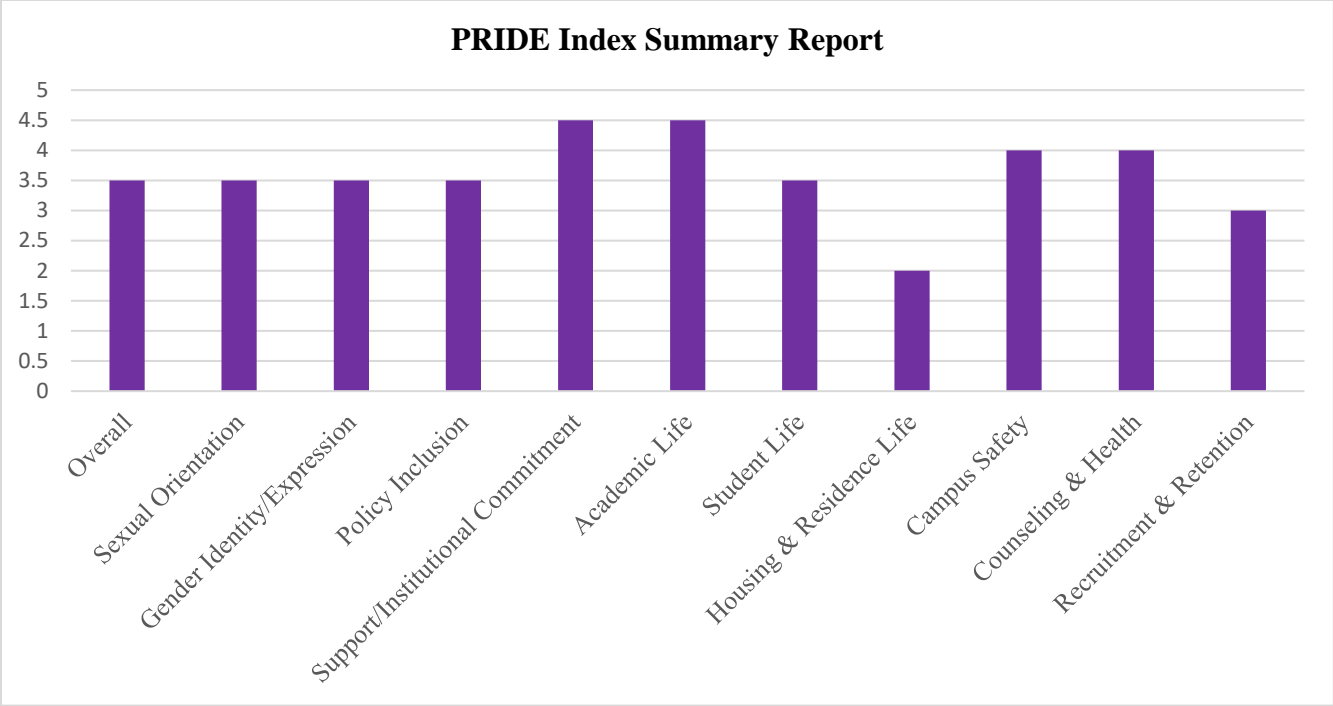
Jonathan Locust, Jr., Ph.D.

Associate Vice President/University Diversity Officer

The Inclusion & Diversity Office (IDO) team had a very successful academic year. As our team is still fairly new to WSU, this past year was a year of implementing creative ideas, building new partnerships, collecting new data for decision making, and strategic planning for the upcoming academic years. IDO will continue to build beneficial and sustainable relationships across the campus and find ways to improve to close the opportunity gap.

Highlights from 2018-2019

- The Inclusive Excellence Strategic Plan was completed this past academic year through the Inclusive Excellence Committee. The planning process allowed for two campus readings and multiple opportunities for community feedback and engagement. The final draft was shared and presented to all bargaining units for the purposes of transparency and to describe the process we utilized. The plan was supported and/or endorsed by bargaining unit leadership.
- IDO completed the two searches for Intercultural Completion Coordinators (ICC). They have built great partnerships with the five colleges, especially as they serve as liaison to the colleges. Through these relationships, we have been able to receive student issues earlier than usual and collaborate on completion initiatives. New programs have also been created. For example, The Black History Month Spike Lee Film Series in collaboration with WSU's Film Studies Program. We were able to reach over 500 students, staff, faculty, administrators, and community members with this program.
- The Gender and Sexual Identity Form was created and rolled out during April registration. WSU is now collecting sexual identity data, as well as data beyond the gender binary.
- After the Campus Climate Survey results were delivered, the institution agreed to complete three follow-up action items to address the civility and respect, as well as, unwanted sexual contact. One of the actions was WSU's first ever kindness week. Kindness Week took place the week before finals, and consisted of daily drawings, free pizza/coffee/doughnuts/gift cards, etc., and eleven scheduled calendar events that were free and open to the campus community.
- While better understanding our student's needs, they shared their desire to attend conferences, but needed our support. This past year, we started student conference grants, where student organizations can apply for up to \$1,000 to attend a conference. Students must not only submit a budget of how the funds will be used but present the learned conference information. We had a total of four student organizations take advantage of these grants and attend conferences.
- The IDO also conducted the PRIDE Index this past academic year. The Campus Pride Index provides a benchmarking tool to better understand policies, programs and practices that impact the quality of life for LGBTQ & ally people on campus. A brief report summary is listed below:

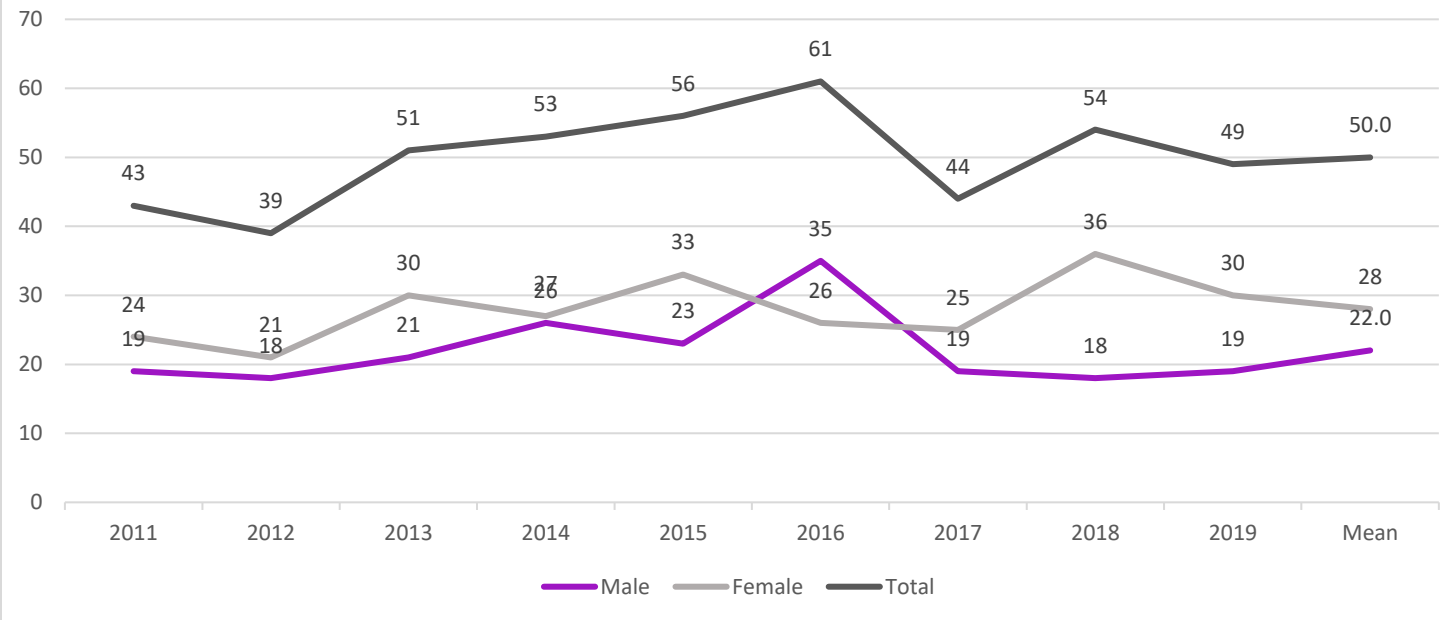


H.O.P.E. Academy

H.O.P.E. Academy (Harnessing Opportunities for Post-Secondary Education Academic and Leadership Academy), a previous leadership program called **Boys to Men** which started in 2008 with 30 participants, is a co-ed., ten-day residential program designed for high school students, which has been offered since 2011. The purpose of the Academy is to provide underrepresented and underserved students with a transformative education opportunity to experience college life. H.O.P.E. Academy student participants are very diverse and are made up of several different countries, ethnicities, backgrounds, and cultures. Before the HOPE Graduation Ceremony, we meet with the parents to discuss the program. This year we changed the session to make it more engaging and received key insights to enhance the program. For example, some parents asked if we can send home recommendations for their students so they can help their students continue striving for college. We will find a way to meet that request.

Last year we began presenting a celebratory video thanking our HOPE students for their participation. Please click to view videos from [2018 HOPE Academy](#) and [2019 HOPE Academy](#).

H.O.P.E. Academy Gender Breakdown 2011-19



H.O.P.E. Academy 2016-19

		African American	American Indian or Alaska Native	Asian	European American	Hispanic/Latino	Native Hawaiian or other Pacific Islander	Total (n)
2016	Females	41.3%	0	37.9%	10.3%	10.3%	0	29
	Males	56.2%	0	18.7%	6.2%	18.7%	0	32
2017	Females	52%	0	24.0%	0	24.0%	0	25
	Males	84.2%	0	10.6%	0	5.2%	0	19
2018	Females	36.1%	19.4%	30.5%	13.8%	22.2%	0	36
	Males	57.8%	10.5%	15.7%	10.5%	16.0%	5.2%	18
2019	Females	30.6%	0	14.3%	4.1%	12.2%	0	30
	Male	16.3%	2.1%	10.2%	0.00%	10.2%	0	19

SILCC Mentoring + Success Coach = Guiding Warriors

The Success Coach program was developed to help increase and maintain the retention of underserved, underrepresented, and diverse students at Winona State University. The program was based on a cross-cultural mentoring model in which coaches work to create honest and supportive dialogue with students. Students were paired with a faculty/staff mentor that provide them with insight, encouragement and support, and to answer their questions and promote a sense of accountability.

The Students Impacting Lives on Campus and in the Community (SILCC) Mentoring program was designed to offer incoming, transfer, and current students immersion opportunities to become more engaged with on-campus and off-campus community life. The goal of SILCC was to provide personal support, academic assistance, social guidance and positive campus survival skills by developing activities and interactions with peer mentors to address personal needs, thus contributing to their academic success and enhancing Winona State University's efforts in retaining and graduating underrepresented, underserved, first-generation and diverse students.

The Guiding Warriors Mentor program streamlines the best of SILCC and Success Coach. The goal is to provide personal support, academic assistance, social guidance, and positive campus survival skills by developing activities and interactions with peer and faculty mentors to address individual needs. Each student will receive a faculty/staff mentor, a peer mentor, and participate in academic/social events for the purposes of community building. The IDO will create engagement socials We will be launching this program in the 2019-20 academic year.

Anticipated Needs for 2020

- Additional funding sources for HOPE Academy to meet minimum program needs. Due to decreases in student enrollment in the state, our typical financial partners have been unable to continue previous levels of generosity. We will need to find grants/sources to fill the gap.

Goals for the 2019-2020 Academic Year

- By Spring 2020 develop and implement the campus wide cultural competency training series.
- By Spring 2020, establish and cultivate mutually beneficially community and university partnerships in alignment with the Inclusive Excellence Strategic Plan.
- By Spring 2020, create action steps to close the achievement gaps in the areas of student access, success, and completion.
- Provide additional support and education for the success coaches to meet with more students.
- Establish stronger relationship and connections with males of colors, specially, African American males.



Integrative Wellness



Non-Clinical Integrated Wellness Complex Annual Report

2018-2019 Academic Year

Prepared By: Kate Noelke

Director of Integrated Wellness

Mission: The Integrated Wellness Complex provides a learning-centered experiential environment promoting lifetime personal well-being of all students through active and engaged participation in wellness programs, services and activities.

This report reflects the impacts and efforts of the non-clinical departments housed in the Integrated Wellness Complex. Professional staff in these departments include Jeff Reinardy, Director of Fitness & Wellness; Eric Weigel, Associate Director of Fitness & Wellness; Mark Bambenek, Director of Intramurals; and Kate Noelke, Director of Integrated Wellness.

Highlights

Utilizing evidence-based programs in student affairs, strength & fitness, and health promotion to impact the well-being and success of college students, faculty and staff, the non-clinical Integrated Wellness Complex facilities and services continue to engage students, faculty, staff and community members in world-class learning and wellness-practice. Driven by data gathered from the evaluation of student learning outcomes and institutional data, the Integrated Wellness Complex aligns programs with student needs and institutional goals.

Institutional/Student Need	Program(s) n=unique participants	Recognition/Impact & Alignment with Institutional Goals
<p>Regular physical activity contributes to maintaining a healthy weight, as well as decreased risk for physical and mental illness. 2018 Boynton College Student Health Survey Report: MN Postsecondary Students suggests that more than 2 in 5 (43.1%) of students fall into the overweight/obese/extremely obese categories and half were attempting to lose or control their weight through physical activity and healthy eating.</p>	<ul style="list-style-type: none"> -Strength & Fitness (n=6000) -Personal training (n=70) -Intramurals (n=2,180) -Rec Sports (n=760) -Employee Wellness (n=40) -Collaborations with academic departments including HERS, Nursing, and PESS (n=260) -Community collaborations (n = 1100) 	<p>*National recognition as Exercise is Medicine on Campus GOLD for the commitment to create a culture of wellness and establish physical activity as a vital sign, linking health care and fitness professionals to provide a referral system for exercise prescription.</p> <p>Alignment with institutional goals through provision of programs and facilities, practical application of fitness theory and fitness internship programs and student leadership: WSU Strategic Plan 2015-2020: <i>Theme 2: Student Success (People, Programs & Price), Item C: “Promote lifetime personal well-being of all students through active and engaged participation in the WSU 7 Dimensions of Wellness”</i> <i>7 Dimensions of Wellness: Physical and Emotional Wellness</i> WSU University-Wide Student Learning Outcomes: <i>Personal and Social Responsibility: Outcome 3: “Connect and extend knowledge from one’s own academic study to benefit the greater community”</i></p>

<p>Impacting physical, emotional, and cognitive well-being as well as academic performance, graduation rates, and interpersonal relationships, mental health issues can have a profound impact on students' ability to engage fully in the opportunities presented to them while in college. 2018 Boynton College Student Health Survey Report: MN Postsecondary Students suggests that close to 45% of MN college students have been diagnosed with a mental health condition within the last 12-months or in their lifetime, the most common being depression and anxiety.</p>	<p>-Mental Health First Aid trainings (n=160 students, staff, faculty & community) -QPR Trainings, Faculty Development, Campus Connect and other trainings (n=150 students, staff, faculty & community partners) SPRC Evidence-based Program Information -Ongoing participation in JED Campus Program -Promotion of physical activity to reduce stress and improve mental well-being</p>	<p>*Four-year scholarship recipient and inductee into the nationally acclaimed Jed Campus Program for comprehensive, collaborative suicide prevention and mental health promotion. Program participation 8/2018-5/2022.</p> <p>Alignment with institutional goals through provision of training programs, institutionalization of common language for mental health promotion and stigma reduction, and student leadership opportunities: WSU Strategic Plan 2015-2020: <i>Theme 2: Student Success (People, Programs & Price), Item C: "Promote lifetime personal well-being of all students through active and engaged participation in the WSU 7 Dimensions of Wellness"</i> 7 Dimensions of Wellness: <i>Emotional, Physical, Social & Spiritual Wellness</i> WSU University-Wide Student Learning Outcomes: <i>Personal and Social Responsibility and Creative and Critical Thinking</i></p>
<p>Food insecurity – the lack of reliable access to sufficient quantities of affordable, nutritious food – is common at colleges and universities across the country, undermining educational success of college students. Three studies conducted in the United States among college students showed 45%–59% of students were either food insecure or at risk of food insecurity (Chaparro et al, 2009; Maroto et al, 2015; Patton-Lopez et al, 2014).</p>	<p>Warrior Cupboard student food cupboard and nutrition education outreach programs (n=74, up from 63 in AY2017-18) Evidence Base for Campus Food Cupboards</p>	<p>Students accessing the Warrior Cupboard (which opened for the first time 9/5/2017) reported the following educational impacts: 13% of respondents reported that accessing the service helped them to be able to afford tuition, books, and other supplies necessary to their education. 29% reported that accessing the Warrior Cupboard helped them eat regular meals, even when funds were low 11% reported accessing community resources based on referrals from using the service 10% reported that accessing the service allowed them to enrich their education with practicum, unpaid internships, study abroad or other opportunities that cost extra 35% reported that accessing the Warrior Cupboard reduced stress and anxiety.</p>

<p>A spring 2016 WSU study showed that 68% of respondents reported experiencing food insecurity at least once during the last year. Over 40% of respondents reported food insecurity in the last month at WSU. 2018 Boynton data suggests that 1 in 5 MN State students experiences food insecurity in any given month.</p>		<p>Alignment with institutional goals through provision of food cupboard, food and personal care items, institutionalization of common language for food insecurity and stigma reduction, and student leadership opportunities: WSU Strategic Plan 2015-2020: <i>Theme 2: Student Success (People, Programs & Price), Item C: “Promote lifetime personal well-being of all students through active and engaged participation in the WSU 7 Dimensions of Wellness”</i> 7 Dimensions of Wellness: <i>Emotional, Physical, Social & Intellectual Wellness</i> WSU University-Wide Student Learning Outcomes: <i>Personal and Social Responsibility and Creative and Critical Thinking</i></p>
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IWC Programs and Facilities Usage Data:

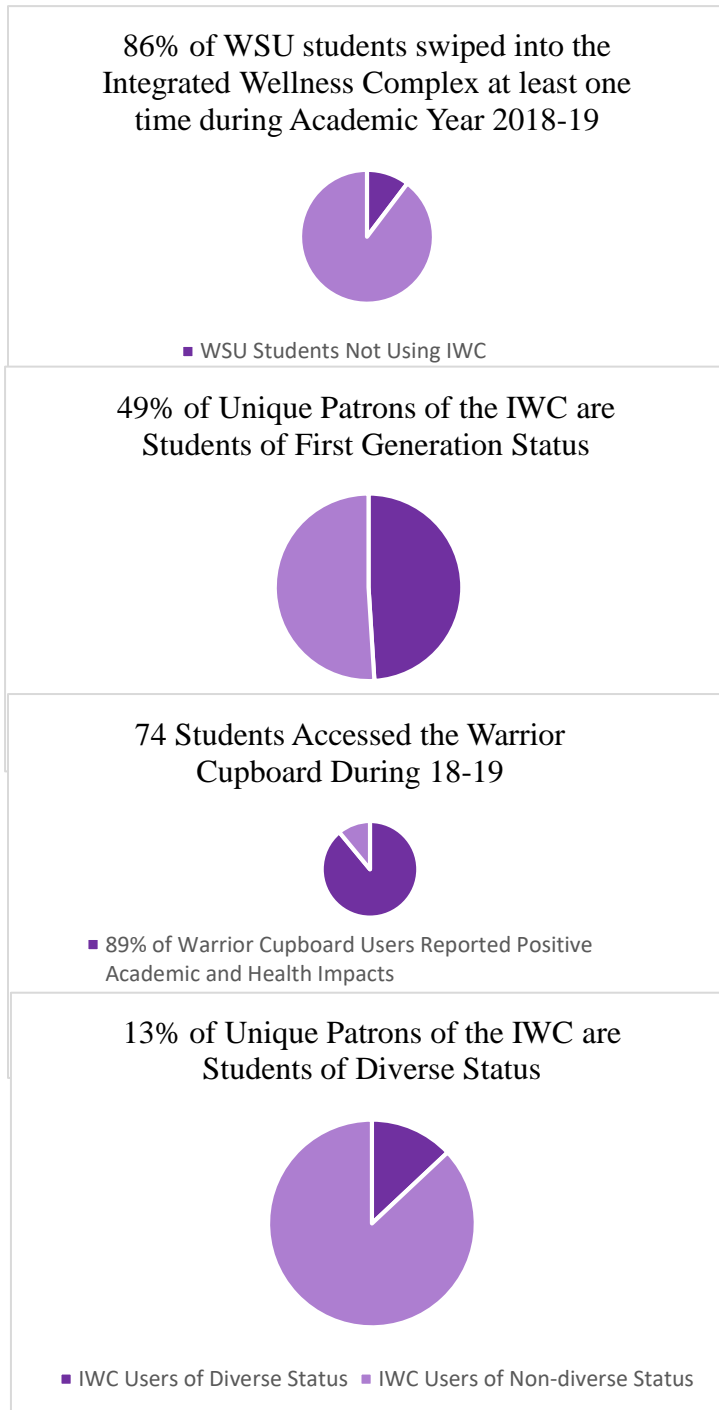
The Integrated Wellness Complex (IWC) facilities and programs target diverse student populations through facilities offerings, specific programs, and important collaborations with Athletics and many academic departments including HERS, Nursing, Social Work, Education, Leadership and PESS. In special populations, such as students with Diverse or First-Generation Status, usage is reflective of the general campus population.

Integrated Wellness Complex Participation	
Academic Year	IWC Swipes
2018-19	206,658
2017-18	229,308
2016-17	220,124
2015-16	210,124
2014-15	208, 243

Intramurals Participation	
Academic Year	Patrons
2018-19	2,180
2017-18	2,637
2016-17	2,947
2015-16	3,168
2014-15	3,257

Aquatics		
Year	Lessons	Staff
2018-19	408	32
2017-18	423	30
2016-17	518	27
2015-16	504	25

- WSU Aquatics and pool is shared facility with athletics and academics
- Open swim supervised 22 hours per week during academic year and 18 hours per week during summer
- 997 swimmers used the pool this year
- Swim lessons provides essential revenue stream to WSU Intramurals, providing supervision, student employment, and lifeguard training



Recommendations for Improvements

Using CAS Standards, several recommendations have been identified and reviewed. First, equipment and facilities require ongoing, regular maintenance. Revenue for facilities is insufficient for the need to provide high-quality, state-of-the-art facilities. Second, over 140 student workers are employed to staff the IWC facilities and Intramurals and Integrated Wellness programs. Student Learning Outcomes are engaged and utilized to measure learning and practical experience in this group of student employees. Additional training and resources for these student leaders would improve the patron's experience in the IWC. Finally, intentional documentation and evidence for support of student learning and wellness outcomes is helping us create a better baseline for data and help us to better share the IWC story. This is ongoing work.

Anticipated Needs for 2019-20

2019-20 will present ongoing financial challenges due to reduced student enrollment for the IWC programs which are largely student-fee funded. IWC professionals are committed to continued provision of collaborative, interprofessional experiential wellness and practical experiences of our students to combat the financial challenges. **Collaborations and external funding sources will continue to be essential to IWC success in the future.**

Goals for 2018-19

1. Measure and evaluate impact of opportunities for student leadership, praxis, and knowledge through IWC Morrie Miller Fitness Internships, student-worker positions, HERS personal training programs (including EWP), and mental health promotion leadership opportunities through JED Campus by using student learning outcomes updated in March 2019 by May 2021. *(Aligns with WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility.)*
2. Protect open recreation. Improve utilization of facilities and coordination of reservations during both busy and slower times through communication and advocacy. Advocate for student recreation in space/facilities arena, contributing to ease of use by intramural leagues, club sports practice and non-Athletics competition by May of 2021.
3. Contribute to the understanding of students' mental health needs through the JED Campus program and use Healthy Minds Study data to contribute to a campus-wide strategic plan for suicide prevention and mental health promotion at WSU by May of 2022. *(Aligns with WSU Strategic Plan 2015-2020: Theme 2, C: Promote lifetime personal well-being of all students...)*



Student Activities & Leadership



**Student Activities & Leadership Annual Report
2018-2019 Academic Year
Prepared by: Tracy Rahim, Associate Director of
Student Activities & Leadership
Lindsay Marosi-Kramer, Assistant Director for
Greek Life & Leadership**

Highlights for 2018-2019

- **New Student Orientation Week**: Six evening activities were planned Tuesday-Saturday of Orientation by Student Senate, UPAC, Greek Life, Housing & Residence Life, and Chi Alpha (campus ministry) that were very well-attended. UPAC co-programmed with Housing & Residence Life to bring in Playfair—a big game of icebreakers—that was well-received by the new students.
- **Family Weekend**: We continue to establish a well-rounded array of options for families and students to choose from to enjoy the annual Family Weekend: Cal Fremling river cruises, athletic events, Warrior Game Day Experience, Family Weekend Open House/Housing Tours, two evening entertainment options, as well as many Winona community events.
- **Homecoming**: The 10-person student Homecoming Planning Committee did an amazing job to raise school spirit and celebrate being a Warrior during Homecoming Week by planning 9 major events ranging from the Coronation Ceremony/WSU's Got Talent Show, free snow cones, a bonfire/s'mores event, pep fest, comedian and the Homecoming Parade throughout the week.
- **UPAC**: This year's programming board planned 40 individual events ranging from bowling nights to bus trips. They also tried new programming ideas that allowed students to be more interactive like escape rooms and a murder mystery event. Finally, they worked with other campus groups like the Full Spectrum to co-sponsor events to get other groups involved in program planning. Five students attended the regional conference for the National Association of Campus Activities where they attended programming and leadership development workshops and previewed performers for the 2019-20 school year.
- **Student Senate**: In addition to many important motions that advocated for student needs, Student Senate really focused on engagement with students and prospective students. They created a Student Foundation Committee, found students to serve as Winter Ambassadors to local high schools, and created programming that focused on health and wellness. They also allocated more than \$140,000 to fund club/org activities and individual student special requests.
- **Warrior Game Day Experience**: We are instrumental in planning the inaugural Warrior Game Day Experiences for 6 home football games. Each WGDY event had a student zone host that sponsored interactive activities, free food, etc. that were just for WSU students. Student Senate was actively involved and provided incentives for students to participate as well as clubs/orgs to set up tables.

- **Greek Life:** While sorority life saw a small decrease in numbers during recruitment (down 35 from Fall 2017) we also saw better retention of members in all three national organizations. Fraternity life continues to see consistent, but small, numbers even with the addition of Sigma Alpha Epsilon. As Greek Life has continued to test boundaries, we began to have all organizations register events they are hosting to have a better idea of what our Greek Letter organizations are up to during the year. It is also a way to ensure that all policies, both University and National, are being followed. Both governing bodies, Panhellenic and Greek Council, have been in the midst of constitution reviews, all should be complete by the middle of the Fall semester. In the next year I think the community will continue to need supervision and space to explore the way they want to be viewed on campus.
- **Warriors L.E.A.D. Series:** Warriors LEAD had a successful year. The program took on new life this year trying to embrace the University theme of Resilience. In pairing with the theme both programs under the Warriors LEAD Program saw growth. In the tiered program we saw higher numbers 29 in the fall, 17 in the spring, with 10 completing the program in its entirety. In the fall we co-hosted a speaker with nearly 30 in attendance and the Summit hosted 100 students. We continue to investigate the curriculum to insure it is meaningful to the participants. The program continues to utilize the Emotionally Intelligent Leadership books while including bits of Strengths Based Leadership. This year we also engaged a small group of 6 in the Warriors L.E.A.D. Student Committee to assist in Summit planning and idea generating.
- **Student Leadership & Involvement Awards:** We introduced 4 different awards that focused on different types programs and events instead of 1 general category: community engagement, social programs, educational programs, and programs that supported the university theme. Overall, 114 students, advisors, and clubs/organizations/classes were nominated for the 10 different award categories.

Recommendations for Improvements

As the needs and desires of our students change, so must the delivery of some of our student activities programs and clubs/organizations. Based on 2019 assessment data narratives, students want more interactive, hands-on programs in which they can meet people and not just be entertained. This has been shared with the UPAC Board and Homecoming Committee already and will be more widely shared in the next academic year. Also based on survey data, we need to improve publicity of how to join clubs/organizations on campus, campus events, and how to create a better sense of belonging and community through student activities. We will be looking deeper into how we can make some changes to improve in this year.

As the Warriors L.E.A.D. Series continues to grow, it may need to explore partnering with other departments to gain participants, offer more one-off sessions for students with schedules that can't accommodate a six-week commitment, and find other professionals to share leadership education co-circularly.

Anticipated Needs for 2019-2020

Our department conducted four major assessments in 2019: the student union facility, student activities program, student organization leaders, and Greek Life. With a new director of the department, we will be taking a closer look at those assessment results and where we can make improvements in each area and assess those changes. We know that change takes time and we need to focus on only a couple items in each area to make an impact. Some of these changes may require additional resources and some may require prioritization. We are looking forward to making enhancements in our area to better satisfy the students and meet their needs.

Goals for 2019-2020

1. Create new content and delivery methods for the Warriors L.E.A.D. Series to enhance career readiness leadership competency (university theme) by involving a student committee.
 - a. Knowledge SLO (Outcome 2)
 - b. Strategic Framework: Student Learning
2. Increase promotion of how to join clubs/organizations and get involved in campus events to promote a better sense of belonging on campus.
 - a. Strategic Framework: Relationships
 - b. Personal & Social Responsibility SLO (Outcome 2)
3. Develop a more comprehensive student organization leader training to assist them in being successful in their roles.
 - a. Knowledge SLO (Outcome 2)
 - b. Personal and Social Responsibility SLO (Outcome 2)



TRIO Student Support Services



TRIO Student Support Services Annual Report

2018-2019 Academic Year

Prepared by: Nhia Yang

Director of TRIO Student Support Services

TRIO Student Support Services (TRIO) is funded by the Dept. of Education to advise first generation college students, students who meet low-income guidelines, and students with documented disabilities transition through Winona State University to reach their goals of college success. The grant funds 225 students annually, while having set rigid guidelines for persistence, good academic standing, and a six-year graduation rate.

Year	First Generation	Documented Disability	Limited-Income	FG+LI	DD+LI
2018-19	58	34	15	100	18

Of the 225 students served, 173 (73%) were female and 52 (23%) were male. Moreover, 64 (28%) students were from minority background and 113 (22%) students were 22 years old or older. As illustrated from the table below, during the previous grant cycle (2015-2017) TRIO consistently surpassed the goals, which led to earning Prior Experience Points each year to secure future funding for the program.

Our program’s fiscal year goes from Sept. 1st – Aug. 31st, so we won’t submit the 2018-19 APR until December 2019. As result, we do not yet know the retention data for Fall 2018-Fall 2019, but the goals results are shown below. Last year, we outperformed two of the three goals except for the six-year graduation rate, due to having recently increased the new goal by 15% since the last grant competition (from 45% to 60%). We are very optimistic that we will meet or exceed the six-year graduation goal in the future, as it takes several cycles to see any domino effect in the new direction.

Year	Persistence Rate	Goal	Good Academic Standing	Goal	Six-Year Graduation Rate	Goal
2015-16	82%	80%	90%	70%	59%	60%
2016-17	82%	80%	90%	70%	58%	60%
2017-18	95%	80%	98%	70%	56%	60%
WSU		80% by 2018				

Academic Advising

The main role of the TRIO advisors is to serve TRIO SSS students as academic touch points. This is the part of the job which makes the biggest impact in retaining students and subsequently leads to higher TRIO graduation rates, when compared to the general WSU population. During these meetings, the student and the advisor discuss classes and future classes, financial aid, financial literacy, and budgeting. With junior and senior students, discussions focus on career preparation and graduate school, along with the subjects mentioned beforehand. Last year, the TRIO Staff provided advice and assistance with postsecondary course selection to 225 students, and of the 225 students, 113 students were also referred to another service provider to be successful at WSU.

TRIO Scholarship Learning Community

For the 2018-19 academic year, we focused our learning community on scholarships. Since financial literacy is a required service, a focus on scholarships for our learning community helps us meet a TRIO required service, while also being applicable to many of our TRIO population.

The WSU Scholarship Coordinator provided us with a list of TRIO students who had been awarded WSU Foundation Scholarships as of April 2019. A total of 69 TRIO students applied for WSU Foundation Scholarships. Of the TRIO students that applied for WSU Foundation Scholarships, 20 have been awarded scholarships totaling \$70,800. Of the 20 students that received scholarships, seven of them had participated in one or more learning community event. We assume the economic impact to be even greater though, since not all WSU Foundation Scholarships have been awarded yet (although most have) and these numbers do not include any scholarships obtained outside of the WSU Foundation.

2018-19 TRIO Graduate School Activities

Our staff researched two GRE Test Prep services (ETC & Magoosh) and we ended up purchasing ten vouchers from Magoosh for their 6-month Premium service. To date, four TRIO students have requested and received the vouchers.

As of April 30, 2019, TRIO staff provided graduate school related assistance 870 times (800 by email, 57 individually, 8 by group and 2 by other methods) to 243 different students during the 2018-19 academic year. Referrals were made 256 times (245 by email, 10 individually and 1 by group) to 244 different students. We also had the opportunity to travel with students interested in learning about graduate school: five TRIO students attended the McNair/SSS Graduate School Retreat in Wisconsin Dells on September 28-29, 2018 and six TRIO students attended the UW-La Crosse Grad School Visit Day on September 28, 2019.

Tutoring Services

TRIO, along with the WSU Tutoring Support Staff hires and trains tutors on our campus to ensure access to all students. TRIO students have an unlimited number of hours that they can tutor per week, we developed a method where TRIO students can utilize Tutortrac (tutor scheduling software) to view tutor schedules and availability, yet not be limited in the number of service hours they receive. We continue to use the “pink ticket” system to monitor TRIO tutoring so our students can indeed receive unlimited hours. To date, TRIO students have logged 1037 hours of tutoring and S2i this academic year.

WSU tutoring programs (general and TRIO tutoring) experienced something new this year in the form on-line tutoring. Beginning in the fall of 2018, WSU tutoring programs (general and TRIO tutoring) employed a new company called Tutor.com. This service allows each MN State student to utilize 15 hours of free on-line tutoring per year and provides better access to WSU students because the tutoring is available through D2L Brightspace.

TRIO Student Leaders

The TRIO Student Leadership program combines leadership skills training with community service projects designed to provide students with opportunities to share and apply what they learn. Students were challenged to set goals, develop timelines, and network within WSU and the Winona community during the Habitat for Humanity workday and the Students-Helping-Students Project. Leadership activities are open to all TRIO students. During the 2018-19 academic year 64 individual students participated in leadership programming.

Summer Connections

Summer Connections is an online bridge program for incoming, first-year students who are TRIO eligible and who will begin classes during fall semester. During the summer of 2018, 23 students participated in the Connections program.

Summer Connections is much like a College 101 course in that it informs students about the college experience and provides insider tips about campus resources and achieving success. The program introduces students to D2L and runs from mid-July through mid-August. The goal of the program is to assist students in making a successful transition from high school to college and to begin viewing themselves as capable of both personal and academic success.

In 2018, 23 students participated in the Summer Connections program; 16 of those students participated in early move-in and Family Ties programming, 17 additional students enrolled in Family Ties through the Inclusion and Diversity office; TRIO registered 11 of those 17 students for TRIO services. In total 33 students and their families took part in Family Ties activities.



Student Union



Student Union Annual Report

2018-2019 Academic Year

Prepared by:
Joseph E. Reed
Student Union/Activities Director

Kryzsko Commons is a multi-functional building that provides an environment for students to learn, socialize, and develop outside of the classroom; yet concurrently provides a location that suits the diverse needs of the WSU campus and the Winona community. You could say it is the “heart” of the campus. Though I’m considered the steward of the building, it is truly the students and that will always be my focus. Listed below is a re-cap of what has been done to make Kryzsko and the activities that go with it a better place.

Major Accomplishments

- Phase 1 North Vestibule Renovation. This new entry into Kryzsko was completed September ‘18. The project gave the building uniformity, while at the same time created a more user-friendly entrance/exit. Plus, the sustainability factor will save on heating and A/C.
- Installation of a partition wall in the East Room. This project has been on the docket for a few years, but my main concern was that we did it right. I decided to go with the same wall system we used down the hall in the Jack Kane Dining Center but created a different design (3M Privacy Vinyl) for aesthetics. This was completed December ’18.
- Installation of a “Meiko Commercial Dish Machine” down in Zane’s, December ’18.
- The addition and installation of Professor Mah’s artwork “Storm – Before and After” on the North wall of Baldwin Lounge. Though this wasn’t my biggest project by any means, it was my favorite. The 11 collective paintings are beautiful and now have a permanent home here in Kryzsko.
- We renovated the UPAC office down in the lower hyphen by expanding/lowering the opening of their counter. This simply made their office more visible, approachable and in compliance with ADA regulations. The interior of the office received a makeover with new paint and a new counter.

Misc., Current and Future Projects

- LED lighting throughout all of Kryzsko (80% complete). All the main kitchen upstairs was completed over Christmas break.
- Added new window shades upstairs in the Alumni Lounges; Dining Rooms A, B, C, D, E, F & G; and the Purple Rooms.
- New signage has been added throughout the building (i.e. restroom signs, banners and logo in the East Room).
- Added new flooring to the North Entry – lower level, along with the NE exit out of Zane's/East Room.
- Added 3M frosted privacy vinyl around the Solarium guard rail glass. Not only does it compliment the area, it also serves as a safety measure, while giving privacy to both the Solarium and Zane's down below.
- Added a new sound system to the Jack Kane Dining Center last summer. Much needed!
- Currently working on upgrading and adding new security cameras around Kryzsko. This is a collaborative effort with Scott Bestul and Matt Nolan; it should be completed summer '19.
- Complete overhaul/replacement of the audio & video equipment down in the Student Activity Center. This task will be completed by our own IT crew this summer; the cost was roughly \$27,000.
- New doors have been ordered for the West Entrance Vestibule of Phase 1 (they were originally installed in 1994). This project will be completed summer '19, and the cost \$22,000.
- Total renovation of the SLD area upstairs in Phase 3. Suite style offices, meeting rooms, and additional space will be added by expanding out into the existing foyer. The project is still in the planning stages, and \$500,000 has been allocated to the total project. Estimated completion should be spring/summer 2020.
- Currently working with Chartwells, Housing and Facilities on replacing our Food Waste Recycling System. We just terminated our existing agreement with Winona Farm Inc., and we plan on implementing a more reliable, efficient, and sustainable system soon.
- This past year we completed an assessment study on the Student Union, Greek Life, Student Activities and Student Organization Leaders. Working with Skyfactor, the data is complete and will be available this summer on a 200+ page document.



Warrior Hub



Warrior Hub Enrollment Services Annual Report

2018-2019 Academic Year

Prepared By:

Paul Stern

Associate Director of Enrollment

Mari Livingston

Associate Director of Financial Aid

Tania Schmidt

Senior Associate Registrar

Lori Beseler

Senior Associate Registrar

Warrior Hub and Student Resource Center:

The 2018-2019 year has seen ongoing growth, change management, and process improvement for the Warrior Hub. This has involved devoting considerable attention to employing means to grow our culture and sharpen the focus of our shared narrative at the Hub. We have done this in a way that provides for greater support and empowerment for our team as well as increased engagement and deepened participation in planning and cross-department strategies in our area. The Warrior Hub continues to operate under the shared leadership model of the Hub Leadership Council.

Under the shared leadership model of the Hub Leadership Council, we continue to make strides toward evolving and integrating our services in a manner that better meets student, family, and WSU community needs. This includes looking at our staff, environmental assets, and technology assets to streamline the customer experience and maximize business process efficiency. This has in part been accomplished through ongoing self-assessment across our constituent workgroups using the CAS Standards tools (which will be detailed further into this report). We align our efforts to with the following four guiding goals of the WSU community where applicable:

- Inclusive Excellence
- Engaged Student Learning
- Tomorrow's Technology
- WSU Student Experience

Last Year's Goal Achievements

Highlights from 2018-2019

VIP Page-Collaboration with Institutional Technology (Strategic Framework Theme 2: Student Success A3)-Measured by tracking progress on project- delivering VIP page during year.

- A great deal of success has been achieved regarding this goal. We are moving forward with a shared, University-wide project that is working with implementing a shared CRM tool, CampusNexus, that will provide for a consistent message across VIP page type presence from admissions, through matriculation, and beyond graduation.

Integrated Communication (Strategic Enrollment Plan 2.C:4)

Quick Reference CRM/Communication Data:

	Campaigns	Emails sent	Emails opened	Email %	Texts
2017-2018	150	118,397	65,681	55%	
2018-2019	537	164,428	96,517	59%	76,212

- *Measured by an increase number of combined communications:*
 - There was a marked increase in the number of campaigns sent this year. This was part of an effort to better distinguish communications being targeted more specifically to smaller groups of students to ensure relevance and value of communications.
- *Measured by and increase open rate*
 - An increase in the open rate leads to students having greater access to information when they need it.
 - Information from these communications is key in students smoothly progressing through managing the business end of their university experience.
- *Measured by an increase use of texting*
 - In the area of texting, we were successful in strategically pairing critical communications with text messages. This was reported across participating departments to create considerable traffic based on their correlated interactions with students via phone and email immediately following these communications.

Web re-design (Strategic Framework Theme 2: Student Success A5)

- Warrior Hub (summer 2018)-*Launched on schedule*
- Financial Aid (fall 2018) -*Launched on schedule*
- Registrars (spring 2019) -*To be launched by Fall 2019*

Student Services

Co-curricular Transcript (Strategic Framework Theme 2: Student Success C3 and Theme 5: Relationships D2) -Measured by successful launch and usage.

- Co-curricular transcripts were introduced to faculty and staff in Fall 2018. All athletes and student club memberships were updated to reside in the transcripts. To date we have about 100 clubs and members recorded and approximately 55 events on campus with attendees. Students can request an official co-curricular transcript be sent via PDF and Clearinghouse or traditionally on secure transcript paper.

u. Achieve Planner (Strategic Enrollment Plan 2.A:2 and Strategic Framework Theme 2: Student Success B3)-Measured by WSU selection as test site and launch

- This work continues to move forward at the system level. The initial groundwork has been completed by the team at Minnesota State IT. This involved a re-structuring of DARS encoding before moving forward with CollegeSource. A new position has been formed and is being searched at the MinnState level to implement this project. WSU is on the shortlist to be a pilot for this project.

Major Mapping Project (pdf in Catalog) (Strategic Enrollment Plan 2.A:2 and Strategic Framework Theme 2: Student Success B3) Increase number of major maps available online to students

- This project continues onward. At present, 60% of programs have a major map posted within the WSU online Catalog. This project will continue to be ongoing in the coming year as it will lay the foundational groundwork for our implementation of uAchieve.
- 2,489 clicks on the current online major maps.

BP Logix 2018-2019

Data Summary:

- Significant increase in Student Use Forms in the past two years. 2017-2018 saw roughly 17K submissions, while 2018-2019 saw 34K submissions. This translates to:
 - Greater student accessibility to online forms
 - Greater student visibility of tracking submitted forms
 - Greater accuracy, speed, and efficiency in processing
 - Better tracking of timing of incoming work related to various business processes.

Data Summary 2018-2019 Form Usage:

Declaration of Major	6341	Registration Override	6114
Emergency Contact	1891	Textbook Reservation	1868
FERPA	1757	Gender and Sexual Identity	1578
Change of Grade	1535	Summer Financial Aid	1445
Transcripts (NSC)	4836	Transcripts (Local)	644

- The information above is a summary of some of the forms listed above that saw the greatest use over the past year. This is offered to contextualize the specific business practices and aspects of the student experience impacted by online form use.

CashCourse/Financial Literacy (Strategic Framework Theme 2: Student Success B1)

- 2019 campus users- 237% increase from 2017-2018
- 2544 Sessions-162% increase from 2017-2018
- 15.4% of visitors returned for subsequent sessions

Training

Professional Development (Strategic Framework Theme 5: Relationships D2)- Measured by at least 8 events and feedback criteria

- Ongoing weekly training/meeting/check in has continued through weekly Hub Café Trainings, biweekly workgroup meetings, and monthly Hub department meetings.
- CAS evaluation has served as a process/system thinking training as sub-groups have moved through the assessment, suggested improvement, and collaborated in implementation of process improvement across this process.
- Other sessions included: Thomas Thibodeaux, Friday Night at the ER (systems training), Working with Diverse Populations.

Campus Wide Training (Strategic Enrollment Plan 2.D:3)-Measured by events held/participants tracked.

- Monthly IAS training sessions.
- FERPA training
- Cleary Act training

CAS Review and Implementation-Work through remaining areas of CAS.

- Initial CAS review is nearly completed. We have two areas of assessment left to complete (Assessment and Finances).
- Each team has collaborated to form a presentation that comes to the Hub Monthly meeting upon completion for feedback. The Leadership Council then meets to come up with a response, and implementation of findings from this exercise will continue to be ongoing through the completion of this process.

EMS Space Utilization (Strategic Framework Theme 3: Stewards of Place & Resources A2)

The Warrior Hub has been working closely with the AVP of Facilities and IPAR to more accurately define and report on space and space utilization. Many buildings were given complete space inventories to update data. We have developed reports to show classroom and lab utilization based on the 80% rule and can compare those to the reports pulled by MinnState for their utilization numbers to ensure accuracy.

*Financial Aid Utilization with EAB (Strategic Framework Theme 2: Student Success B1)-
Establish baseline data of financial aid utilization from EAB*

- Established a new scholarship, Access and Achievement Scholarship for MN Residents, which focuses on high academic achieving students with financial need for the 2019-2020 school year.

Ongoing Hub Projects/Goals-2018-2019

Communication

- VIP Page-Collaboration with Institutional Technology (Strategic Framework Theme 2: Student Success A3)-*Measured by tracking progress on project- delivering VIP page during year.*
- Integrated Communication (Strategic Enrollment Plan 2.C:4)
Measured by an increase number of combined communications
Measured by and increase open rate
Measured by an increase use of texting

Student Services

- u. Achieve Planner (Strategic Enrollment Plan 2.A:2 and Strategic Framework Theme 2: Student Success B3)
Measured by WSU selection as test site and launch
- Major Mapping Project (pdf in Catalog) (Strategic Enrollment Plan 2.A:2 and Strategic Framework Theme 2: Student Success B3)
Increase number of major maps available online to students
Increase student access to major maps as measured by web analytics
- Online Forms through BP Logix (Strategic Framework Theme 2: Student Success A5)-
Increase number of online forms while eliminating paper forms
- CashCourse/Financial Literacy (Strategic Framework Theme 2: Student Success B1) -
Increase

Communication/Operations/Ongoing Improvement

- CAS Review and Implementation-*Work through remaining areas of CAS and develop final assessment document summary as well as implementation plan.*
- Professional Development (Strategic Framework Theme 5: Relationships D2)- *Measured by diversity of events based on input and feedback from team.*
- Campus Wide Training (Strategic Enrollment Plan 2.D:3)-*Measured by events held/participants tracked.*
- Financial Aid Utilization with EAB (Strategic Framework Theme 2: Student Success B1)-*Continue to maximize and evolve financial aid utilization and strategies based on information included from EAB*

Summary of Assessment Data from Warrior Hub

Data Summary:

- Keeping with the trend over the past several years, there is a dominance of financial questions that drive students and families to contact the Hub.
- With the onset of online forms and the partnership with the National Student Clearinghouse for transcript services, there is a decrease in the amount of student contact with the Hub for transcript or registration/record related items.

Reasons for Contacting Hub 2017-2018 and 2018-2019

Reasons for Contacting Hub	2018-2019	2017-2018
Financial Aid	218	135
Loans	124	59
FAFSA Issues	84	50
Financial Aid Verification	93	60
Order a Transcript	28	25
Pay a Bill	141	85
Registration Assistance	28	41
Student Record Updates	23	34
DARS	44	44
Graduation	23	15
On-Campus Student Employment	64	53
Student Bill Issues	53	39
STAR ID	21	16
Campus Card	25	24
Other	27	24
Did Not Contact the Warrior Hub	81	37
Scholarships	88	60

*****n=801**

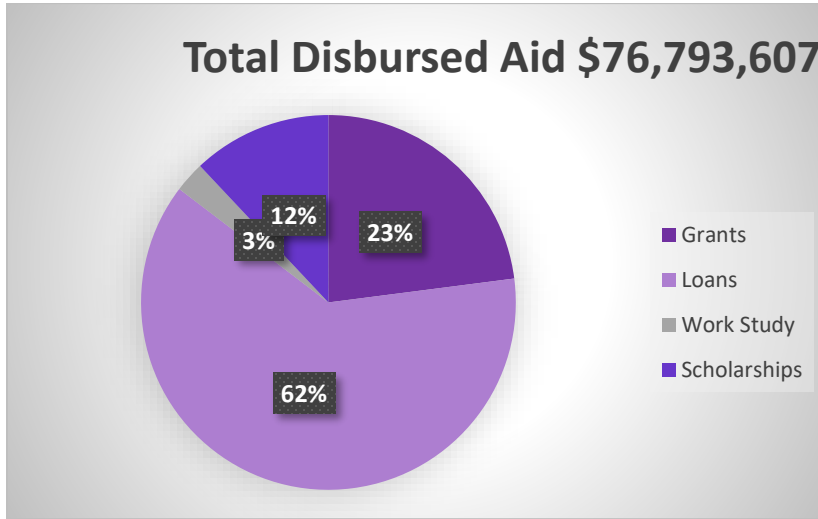
Hub Satisfaction-2018-2019- (Data listed in percentage)

Service	Extremely Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Extremely Dissatisfied	Total
Financial Aid	53	30	10	7	100
Loans	56	28	11	5	100
FAFSA Issues	44	30	14	12	100
Financial Aid Verification	57	24	11	8	100
Order Transcript	88	12	0	0	100
Pay a Bill	79	15	5	1	100
Registration Assistance	69	19	4	8	100
Student Record Updates	67	19	9	5	100
DARS	60	26	7	7	100
Graduation	62	24	9	5	100
On-Campus Student Employment	72	13	10	5	100
Student Bill Issues	57	21	9	13	100
STAR ID	56	21	9	14	100
Campus Card	79	17	0	4	100
Scholarships	59	31	5	5	100
Other	57	33	5	5	100

Quick Reference Financial Aid Data

- Number of students who applied for financial aid:11,356
- Number of students who received some form of financial aid: 6,947 for a total amount of \$76,793,607
- Number of students who received a scholarship: 2,843 for a total amount of \$9,214,823
- Number of students who received a grant: 3,431 for a total amount of \$17,625,943
- Number of students who received a student loan: 4,903 for a total amount of \$47,929,515

Financial Aid Data



Financial Aid Services Award Snapshot in the Past 3 Years

Grants	Pell	State	Teach	SEOG	Other	Total
2018-2019	\$8,448,979	\$5,423,172	\$120,171	\$230,365	\$3,403,256	\$17,609,254
2017-2018	\$8,583,408	\$5,245,128	\$140,019	\$167,791	\$3,266,595	\$17,402,941
2016-2017	\$7,786,226	\$4,509,450	\$130,558	\$186,499	\$2,893,173	\$15,505,906

Loans	Subsidized	Unsubsidized	Perkins	PLUS	MN SELF	Other
2018-2019	\$12,758,349	\$17,600,497	\$0	\$4,004,478	\$4,774,113	\$8,792,078
2017-2018	\$13,394,539	\$18,037,845	\$258,176	\$3,862,752	\$5,079,157	\$8,864,719
2016-2017	\$17,596,580	\$18,741,672	\$301,118	\$4,294,584	\$5,021,467	\$5,071,170

Year	Work Study	Scholarships	Total Aid
2018-2019	\$2,023,326	\$9,214,823	\$76,793,607
2017-2018	\$2,169,562	\$9,001,546	\$78,052,567
2016-2017	\$2,038,480	\$8,416,033	\$76,934,046



Warrior Success Center



Warrior Success Center Annual Report

2018-2019 Academic Year

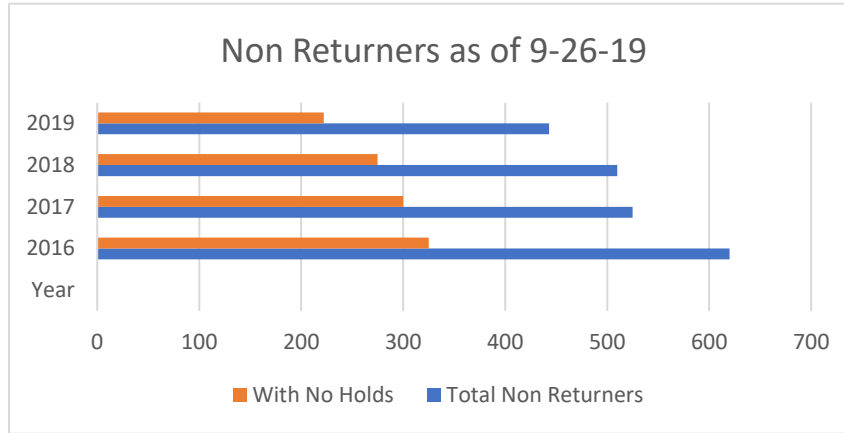
**Prepared by:
Ron Strege**

Director of the Warrior Success Center

2018-2019 Highlights and Accomplishments

Continued Outreach to Non-Registered students:

Working collaboratively with the Warrior Hub, Inclusion and Diversity, WSU-Rochester, Financial Aid, and Residence Life, we reached out to students who have not yet enrolled in the upcoming semester and getting them enrolled. We continue to do good work.

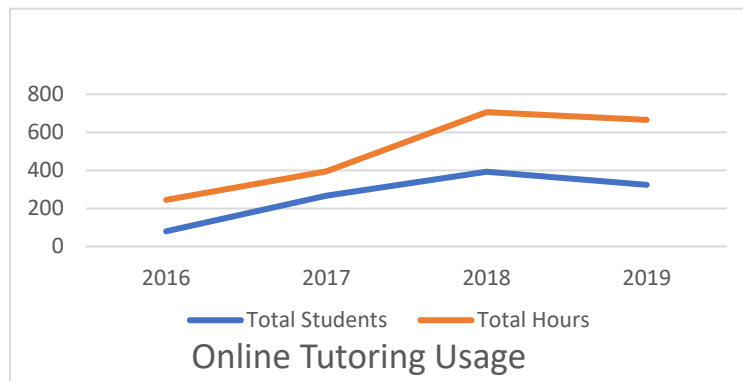


Tutoring:

Tutoring services has continued to remain stable especially in relation to enrollment dropping. In fact, this year we served 22 more students than we had the year before.

Number of students utilizing Tutoring Services				
Years	15-16	16-17	17-18	18-19
Total Students Served	1658	1766	1686	1642
Students Attending SI	924	801	892	876
Total Contact Hours	18,586	20,036	19,818	18,018

Online tutoring usage was down this year. We had 69 less users and 51 less hours used than we had the year before. The system went with a new vendor, so we anticipate this number to rise next year as users continue to become more familiar with the new vendor.



Tutoring has always been a popular option for “A” students as they seem to find us and utilize us well. In an effort to reach out to the population that needs our services we created the Tutor Match program. Targeting students that were struggling academically with tutors in math and science subjects. We increased our visits quadrupled this year and the program was successful. In an effort to keep momentum with this program we have hired a graduate assistant to coordinate the program for 2019-2020.

Testing:

Testing services proctored 16% more tests and served 25% more students than we had in 2017-18.

Career Services:

2018-19 Highlights:

- Removed the Spring Warrior Jobs Expo and Summer Opportunities Fairs due to low attendance by students. Has not had a negative effect on employer engagement. Academic departments are beginning to host their own internship fairs; Career Services is providing consultation and support for these events.
- Continue to shift from a recruiting model to a career education model; incorporating career readiness. Planned and prepared for the 2019-2020 University Theme on Career Readiness.
- Planned and prepared for the 2019-2020 Equity in the Workplace Symposium.
- Increased career assessment (Strong Interest Inventory, Clifton Strengths, MBTI) usage in individual appointments and through a partnership with Housing and Residence Life.
- Transitioned from Warrior Jobs (Grad Leaders) to Handshake as primary recruiting tool for WSU students and alumni, increasing student and alumni access to employers and full-time employment.

Counts for **Spring 2019** by month to show change in access:

Month	Employer Count	Full Time Jobs	Part Time Jobs	WSU Jobs
January	138	340	241	9
February	116	297	231	4
March	122	230	221	12
April	2828	190	43	2
May	427	1771	297	9
TOTALS	4338	4612	1914	135

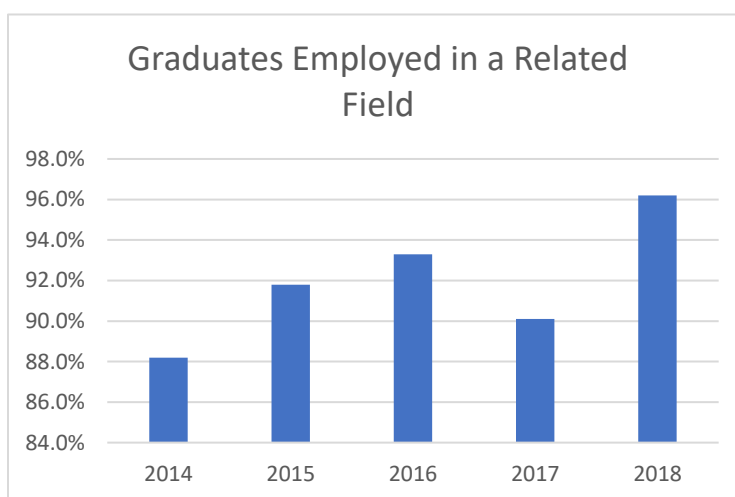
Career Assessments, Advising & Presentations

Purpose: Career assessments, in-class/club presentations and career advising are available for all students and alumni. These services provide awareness, engagement, and learning about career development, career exploration, job search resources and career tools and events.

Assessments	MBTI	SII	Strengths	Focus 2
FY 19	17	45	42	602
FY 18	2	3	3	601

Presentations	Student Count	Presentation Count	Options
FY 19	3774	116	14
FY 18	3240	101	14

WSU Graduates find jobs! Of all 2017-2018 Graduates, **96.2%** were employed in a field related to their major.



Access Services:

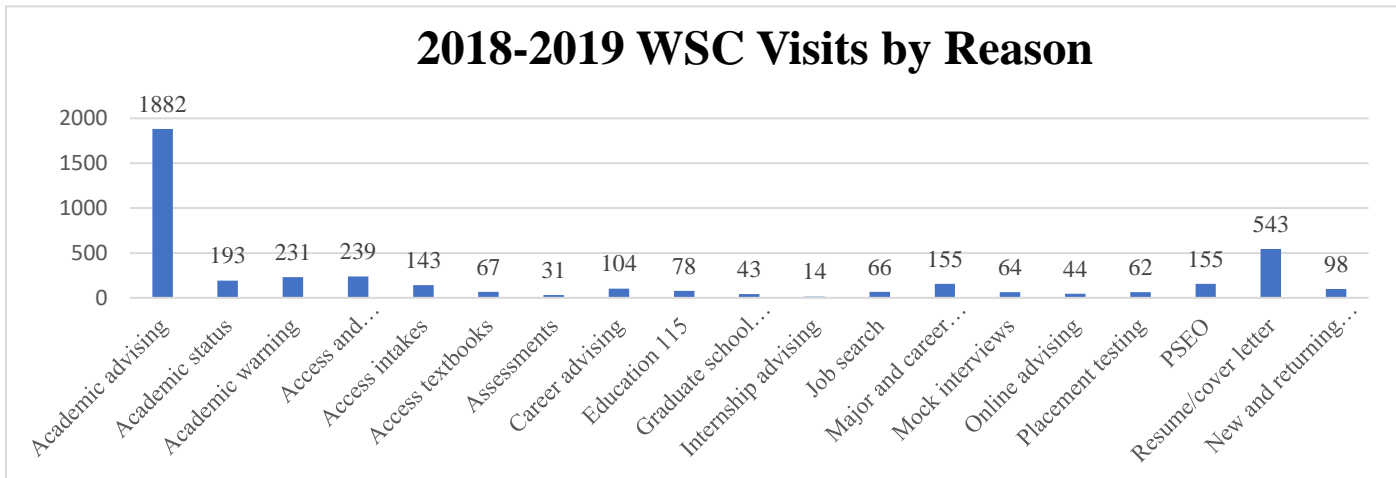
While the general population of students at WSU has declined in recent years, the number of students with disabilities continues to increase. The number of classes accommodated remained steady while the number of tests proctored in the last year decreased by 3.91% after FY18's increase of 17.3%.

	FY17	FY18	FY19
Students Served	354	379	410
Students registered	533	560	571
Classes Accommodated	1515	1748	1749
Tests Proctored	1699	1992	1915

A new student management system was developed and implemented this year as a response to SharePoint transitioning to WarriorSpace. Ramona Bartels from Access Services and Joel Kelner from IT were the leaders on the project. All Access Services staff have received ongoing training. This new system has provided greater efficiency and accuracy for students to complete their Accommodations Request Forms

Advising:

Advising continues to serve our WSU students. We saw a 19% increase in visits to the WSC from



n=3418 visits in 2017/2018 to n=4212 in 2018-2019; Advising visits alone increased by 24.5%.

In the Fall of 2018, the WSC and WSU adopted a home-grown Early Intervention Program. Starting in the second week of the school year and every 2 – 3 weeks after faculty are encouraged to report and students that they have academic concerns about. There were 1,154 reports made. In the fall semester 97% of those students received at least one follow up in the spring semester we had 100% follow up. Official retention members are not available yet, but as of 9-1-19 and excluding graduating seniors, 81% of the students that had a report filed on them in the spring are enrolled in classes in the fall of 2019 (358 of 441)

Recommendations for Improvements

- The WSC will take the lead on connecting with Faculty and departments to help identify advising needs and solutions for our students. It is the next evolution of our retention efforts

Anticipated Needs for 2019-20

- Continued intuitional support from administration, faculty, and staff to improve retention. Specifically, in three areas, advising, tutoring services, and in access for our students with disabilities.

Goals for 2019 - 20

- Transition Testing services from Tutoring to Maxwell Hall and the WSC.
- Connect with teaching faculty to reframe student engagement as it relates to retention.
- Successful University Theme of Career Readiness implementation.



Appendices

Appendix A

WSU Fast Facts

Appendix B

Warrior Debate

Appendix C

Ted Talk Tuesday

Appendix D

Student Life & Development Prioritization

Appendix E

Student Life & Development Goals



Appendix A

Winona State University Fast Facts

Winona State University Fast Facts 2018 - 2019

Winona State University (WSU) is a mid-size regional public comprehensive university. Founded in 1858 as the first teacher training institution west of the Mississippi River, WSU today offers high quality undergraduate and graduate programs in Winona, Rochester, and other locations in the State of Minnesota. WSU is categorized as a "Master's M" institution (Carnegie) and is accredited by the Higher Learning Commission of the North Central Association. Winona State is a member of Minnesota State.

5 COLLEGES:

Business, Education, Liberal Arts, Nursing & Health Sciences, and Science & Engineering

DEGREE PROGRAMS:

1 associate, 73 baccalaureate, 14 master's, 7 doctoral, 2 education specialist, 15 graduate certificate

309 full-time and
187 part-time
Instructional Faculty

STUDENT-to-FACULTY RATIO:
19 to 1



14

NCAA Division II athletic teams

Average class size: **27**

ENROLLMENT (FALL 30TH DAY) 7,788 (FTE 6,966)

Undergraduates 7,228 (FTE 6,616) **Graduate Students** 560 (FTE 350)

New Student Profile

New Entering First-Year Students	1,546 (FTE 1,548)
Average ACT (composite mean)	22.2
Average High School GPA	3.33
Minnesota residents	66%
Wisconsin residents	27%
New Entering Transfer Students	539 (FTE 435)
New Graduate Students (Degree Seeking)	100 (FTE 77)
Winona Campus	6,933 (FTE 6,393)
Rochester Campus	855 (FTE 572)



STUDENT SUCCESS OUTCOMES



Retention and Graduation

2nd year retention rate (for Fall 2016 new freshman cohort) 77.2%
6th year graduation rate (for Fall 2011 new freshmen cohort) 60.8%

Degrees Awarded (distinct headcount, Fall 2017 - Summer 2018)

Associate degrees	51
Bachelor's degrees	1,689
Master's degrees	98
Doctoral degrees	16
Graduate Certificates	44
Education Specialist degrees	4

Post-Graduation Success (for the Class of 2016-2017)

Continuing education 10.2%
Employed among those available for employment (full- or part-time) 93.3%
Employed in fields related to degrees earned among those employed 95.0%

STUDENT CHARACTERISTICS



Sex Female 64.5% Male 35.4%

Race/Ethnicity American Indians & Pacific/Hawaii Islanders <1%, African American 3.0%, Asian American 2.3%, Hispanic/Latino 3.7%, More than one race 3.0%, White 83.6%, Int'l 3.3%, Other and unknown 0.8%

First Generation Students 39.6%

Post-Traditional Students (age 25+) 15.5%

International 261 from 45 countries, including: China (50), Taiwan (37), Republic of Korea (24), Saudi Arabia (20), Nepal (17), Japan (13)

Popular Undergraduate Majors: Nursing, Elementary Education/ K-6, Business Administration, Biology, Exercise & Rehabilitative Science, Psychology, Social Work, Marketing

Popular Graduate Majors: Nursing, Counselor Education, Leadership Education

FINANCIAL AID (among students enrolled in Fall 2017-Spring 2018)

Received some form of financial aid

(including need-based, non-need-based scholarships and grants, student loans)

94% of first-time first-year undergraduate students
84% of all undergraduate students
68% of all graduate students



Three-year student loan default rate (for the class of 2014-15) 3.4%

COST OF ATTENDANCE (estimate for 2018-2019 full-time attendance. For more information, visit <http://www.winona.edu/billing/default.asp>)

Tuition Undergraduate: In State \$7,377 / Out of State \$13,300 Graduate: In State \$7,260 / Out of State \$10,540

Fees Undergraduate \$1,078 / Graduate \$738

Digital Life & Learning Program \$970 — laptop + tablet rentals, required to all full-time undergraduates, optional for part-time undergrads and graduate students

Expenses Housing and Meals: \$9,010 Books = \$900 Transportation = \$640 Personal = \$2,000



For more information, visit www.winona.edu/ipar/ or contact WSU Institutional Planning, Assessment & Research (phone: 507-457-5059; email: IPAR@winona.edu)



Appendix B

Warrior Debate

Warrior Debates are held twice a year- one in the fall and another in the spring semester. The topics are based on trending social issues; students self-select to be on teams of two with a moderator. The learning outcome is to model engagement in civil discourse. Since fall 2016, the debates have been live streamed for a broader viewing audience. This student engagement opportunity made possible due to collaboration between Student Life, Academic Affairs, Student Senate, Student clubs and organizations. In addition, strong staff and faculty support.

Warrior Debate #7: Fall Semester 2018

Title: Should Universities have General Education Requirements?

Names of Debaters: Zaria Smith and Heather Moody

Date: Tuesday, October 23, 2018, 7pm, Phelps TV Studio

Number of people signed in:	8
Number of people live streamed:	30

DATE: Tuesday, October 23rd, 2018 TIME: 7:00 P.M.

WARRIOR DEBATE #7

SHOULD UNIVERSITIES HAVE GENERAL EDUCATION REQUIREMENTS?



The Warrior Debate "Should universities have general education requirements?" will present arguments for and against and provide audience members a chance to vote before and after the debate on their view of the motion.

Warrior Debate #8: Spring Semester 2019

Title: Does Ignorance Excuse Behaviors?

Names of Debaters: Zaria Smith, Ivy Kuhn, Raelynn Peter, and Krissy Smith

Date: Tuesday, April 16, 2019, 7pm, Phelps TV Studio

Number of people signed in:	22
Number of people live streamed:	154



WARRIOR DEBATE #8

IGNORANCE EXCUSES BEHAVIOR?

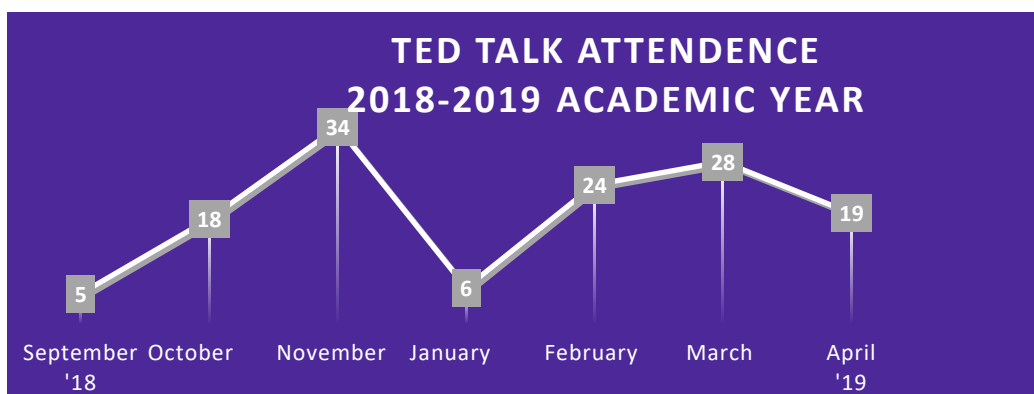
Warrior Debate #8 discusses the motion that "Ignorance Excuses Behavior". This event will present arguments for and against the chosen topic. Audience members will also have the opportunity to vote before and after the debate on their view of the concept.



Appendix C

TED Talk Tuesday

WSU features 6 Ted Talks per year. Ted Talk Tuesdays is a one-hour segment dedicated to featuring an 18-minute Ted Talk followed by group discussion. The Ted Talk is selected by a student and facilitated by students. The format is for students by students with consultation from the VP for Enrollment Management and Student Life. The format provides students another platform to explore other ways of knowing using a delivery method that deals with courageous conversations.



- Average number of attendees: 19.14
- For this fiscal year location was Kryzsko Commons Student Activities Center
- Last Tuesday of each month
- Time: 2-3pm
- Branded marketing strategy

Ted Talk Tuesday Attendance and Topics Fall 2018 – Spring 2019

Date and Title of the Ted Talk	Headcount	Co-Curricular Event Sign Ins
9/25/18 "The Happy Secret to Better Work" Co- Facilitators: Kate Noelke, Tessa Solberg, and Alexis Salem	5	0
10/30/18 "Live your dream Life" Co- Facilitator: Nathel Kaiyeepeu	18	0
11/27/18 "The Homeless Man – Your Decisions" Co- Facilitator: Reid Peters	34	0
1/29/19 "Wake Up! Show Up! Don't Give Up!" Co- Facilitator: Mick Lynch	6	N/A
02/26/19 "Let's talk about Veganism" Co-Facilitator: Alicia Ogard	24	24
03/26/19 "What to Say When you Don't Know What to Say" Co-Facilitator: Lexie Adamsky	28	0
04/30/19 "Living Calm in the Chaos" Co-Facilitator: Paul Stern	19	12



Appendix D

Student Life & Development Prioritization

Student Life and Development Prioritization via Strategic Planning

Submitted by Denise McDowell, Ed.D.

Vice President for Enrollment Management & Student Life

Vision

Create an environment that elevates student success and completion with meaningful connections.

Culture determines and limits strategy – Edgar Schein

Why

In FY2018, we embarked on a journey to use credible and usable data to optimize the decision-making process regarding programming, services and practices. Declining enrollment, budget reductions and increasing service demands have prompted the need for urgent and strategic response.

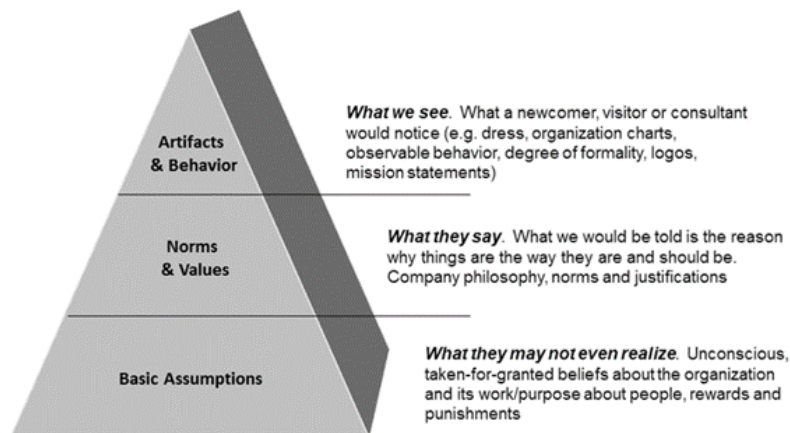
We must be bold, courageous and uncomfortable.

How

Our strategic response starts with the exploration of as many options as possible, even when the options appear uncommon to Winona State University. As appropriate, the WSU Strategic Framework and Strategic Enrollment Management Plan serves as a guide.

Considerations will be given to the following.

1. Build a culture of evidence to demonstrate SLD's institutional impact
2. Elevate student success through meaningful connections
3. Infuse inclusive excellence in planning, programming and assessment
4. Incorporate CAS Standards as an assessment tool to align department goals and student learning outcomes
5. Engage in conversation about essential and non-essential programming, services and practices
6. Leverage technology to embrace students "on the go" lifestyle
7. Publish SLD Annual Reports on the WSU Student Life and Development Web Page



Source: Modified from Edgar Schein, "Coming to a New Awareness of Organizational Culture"

When

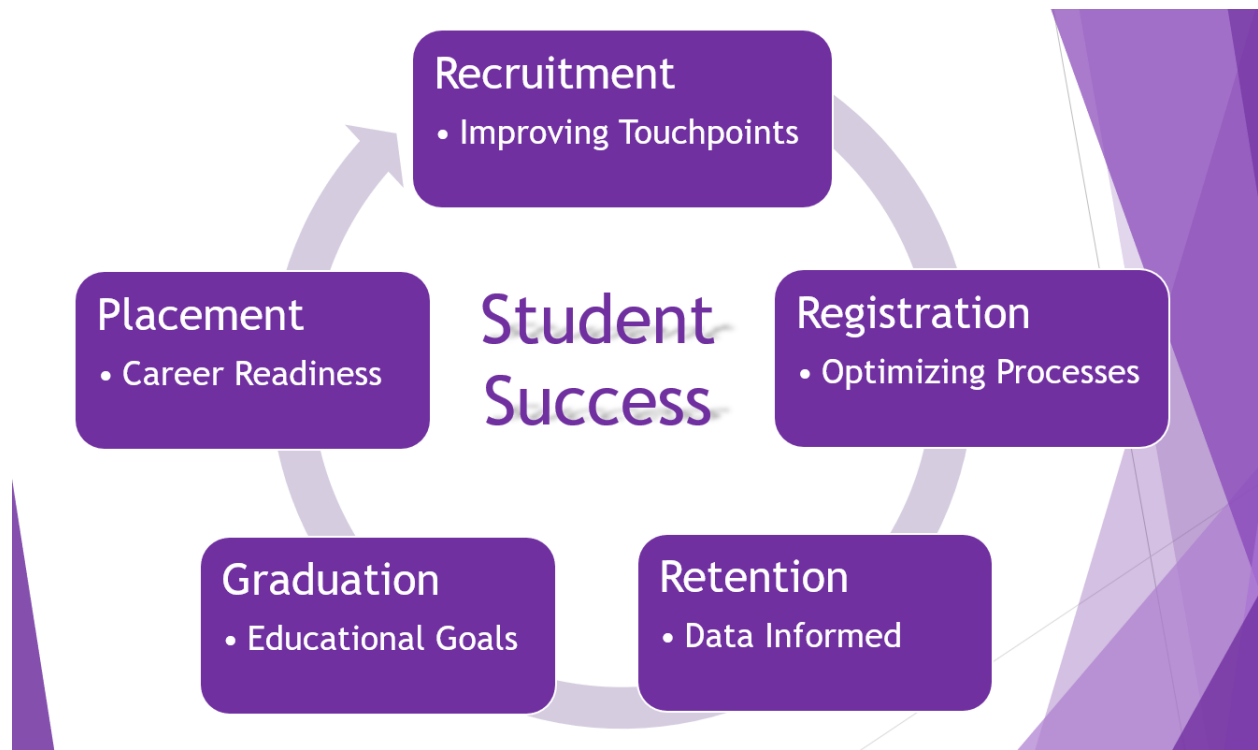
Fall 2018-Summer 2021

Strategic Prioritization for Student Life and Development

Vision: Create an environment that elevates student success and completion with meaningful connections.

Linked to WSU Strategic Framework & Strategic Enrollment Management Plan Initiatives

Objectives with measurable outcomes and targets will be identified in advance for each stage. Assessment will follow to understand the effectiveness and areas for improvement.





Appendix E
Student Life & Development
2018-19 Objectives

STUDENT LIFE AND DEVELOPMENT 2018-19 Objectives

Submitted by: Dr. Denise McDowell

VP for Enrollment Management and Student Life

Mission:

The Student Life and Development professionals at Winona State University deliver programs, services and activities that support academic achievement, social development and well-being of students engaged in the timely pursuit of their academic goals.

Vision:

Create an environment that elevates student success and completion with meaningful connections.

SLD OBJECTIVES FOR FY'19

Objective 1: Refine marketing and recruitment strategies

- ✎ Shape Fall 2019 class and beyond based on academic program planning (NEF, NET, ENT, NEG)
- ✎ Precise touch points to shape quality, quantity of entering class
- ✎ Examine channels that convert and generate the highest application yield and conversion to registered students

Objective 2: Create seamless points of entry for incoming students regardless of location or delivery mode

- ✎ Examine and improve business practices for undergraduate and graduate application processing
- ✎ Track E-transcript, StarRez, and on-line advising and use the data to improve/expand e-services
- ✎ Review and improve PSEO orientation/enrollment process

Objective 3: Increase opportunities for student - faculty interaction

- ✎ Promote and expand the use of APRS in colleges and academic departments
- ✎ Professional development tracks to enhance the advising experience
- ✎ Increase the number of major maps in PDF format that are linked to academic program pages

Objective 4: Practice the language of inclusive excellence campus wide (all locations, all programs)

- ✎ Create action steps to close the achievement gaps in student access, success and completion
- ✎ Examine structure of belonging (programming, participation and resources)
- ✎ Share results of the campus climate study with the campus community and identify action steps

Objective 5: Enhance and communicate the pathways to timely degree completion

- ✎ Identify student intervention bundles that support academic achievement, social development, and well-being of students
- ✎ Guide for “near completers” to complete degree requirements
- ✎ Automation of major maps/academic planning (u-Achieve)

Objective 6: Leverage community and student engagement

- ✎ Launch co-curricular transcript
- ✎ Increase awareness and use of WSU Connect (powered by INVOLVIO)
- ✎ Resilience Theme Year 2018-19