

2018

Annual Report 2017-2018: Student Life & Development

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WINONA

STATE UNIVERSITY



Student Life & Development

Annual Report 2017-2018

Winona State University

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Executive Summary

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.

Winona State saw an incremental increase in New Entering Freshman (NEF) Fall of 2017, but it was not enough to alter the overall downward trend. The enrollment trend is consistent with what is found in higher education institutions across the state and nationally. The competition is fierce for new entering freshman. Students with competitive choices are those who are academically prepared, from families who can pay, and/or students who have access to designated merit or talent scholarships. There are few, if any, short cuts to rebound from the downward spiral. Academic reputation, scholarship options and appropriate wrap around services continues to be the intersection where opportunities and institutional resources meet.

One enrollment strategy among several implemented in 2017-18 was the “click to commit” campaign that introduced a way for Winona State to know who was committed to attend and who was taking a different path. Upward trajectories in enrollment come with firm but gentle calibrations that focus on our institution’s strengths and addresses the challenges. In late Fall 2017 we entered into a partnership with a consulting firm to increase applications, admitted students, and yield for Fall 2018. In addition to consultation on better utilization of scholarships and financial aid optimization, the verdict is still out on the true return on investment.

This year we had the language to speak about target marketing and recruitment based on student’s historical response to WSU branding campaigns. Based on marketing data, our brand appeals to students and their families in the rural corridor within 120 miles of the main campus and the suburban belt in the Twin Cities. We continue to test market our brand in targeted neighboring states.

We are developing campaigns for broader appeal to adult learners who entered the workforce during strong economic times and now are ready to earn an industry-recognized credential for advancement. Programming options are being considered for the near completer, who took the “life happened” exit before completing the last 30 credit hours of degree requirements. There is increasing interest in New Entering Transfer (NET) options with smoother *Pathway to Purple* routes that include scholarships to Winona State for Transfer students in the Southeast Enterprise Zone. Sending a stronger message *Choose Winona State University, you are welcomed here.*

Throughout the pages that follow, you will see how Student Life and Development (SLD) professionals used the WSU Strategic Framework and Strategic Enrollment Plan to guide students engaged in the timely pursuit of their academic goals. In addition, you will see SLD departments engaged in recalibrated thinking around recruitment touch points, examining and streamlining business practices, the development of major maps as an advising tool and student well-being as a path to improve academic success, engagement and completion. Meaningful Connections Matter!

Based on Winona State University Institutional Planning, Assessment and Research (WSU-IPAR) demographic data, the Fall 30th day enrollment is recorded as 7,970 (FTE 7,164). Of which undergraduates' headcount represents 7,448 (FTE 6,839) and graduate students headcount represent 522 (FTE 326). Overall, Fall 2017 enrollment in headcount and FTE was down when compared to Fall 2016.

Enrollment	Headcount Fall 2017	FTE Fall 2017	Headcount Fall 2016	FTE Fall 2016
Undergraduate	7,448	6,839	7,669	7,066
Graduate	522	326	471	296
Total	7,970	7,164	8140	7,362

Ethnicity/Race	2017		2016	
	#	%	#	%
White	6771	85%	6,926	85%
Students of Color	920	12%	853	11%
International	245	3%	278	3%
Unknown	54	0.7%	71	0.9%

Gender	2017		2016	
	#	%	#	%
Female	5,120	64%	5,137	63%
Male	2849	36%	2,983	37%

Ninety-five percent of first-time, full-time, first-year undergraduate students receive some form of Financial Aid. Second year retention rate for the Fall 2016 first year cohort is 77%. The six-year graduation rate is 61%.

The Table of Contents will lead you to a more in-depth review of Student Life and Development Departments End of Year Reports. This section will provide notable highlights.

Student Engagement

- STAR Rez Housing Management online system was implemented Fall 2017
- *Warrior Connect* powered by Involvio, a web-based tool that facilitates student engagement, launched Fall 2017.
- TRiO-SSS intentional, personalized connections with students contributes to the 86% persistence rate and the 91% academic good standing rate
- Total Disbursed Aid \$78,052,567 (grants, loans, work study and scholarships)
- Two-way Text Messaging as a recruitment tool, launched Fall 2017 with 59,209 messages sent to connect in a student-preferred method.
- Integrated Wellness Center (IWC) recorded card swipe by 90% of the students
- Supporting students by offering a sexual assault nurse examiner

Collaboration

- Counseling department reached 2,628 people, which includes students, parents, faculty and staff.
- HOPE Academy, Aspiring Teachers of Color and TRIO-SSS, collaborated for a 10-day residential program for 54 underrepresented/underserved high school students
- WSU Access Services in coordination with Mayo Clinic and St. Marys University of MN completed the first Career Network Day for Students with Disability, September 2017
- Electronically processing diploma orders reduced delivery time from 6-8 weeks from date of order to 8 days.
- The Online Advising Toolkit and Advisor Webpage was updated, facilitated by the Advising Taskforce recommendations

▣ Programming

- Warrior Debates and TED Talk Tuesday's model civil discourse in communication of thoughts and ideas. Overall attendance for the year totaled 197 students for TED Talk Tuesdays, and 71 in person and 245 live streamers for Warrior Debates.
- Cash Cart program launch Fall 2017 – program puts a Financial Aid Counselor in a golf cart riding around campus quizzing students on Financial Literacy topics
- Warrior Cupboard grand opening Fall 2017, assisted 63 students experiencing food insecurity
- Revamped orientation, registration and advising for PSEO students

▣ Big Ideas

- Co-Curricular Transcript scheduled soft roll out Fall 2018, allowing students to indicate their involvement in engagement activities outside the classroom
- Contract with industry partner to shape quality and quantity of Fall 2018 new entering students (NEF, NET) and beyond.
- Panda Express opened September 2017 as the first on a MinnState System Campus
- Renovation of the Smaug included a name change to Zane's in honor of past Student Union Director, Charlie Zane
- Winona State University inducted into the nationally acclaimed JED Campus program, May 2018. An initiative of the JED Foundation to guide policy, process and practice around comprehensive, suicide prevention and mental health promotion on our campus.
- Council for the Advancement of Standards in Higher Education (CAS Standards) as an assessment tool for SLD departments
- Budget Reduction Conversations for FY'19 (Spring 2018)
- 2018 - 2019 Theme Year focus on Resilience

2017-18 Goals linked with Strategic Enrollment Plan (SEP) and SLD Objectives

- By June 2018, WSU will increase marketing and recruitment efforts (SEP: 1:1.A)
Report: Engaged industry partners for digital marketing campaigns and broadened name search, scholarship optimization and yield. We expanded market and recruitment touch points that include use of emails, text messages and varied social media platforms.
- By June 2018, WSU will strengthen the 4-year pathway to degree completion (SEP: 2:2.A)
Report: 80% of WSU's Programs have submitted Major Maps for review. Of those submitted 50% are posted to the WSU online Catalog.
- By June 2018, WSU will enhance e-services in Student Life and Development (SLD: 2)
Report: Online transcript ordering launch summer 2017 with 4,401 online transcript orders.

By June 2018, WSU will strengthen alignment of diversity efforts with University's master planning (SEP: 1.1.C)

Report: The count and percentage of students of color in total enrollment increased.

Fall 2017: 911 (11.4% of total population)

Fall 2016: 859 (10.6% of total population)

Fall 2015: 832 (9.8% of total population)

Report: The fifth-year graduation of Fall entering new students-of-color freshmen cohort needs continuous attention and improvement.

Fall 2012: 44.9%

Fall 2011: 40.6%

Fall 2010: 47.9%

Report: The first-year retention rate of Fall new-entering students-of-color needs continuous attention and improvement.

Fall 2016 NEF Cohort 68.7%

Fall 2015 NEF Cohort 68.8%

Fall 2014 NEF Cohort 72.3%

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***We are continually faced with great opportunities
brilliantly disguised as unsolvable problems." Anonymous***



Student Life and Development Department Reports





Admissions



**Office of Admissions Annual Report
2017-2018 Academic Year**

Prepared By:

Brian Jicinsky, Director of Admissions

Year in Review:

The Admissions Office faced a challenging year, but we have also identified areas to be excited about in the future. With new leadership in the office comes new ideas and strategies. During the 2017-2018 year, some of these strategies were put into motion and will continued to be refined as results are assessed. This past year new partnerships were also established, and we will continue to look at ways to improve results to meet WSU enrollment goals.

Key 2017-2018 Recruitment Goals were:

- 1,680 New Entering First-Year for the Fall 2018 Term (*Strategic Plan 1.A*)
- 600 New Entering Transfers for the Fall 2018 Term (*Strategic Plan 1.A*)

New Partnerships to Enhance Recruitment:

EAB Partnership:

During the summer of 2017 the University decided to partner with EAB on efforts to generate new applications through Student Search and consult on Financial Aid Optimization.

Academic Year	Senior Names Purchased
2017-18	37,000
2016-17	20,000

In addition to the Senior names, EAB purchased Sophomore and Junior names on behalf of WSU. As part of the partnerships, EAB handles most of the communication with these students until they apply. They also track students interest in WSU after they have been accepted. We have seen an increase in applications, but our yield rate is on a downward trend. It is however still too early to fully assess the value of this partnership. Finally, EAB has been monitoring the impact of our current scholarship and financial aid awarding and will make suggestions on how

to best leverage our current scholarship budget and provide predictive modeling if the University is able to invest more into scholarships and increase our discount rate.

Mongoose Text Messaging:

The office started experimenting with text messaging as part of a recruitment strategy in 2016-2017. However, there were limitations as messages could be sent but not received through the Connect CRM. This past year the office made a financial investment into a new platform that allowed two-way text messages and able to track messages within the Connect CRM. This by far has been one of the best return on our investments as it allows us to communicate directly with students, in a way they prefer, and encourage the student to progress through the admission funnel.

Academic Year	Text Messages Sent
2017-18	59,209
2016-17	3,742

WSU Community:

There have been several faculty, staff, and alumni interested in working on WSU’s behalf to recruit new students into the university. As a result, we launched some new programming this past year including; Alumni Events in the Twin Cities market, Future Warriors Connection Workshop, Local Student Night, and offering Chemistry Lab Tours twice a week throughout the academic year. Many faculty, staff, and students also participated in Open Houses, Showcase Days, Preview Days, Admitted Student Days and New Student Registration. Finally, we worked on redesigning two of our publications with Art & Design faculty and an Art 260 graphic design class.

By the Numbers:

SNAPCHAT FILTERS 2017-2018			
Events	Snapchat users viewed filter while on campus	Filter Used in Direct Snaps to Friends	People Viewed Friends Snap
Spring Showcase	335	107	1,300
Scholarship Registration (2 days)	3,200	838	10,000
June Registration (5 days)	3,600	1,500	27,000

	2014-15	2015-16	2016-17	2017-18
EVENTS				
Admitted Student Days	-	450	418	340
Alumni Events	-	-	-	41
Campus Visit	3,118	3,100	3,606	3,499
College Night (MEF & WEF)	3,036	2,681	2,322	2,482
Future Warriors Connection Workshop	-	-	-	13
National College Fair – MN	1,417	1,342	1,491	1,634
MNAAC College Fair	54	522	692	443
Group Visits	-	-	493	1,423
High School Day Visit	1,669	2,405	442	532
Local Admissions Night	-	-	-	22
Preview Day	226	225	231	163
Saturday Visit	435	499	346	1,065
Spring Showcase	119	141	131	140
Summer Showcase	169	260	227	114
COMMUNICATION				
Email Sent	-	538,488	852,996	1,019,470
Texts Sent	0	0	3,742	59,209
SEARCH NAME PURCHASES				
Seniors	-	-	20,000	37,000
FRESHMAN REGISTRATION				
July Registration	-	-	-	28
August Registration	72	68	91	56
March/April (<i>Scholarship</i>) Registration	-	460	468	448
June Registration (5-day total)	-	1,028	1,078	992
TRANSFER REGISTRATION (Winona Campus)				
July Registration	-	99	68	63
August Registration	-	41	42	44
November Registration	-	61	37	36
January Registration	-	35	57	54
April Registration	-	80	91	81
June Registration	-	132	130	111

Recommendation for Improvements and Anticipated Needs for 2018-2019 to Reach NEF and NET Goals:

- Improve communication:
 - Establish a better understanding of who we and our prospective students are
 - Enhance the admission communication calendar
 - Develop new communication pieces (print and electronic)
 - Updates to the Admissions Webpages

- Collaborate with WSU Marketing and Communication department to better align university messaging with the admission recruitment funnel
- Improve recruitment strategies related to travel and monitor FLSA impact on resources such as personnel and operating budget
- Improve admitted student yield rate through on-campus programming
- Upgrades to the Admission Lobby Space and Conference Room

Goals for 2018-2019:

- Enroll 1700 New Entering First-Year Students (*Strategic Plan 1.A*)
- Enroll 600 New Entering Transfer Students (*Strategic Plan 1.A*)
- Maintain Student of Color Enrollment at 11-12% (*Strategic Plan 1.B*)



Community Engagement



Student & Community Engagement Annual Report

2017-2018 Academic Year

Prepared by: Kendra Weber

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. In 2015 WSU received the Engaged Campus Designation from the Carnegie Foundation, asserting that we are, indeed, living up to this mission, as judged by an outside assessor.

HIGHLIGHTS FOR 2017-2018

Data Collection

It’s been challenging to accurately tell these stories, however, without hard data to support the work that we know, anecdotally, is being done. Three major initiatives have been launched to help collect this data and give us a more complete picture of our engagement activities.

1. The **Civically Engaged and Service Learning course designators**: faculty, and staff who teach, can apply to have their courses “tagged” with either CE or SL in the course catalog, which allows students to search for courses or sections with a community component. This designator will also show on the students’ transcripts, allowing them to further demonstrate the range of skills and situations they’ve encountered at WSU. As the roster of courses is developed, we will be able to more accurately capture the number of courses and faculty doing engagement as part of the curriculum, and the number of students taking these courses. Strategic Framework, Enhance Community Engagement that Supports Teaching & Learning.
1. The **Co-Curricular Transcript** is being rolled out in Fall 2018 and will allow students to also indicate their involvement in engagement activities outside of the classroom. Again, capturing numbers of students and hours of engagement will allow us to provide a more complete picture of community engagement at WSU. Strategic Framework, Promote

Personal Wellbeing: Expand and encourage student participation in extracurricular activities that enhance student engagement

1. As part of this ongoing effort to collect data on engagement, WSU engaged in an **Engagement Capacity Self-Assessment**, based on the Carnegie Classification re-application, in 2017-18. Students, staff, faculty and community members were surveyed to provide a baseline interpretation of where we're at a campus regarding engagement at this moment in time. While the self-assessment naturally gave varying impressions of each topic, some overall themes and trends emerged, giving myself and the All-Campus Learning and Community Engagement Committee (Lacer) some areas of focus for the next several years. We will administer the self-assessment again, in a similar manner, a year before our next Carnegie Classification re-application to see if we've been able to make headway on some of the areas perceived to be of moderate capacity right now. Strategic Framework, Enhance Community Engagement that Supports Teaching & Learning: Establish ways to facilitate, track, monitor, and recognize community engagement in employee activities, including assessment and measurement of the impact of institutional and community engagement.

WSU 2017-18 Community Engagement Capacity Self-Assessment Results

<p>Areas with Strong or Exceptional Capacity (average score of 4.0 or higher on 5-point scale)</p>	<p>Institutional Identity Internal Culture Personnel Decision Curricular Engagement Co-Curricular Engagement Scholarship & Engaged Research Faculty Voice & Leadership Community Partnerships</p>
<p>Areas with Moderate Capacity (average scores of 3.0 or 3.5 on 5-point scale)</p>	<p>Institutional Commitment Professional Development Internal Assessment & Impact External Assessment & Impact Staff & Administration Voice & Leadership Student Voice & Leadership Community Voice & Leadership Community Outreach</p>
<p>Areas with Very Little to No Capacity</p>	<p>n/a</p>

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

- **Community Conversation** (Fall 2017): Community “open houses” or listening sessions in the past several years have consisted of WSU administrators, or outside consultants, presenting information to an open audience of interested community members and then answering questions from the attendees. In Fall 2017, I debuted a new approach, using the “World Café” format to instead invite community partners to an event where they did all the talking, and WSU administrators listened. This was very well attended (approximately 35 guests) and well-received. We used question prompts and table hosts to get conversations started and recorded and generated a lot of positive and enlightening feedback.
- **WS & You** (Spring 2018): To continue to try to make the WSU campus feel more open and accessible to the community at large, I partnered with Frozen River Film Festival and developed an on-campus “scavenger hunt” type activity to get people into different buildings (not only athletics) to see the full scope of what happens at WSU. Partnering departments included: Krueger Library, where participants made buttons and learned about borrowing privileges for the community, the Performing Arts Center, the Landscape Arboretum and the WSU Book Store, which offered special discounts. I believe there is great potential to add additional activities in future years.

Ongoing Activities:

- **Homecoming Clean Sweep & Good Neighbors**—70 students participated in cleaning up around campus and in downtown Winona after Homecoming weekend. 8 student organizations did smaller, weekly cleanups in the campus vicinity during Fall 2018.
- **President’s Engagement Awards:** annual recognition, including campus and statewide Minnesota Campus Compact award winners
 - 4 Steward Awards (faculty/staff)
 - 1 Community Partner Award

- 4 Student Leadership Awards
- WSU's first Newman Civic Fellowship was awarded to Jackson Ramsland. He will be completing the fellowship during the 2018-19 academic year.
- **University Themes**
 - **Creativity and Innovation** completed a successful theme year, with three major events (a teach-in and seminar by Dr. Michael Morris; Innovation Workshops by Drs. Robert & Michele Root-Berstein; and a trip to the Limb Lab and Mayo Clinic Center for Innovation in Rochester); and over 30 additional events, including support for the Warriors Innovate Challenge, and a student film series curated and screened in Fall 2018.
 - The 2018-19 Theme, **Resilience**, began the planning process with great strides made in getting a full calendar of events and really engaging new campus and community partners.
 - The 2019-20 Theme has been selected and will focus on career competencies and how to best prepare students to relate their WSU experience to their future goals and activities (title to be determined).

Needs/Goals for 2018-2019 Strategic Framework, Enhance Community Engagement that Supports Teaching & Learning

- As indicated, data collection of engagement activities both in and out of the classroom remains a top priority. After several years of work, the mechanisms to more accurately capture this information have been developed. I look forward to being able to report more data in the years to come. Support from top administration to get these proposals to fruition has been appreciated and will be critical to encourage broad participation across campus.
- LaCE will determine which of the metrics from the Self-Study Assessment will be the priority focus for 2018-19. Professional Development is already a key focus and will continue to be so (rated a 3 in the study) and Assessment (internal and external), and Community Voice & Leadership and Community Outreach are all areas for additional capacity development.



Conduct & Citizenship



Office of Student Conduct Annual Report
2017-2018 Academic Year
Prepared By: Alex Kromminga, E.J.D.

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

- Continued to improve the Reporting Forms through the Maxient system that are used on campus to report concerns.
- Continued to Chair the All-University Policy Committee.
- Continue to serve on the Freedom of Expression Task-Force 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 their needs regarding student conduct.

Anticipated Needs for 2018-2019:

Student Conduct Office anticipates no needs for Fy19.

Goals for 2018-19:

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 40th 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 administer 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

2017 – 2018 Academic Year

Prepared by:

Benedict Ogum Ezeoke, Director, Counseling and Wellness Services

The academic year 2017-18 by every standard was a very successful one especially when evaluated from the view point of offering within the shortest wait period possible mental and emotional help and assistance to our students. Students were successfully engaged in Individual counseling, group counseling, Psycho-education sessions, triage sessions, Crisis management, Clinical screening etc. We join Kognito.com renowned for tracking mental health issues on campuses to affirm that the availability of counseling services on WSU campus ensures: increase in students' performance, improves student retention, bolsters campus safety, help reduce suicide rates, promotes resilience and reduces stress, and help reduce substance abuse.

Counseling department aspired and accomplished the provision of balance and effective services that led to the above accomplishments. Counseling being an evolving and developing profession, we tried to adapt and apply theories not just to meet the immediate needs of students, but to stand the mutative nature of mental health issues. We have been able to adjust, apply and adapt theories to fit the circumstances of our students in the spirit of diversity and inclusion. We hope to build on our successes moving forward, perfecting and expanding services pending the demands and needs of our students. Our services this academic year covered: Triage, Individual and group counseling, Crisis management Psycho-education, Clinical supervision/internship and Collaborating with other departments of the division to enhance efficiency and effectiveness.

TRIAGE: Mental health problems are like physical wounds or injuries which if not attended to would continue to deteriorate. Triage offers the opportunity of seeing students promptly with the shortest wait period bearing in mind that a stitch in time saves nine. Within the 20/25 minutes of triage, some issues are resolved fully within the brief encounter, while others based on the result of their assessments are scheduled for full individual counseling session within or outside appropriate resources that would best handle the problem. This academic year alone, we interacted with 458 students in triage.

Individual and Group Counseling: These are our two most basic services to students to resolve a whole number of issues like depression, anxiety, adjustment issues, relationship issues, academic issues, lack of social and relational skills, etc. Our intention is always to give the best to students, and as a short-term facility, this may sometimes mean referring chronic cases that

need more frequent and recurrent attention to our partners in the community who are better structured for such extended services. We granted 2415 individual counseling sessions this year.

We also conduct group counseling sessions, which offer a communal decorum for those students who feel more comfortable in a group setting. Clinically speaking, there are certain healing opportunities peculiar to group counseling process which makes it a great option for students. We offered this past year 5 sessions of grief and anxiety management counseling which attracted 588 students' registration, less than that number kept the appointments. We hope in the future to develop more group base on the needs presented by our students.

Crisis Management/Walk-in: Emergency knows no law, likewise crisis. Crisis situations are giving prompt and immediate attention as part of our policy. To ensure this expedited attention, we assign on daily basis a staff to solely be responsible for the day's crisis cases. The crisis counselor attends to any crisis, evaluating each case on their merits. In some cases, the situation may not meet real crisis standard but are still resolved within that single visit. In other cases, situations are treated but a follow up individual or group counseling is scheduled. There have also been quite crisis situations when the individuals are transported to the hospital for full psychiatric evaluation and attention. We attended to 104 students who reported being in crisis, around 100 of them were eventually scheduled for normal individual counseling, while four extreme crisis cases were transported to the hospital for further evaluations and treatment.

Outreach/Presentations: Educating students and entire campus community about mental health through presentations is an important aspect of our services. This comes in the form of accepting invitations from faculty members to speak to students on mental health issues, or arranging with groups on campus, the community to educate them on certain mental health and self-care topics as a way of preventing occurrence. The department spent 74.3 hours on outreach and presentations this academic year, reaching 2,628 people which include: students, parents, faculty and staff.

Individual Sessions	Emergency/Crisis Response	Group Sessions (5 held on grief and anxiety management)	Outreach and Presentations
2,414 total sessions	104 total students	588 registered students	2,628 reached

Internship/Supervision: This academic year, one candidate of clinical internship was supervised and certified. She was warmly welcomed and supported by the department. As part of her internship process, the candidate was assigned clients who disclosed their willingness to work with an intern with all the implications in the consent form. Supervisions were granted by

the assigned staff on regular basis, but the candidate was also availed of the opportunity of meeting and interacting with the rest of the counseling staff to draw from their clinical experiences. She completed her 300 hours program early May 2018. We intend to continue with this tradition which doubles as a medium of collaboration with WSU Counseling Ed program, and maintaining continuity in the counseling profession.

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. 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 Winston, 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.

Collaboration: This is another important aspect of the work we do and encourage since together we can move mountain. Collaboration enhances productivity and extends services to the greatest number of students. We collaborate with outside counseling centers like: Whitewater Valley, Catholic Charities etc. We also work closely with other departments within Student life and development like Health services, Trio, Residence Life, Inclusion and diversity and IWC. This collaboration has led to creative and positive initiative that resulted to offering specialized training to enhance our services to students. We intend to continue exploring ways of collaborating with other departments that will enable services available and easily accessible to students.

WSU-Rochester and Minnesota State College South East: We successfully assigned a staff to Minnesota State College South East every Tuesday to take care of not only their clinical cases, but to maintain presence on campus through presentations and other interactions with students, faculty and staff. We scheduled 32 appointments at Minnesota State College South East this year but only 19 (59%) of the appointments were kept.

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. 17 counseling sessions were granted to 4 students at Rochester campus this past year.

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 2018/19 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 goals for the coming year that will consolidate our achievements, while expanding and improving our services.

(1) Work and plan towards reducing drastically both the initial and subsequent wait periods for students to enable quicker and more frequent counseling opportunities. The sooner cases are taking care of, the more relaxed, involved and committed students are both in the classroom and outside activities of the University.

(2) The second goal proceeds from the first, which is to conduct successfully a search and hopefully hire a new staff counselor. An addition that would increase our work force, ensures quicker services and attention to students' needs. This will also present more options to the students.

(3) Our third and final goal for the next year would be, expanding further our outreach tentacle to the campus community and creating a more multicultural environment that welcomes all student especially the minority students. Such environment offers better opportunities for students to learn more about mental health and self-care which in turn equips them with skills and techniques with which to maintain daily emotional balance as they go about their normal duties. Creating a multicultural environment gives students sense of belonging and the assurance that they are cherished as members of WSU community. Such atmosphere improves self-esteem and boasts positive campus experiences that ensures retention and completion.

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

2017-2018 Academic Year

Prepared by:

Karen Johnson, Dean of Students

This report was prepared in accordance with guidelines set up for the SLD division utilizing the WSU Strategic Framework. Listed below are the departments in SLD, which report to me and guide my daily work and thinking in how to perform my duties well and in alignment with the greater goals of the university.

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

Highlights – Best of 2017-18

WSU Strategic Framework Theme 1: Student Learning

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

The WSU student conduct process is designed to be primarily educational, with student learning as the goal. Sanctions are applied to individual situations to maximize student success. After seeing omissions and contradictions in the Student Senate Constitution and Bylaws, several SLD staff worked with senators to make changes to these documents to better align with the WSU Student Code of Conduct and with the expectations of Student Senate itself. The process was lengthy, but ultimately resulted in higher quality regulations. For example, senator infractions included “Acts in a way unbecoming of a senator as determined by the WSUSS Judicial Committee”. Senators agreed that this stipulation is vague, making their determinations

very difficult. After consultation, this was changed to cover behavior that violated the WSU Student Code of Conduct, providing very clear and enforceable guidelines. The process of revision was a student learning experience for senators on the 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 2017-18 that I will highlight involves two international students from Japan. After a vehicle and house fire at the end of Spring semester, their academic endeavors were suddenly and seriously disrupted. Although they were not hurt, the students had to relocate and replace lost items while preparing for final exams. The female student needed one class (offered at WSU-Rochester campus) to complete her graduation requirements. A variety of WSU services were required to assist the students and keep them focused on their academic goals. Coordination with the Winona Police Department, Warrior Cupboard, WSU Foundation, faculty, Housing and Residence Life, International Student Services, Chartwells, and the Winona-Misato, Japan Partnership team was necessary. Helping a student arrange transportation to WSU-R was unprecedented and complicated, but she was able to attend and successfully complete this course, enabling her to graduate from WSU. In the student's words, "Thank you very much for considering to me. I hope you have a great sunny day".

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.

The Access, Opportunity, and Success program has been in place at WSU since 2007, funded by the MN State System Office. I am honored to continue to manage such an impactful program that is a large contributor to the success of underrepresented students. Level funding this year enabled us to continue several very successful programs such as tutoring, providing several Student Help positions, the Success Coach program, and the HOPE Academy. Additionally, five staff positions are supported by these funds and are dedicated to the success of

underrepresented students. Statistics regarding the impact of these programs can be found in annual reports from Inclusion & Diversity and Tutoring.

WSU Strategic Framework Theme 5: Relationships

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

The most difficult task for this position is experiencing a student death. Sadly, WSU student Derek Harms passed away in April 2018. Developing and nurturing a relationship with Derek's family was critical, and my goal is to ensure that the family receives our utmost sympathy and support. For a grieving family, knowing that their student was happy and had good experiences at WSU can provide great comfort. I spent time with Derek's parents, meeting WSU students, faculty, and staff, and touring the campus. We still communicate now (Fall 2018) and are planning a tree memorial with the WSU Arboretum Committee as well as a student leadership scholarship at WSU. Derek's mother noted, "Our son was so active and happy at WSU and is being remembered in such significant ways...we thank you all for the many ways that you made WSU a great place for Derek to study and grow. And for your continuing friendship to this family". Both of Derek's parents are WSU alumni.

Recommendations for Improvement

Student Learning – Having served on the IMPAACT (Improvement, Assessment, and Accreditation) Committee for several years, I am familiar with the five WSU Student Learning Outcomes and the need for assessment, especially with the impending 2021 HLC site visit. Using learning outcomes in my daily work continues to be a challenge because, while I am aware that students (and parents) I work with on a daily basis are learning "life lessons", I do not necessarily take the time to acknowledge the connections and thus, the big picture of how these lessons fit into the total student experience.

Student Success – Data collection and meaningful improvement in assessment is a challenge in this position. Most of my work is urgent and "hands-on", leaving little time to gather data and analyze the impact of my interactions with students, parents, faculty, and staff.

Anticipated Needs for 2018-19

- Restored Budget for Access, Opportunity, and Success to meet the needs of students and respond to the achievement gap for underrepresented students. This funding source has been fairly level for the past five years, despite increasing costs (especially personnel). Each year we must cut either programs or student staff but continue to try to meet the needs of students.
- Guidance for adjusting to changing departmental needs and staffing. Despite lower total student enrollment at WSU, the demand for student support continues to increase. Data from Counseling, Health Services, TRIO, student conduct, and many other SLD departments confirms that student requests and students served continue to increase. See annual reports in these areas for data.

Goals for 2018-19

1. Themes 1 & 3:

Serve on the IMPAACT Committee and prepare SLD departments to gather data for the 2021-2022 site visit from HLC.

Measure: Attend all committee meetings and collect statements from six departments, which will connect student learning outcomes to department goals.

2. Themes 1, 2, & 4:

Examine the purpose, make-up, and success of WSU BAIT (Behavior, Assessment, and Intervention Team) and propose changes.

Measure: Attend national conference in October to gain information on these teams throughout higher education institutions. Document 3 to 4 BAIT discussions on the above goal.

3. Themes 3 & 5:

Serve as a liaison with the MN State System Office and the WSU Student Life & Development Division by strengthening collaborations, communication, and relationships.

Measure: Attend four meetings in Minneapolis in 2018-19, serve on sub-committees, and report committee activities back to WSU campus.



Health & Wellness
Services



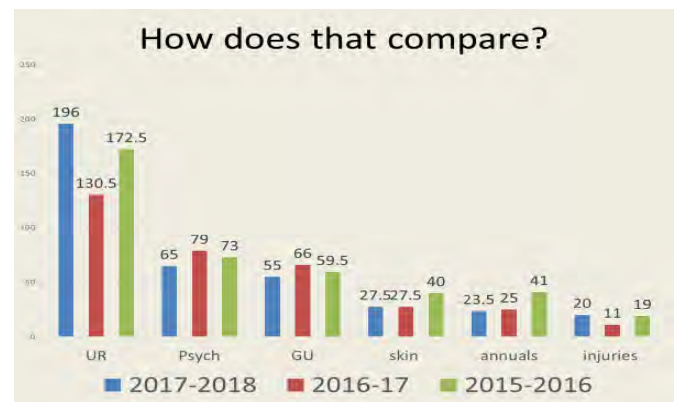
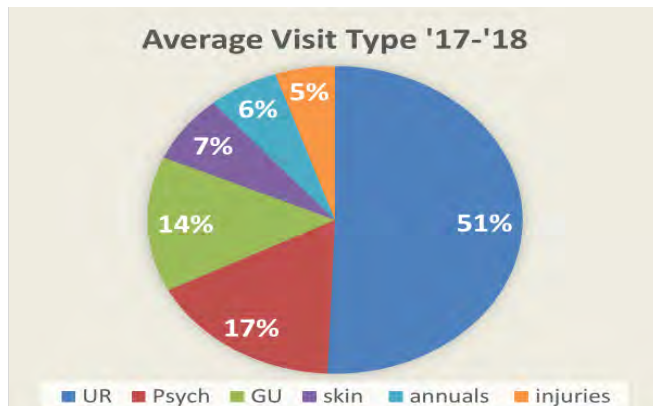
**WSU Health & Wellness Services Annual Report
2017-2018 Academic Year**

Prepared by:

Connie M. Kamara, Dir. 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 department continues to offer providers that have extensive experience in addressing this need. We continue to monitor the number of patients in this area and through numerous collaborations ensure that comprehensive care is offered.

Meeting the Needs

Ask a Nurse: An efficient, time saving service available for students to call with health-related questions. Through questions and conversation an appropriate response is determined ranging from self-care 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.

Meeting Varied Health 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. Health & Wellness Services is also offering CPR/AED and First Aid courses. The courses are available to students and 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 60 students and 10 faculty/staff were certified during 2017-2018.

WSU Garvin Health Endowment: A medical assistance fund for students due to the generous efforts of the WSU Foundation and the Garvin Endowment was established. This fund has assisted students this academic year with a total of nearly **\$4000.00** in medical assistance for financial hardship. In addition, this fund has 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. Over this year, nurses were cross-trained in scheduling. 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.

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.*

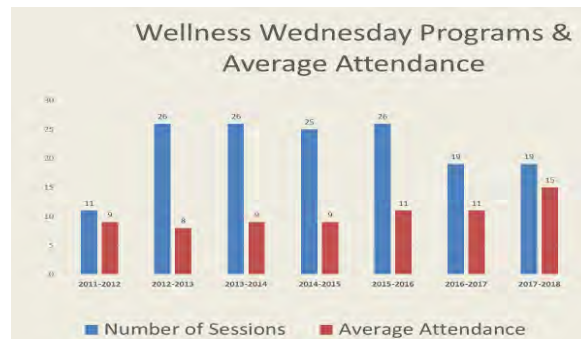
Student Engagement Led by Health & Wellness Promotion

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 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.

The advocates are an integral part of the Health and Wellness Promotion team and work closely with the Coordinator to facilitate Wellness Wednesday Programming.

Wellness Wednesday Programming:



Wellness Wednesday programming has been modified over recent years for more effective use of staff and students' time. In addition to this main stay of health education outreach efforts there were also approximately 40 sessions requested and fulfilled with over 700 participants.

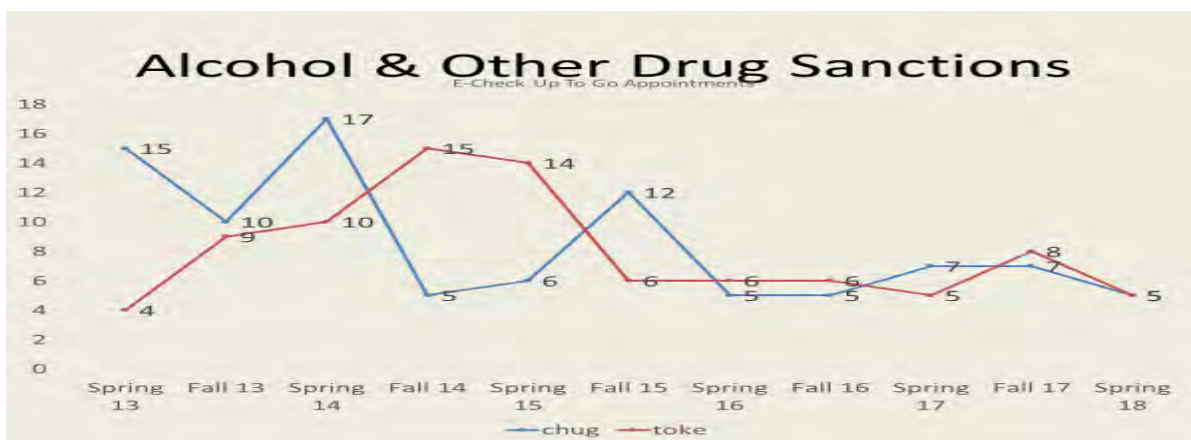
Wellness Blog: The *Wellzine*, a WSU Health & Wellness Services publication created for and by our students, transitioned to a Wellness Blog and email newsletter at the beginning of the 2017-2018 academic year. This transitioned was spurred by several factors including, ease of mobile access, aligning efforts across campus and likelihood in increase of readership. In collaboration with the WSU Marketing & Communications Department and still prioritizing student engagement the Wellness blog was launched. In three months alone, the number of views reached nearly the number of total views of the *Wellzine* in the previous year. The initial months of it launch saw the number of views double each month consistently.

Big Ideas & Strategic Efforts

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

Collaborative Efforts

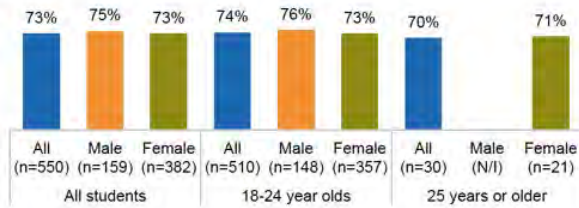
Strategic Prevention Framework Partners for Success (SPF PFS): In collaboration with the Minnesota Department of Human Services, Alcohol and Other Drug Abuse Division, H&WS is focusing prevention efforts guided by the Strategic Prevention Framework to prevent underage alcohol use among persons aged 18-20 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. 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 this risk factors.



This grant also enables us to be a part of the Boynton Health Survey, coordinated by the University of Minnesota, Twin Cities. The following are results from that survey.

Alcohol & Other Drug Use

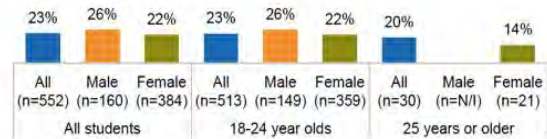
4. Percent currently using alcohol (past 30-day alcohol use) by age group and gender



Note. Males 25 and older are not included (N/I) due to low N (N=9). No significant differences were found.

Alcohol & Other Drug Use

20. Percent reporting current marijuana (past 30-day marijuana use) by age group and gender



Note. Males 25 and older are not included (N/I) due to low N (N=9). Marijuana use includes use of pot, hash, and hash oil. No significant differences were found.

Alcohol & Other Drug Use 2015

High Risk Drinking Rates on Campus- Perceived vs. Actual

High Risk Drinking Status	Student's perception of high risk drinking by school peers c	Actual high risk drinking rate d
All Students	45.9%	31.7% of all students
High Risk Drinkers a	53.4%	
Non High Risk Drinkers b	41.8%	

Question Asked: In the past two weeks, what percentage of student at your school do you think had five or more drinks at a sitting?

Alcohol & Other Drug Use 2017

High Risk Drinking Rates on Campus- Perceived vs. Actual

High Risk Drinking Status	Student's perception of high risk drinking by school peers c	Actual high risk drinking rate d
All Student:	47%	37% of all students
High Risk Drinkers a	51%	
Non High Risk Drinkers b	45%	

Question Asked: In the past two weeks, what percentage of student at your school do you think had five or more drinks at a sitting?

Study Abroad – Thailand Global Health: H&WS has forged a new partnership with a second academic department, Global Studies Department, to continue the study abroad program to Thailand. This program was originally created in collaboration with the Health Education & Rehabilitative Sciences Department to create a study abroad program focused on global health, specifically amongst vulnerable populations.

RE Initiative: Health & Wellness Services continues to support students and this project through shared space and resources as well as offering a Sexual Assault Nurse Examiner.

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” changes. We will make efforts to improve our ability to obtain qualitative information. We are also working to include methodologies that will assess direct student engagement and potential links to retention and student learning objectives.



Housing & Residence Life



**Housing and Residence Life Annual Report
2017-2018 Academic Year**

Prepared by:

Paula Scheevel, Director Housing and Residence Life

Highlights:

Resident Engagement

Residence Life Engagement opportunities are always a top priority for Housing and Residence Life. Each Residence Hall area develops programming requirements for their RA/ CA staff that compliment with their building type and community needs. For 2017- 2018, there were a total of 889 programmatic engagement opportunities orchestrated by Residence Life Staff.

Program Type	# of Engagements (2018)	# of Engagements (2017)
Diversity	10	24
Educational - Alcohol & Drug	36	6
Educational - Misc.	121	120
Educational - Sexual Health & Violence Prevention	19	7
Academic Success	38	38
Health & Wellness	46	
Personal Growth & Development	29	
Service	10	9
Social	379	417
Welcome Week	15	
West Campus	46	56
Hall Council meetings/Events	140	130
Total Resident Engagements	889	783

- “engagements” is used instead of event, because if it is a large event multiple RAs would count the same event as a program.

Interestingly, programming requirements went down in 2017-2018 due to increased emphasis on 1:1 resident interaction. However, overall numbers were higher. Star Rez will allow us to keep more accurate engagement records as well as track how many students were at each event as we look to the future.

Paperless Processes

StarRez has given our department the opportunity to evaluate almost every process in our department such as; application, reapplication, learning communities, visitor/guest check-in, minor guests, mail, front desk resources, emergency cards, lofts forms, charging/billing, event planning, room changes, room inspections and camps and conferences. This has required a lot of time and meetings to prepare processes and have a seamless product for our students. We have also trained over 250 users of the system including RAs, DAs, Security Guards, Residence Life and Housing professional staff. To offer some scope here are some numbers from 2017-2018.

- Parcels- 43,677 Parcels
- Visitors- 26,098

The implementation timeline for StarRez is three years. We learned a lot this past year and there will have to be changes made for the upcoming year.

Intentional Discussions

While the conduct process may not be residents' first choice in connecting with a professional staff it does give the residence life staff a great opportunity to connect with residents. Making a personal connection to discuss social and academic choices they are making is very beneficial.

As the chart indicates, the hall directors have had 713 cases over this academic year. There could be multiple students involved in each case, so the impact of conduct meetings in touching our students' lives is great. This past year we had 344 students charged with a possible violation of the alcohol policy. This number is high relative to our population, so we need to be more intentional about educating on alcohol use.

Building	Cases
P-L	78
Quad	188
East Lake	21
K-H	56
Lourdes	196
Sheehan	83
Maria	91
Total	713

Recommendations for Improvements:

1. More intentionality with diversity/inclusion focused engagements. This data has raised questions of why our diversity programming decreased this past year. A deeper dig and discussion among our residence life staff will kick off this improvement for 2018-2019. (Creative and Critical Thinking learning outcome)
2. Increase our resident engagements concerning alcohol and drug education. Work more collaboratively with health promotion to ensure all our halls are providing active and passive programming in this area. (Personal and Social Responsibility learning outcome)
3. Continued work on developing our paperless processes over the next years.

Anticipated Needs for 2018-2019

1. Assistant Director position.

Goals for 2018-2019

1. Housing Construction Strategic Planning. This year we followed Minn State process to investigate the feasibility of building a new residence hall on the Main campus. The conversation and planning will continue this coming year. To have a new offering for our first-year students is a top priority for Housing and Residence Life and will make on-campus living more attractive to more students. This goal aligns with the WSU Strategic Framework (theme 3, sub. A) as it relates to the facilities master plan and construction planning of the University.

2. Increase visibility with current and incoming constituents/ stakeholders to increase Occupancy. The chart outlines our current residential numbers among our students.

Term	Student Type	Housing	Off Campus	% On Campus
Fall 2015	NEF	1533	109	93.4%
	Returning	976	5384	15.3%
Fall 2016	NEF	1481	105	93.4%
	Returning	910	5160	15.0%
Fall 2017	NEF	1480	130	91.9%
	Returning	852	4975	14.6%

While the percentage of NEF who choose to live on campus is very high, we could increase our percentages in the upper-class population. The chart shows we have been housing approximately 15% of our upper-class students. We will work on increasing this percentage through several intentional marketing campaigns throughout fall semester, increasing our FB interactions through hall groups and other social media outlets, focusing on leadership opportunities in the hall, developing upper-class focused communities and researching the feasibility of locking in a two-year rate if you choose to live with us for a second year by a certain date. This goal aligns with the University's Strategic framework (theme 2, sub A) as it builds on our first-year initiatives by investing in our sophomore year experience and letting them know we want them to stay on campus to increase student's success. While this is a worthwhile and important goal during the last academic year 36% of the population in the residence halls were returning students. The department has consistently been able to retain about one-third of our students.

2. Expand the Living and Learning Community Option to main campus. Housing and Residence Life has been involved in learning communities since 2003. These communities have always been part of our offerings on West Campus. We would like to take the success of these

programs and offer communities in each Residence Hall. Here is a chart showing retention data for the living and learning communities over the past few years. This shows that the students who choose to be part of a learning community tend to have higher retention rates. By increasing number of communities, we are increasing the access to these programs to a great number of students.

Term	Living & Learning cohort	Students	Pct. Retained to First Spring	Pct. Retained to Second Fall
Fall 2015	LLC	100	95.0	85.0
	Other	1542	90.1	76.7
Fall 2016	LLC	73	91.8	84.7
	Other	1513	89.6	76.9
Fall 2017	LLC	83	98.8	
	Other	1527	89.1	

There is a committee looking at best practice, fee structure, placement of communities and possible thematic topics this summer and into fall semester. Some possible new themes we are considering are First Generation, Greek Housing, and Sophomore communities. This goal aligns with the University’s strategic Framework by providing opportunities for Student Success (theme 2 sub. B, C). Current successful learning communities such as health and wellness and outdoor adventure promote personal well-being and work with the seven dimensions of wellness. New learning communities that are developed will increase support to our first generation and other underrepresented groups (theme dependent), as well as creating opportunities for increased student-faculty interaction in an experiential teaching environment. This goal also contributes to the Creative and Critical Thinking learning outcome.

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

2017-18 Academic Year

Prepared By:

Jonathan Locust, Jr., Ph.D., Associate Vice President/Chief Diversity Officer

After finishing my first semester here at WSU, my goal by fall semester was to have a better understanding of the campus climate, culture, programs, services, and events we offer. It is clear and apparent that the Inclusion and Diversity Office (IDO) is committed to cultural diversity by building an inclusive community through co-curricular education, community outreach, acceptance and respect about issues related to: race, ethnicity, national origin, gender, age, beliefs, ability levels, economic status, sexual identity, gender identity. We are committed to foster cultural diversity through an achievement of the following goals:

1. Promote understanding of cultural and ethnic heritages at WSU through co-curricular events and activities
2. Encourage the recruitment, retention and success of historically underrepresented and underserved students, faculty and staff
3. Enhance curriculum development through the inclusion of multicultural perspectives by providing resources for intercultural campus and community initiatives.

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. Through a Foundation grant, the IDO was able to provide a 2-day intensive training for H.O.P.E. mentors to better serve the student participants. As our H.O.P.E. student population becomes more diverse, we will continually stay nimble and make immediate adjustments to achieve inclusivity. For example, we hired a Spanish Language Specialist to create a more inclusive and welcoming environment for Spanish speaking students. The translator attended classes and activities with our Spanish speaking students. The H.O.P.E. parent session, which takes place right before the graduation ceremony, also had a renewed focus. During the parent session, the IDO focused on ways parents can prepare and help transition their student to college life. The IDO will look at additional ways to engage H.O.P.E. parents.

H.O.P.E. Academy/A.T.C. Program Collaboration

The Aspiring Teachers of Color Pre-College Program is for rising junior and senior students of color interested in pursuing an education degree on WSU’s campus and/or at one of the 2+2 partnerships., and their schedule focused on activities related to WSU’s teacher education programs, ACT Plus Writing preparation, financial aid, the FAFSA, and outdoor activities. There were 11 student participants who participated in the H.O.P.E./ATC collaboration.

H.O.P.E. Academy 2016-18									
		African American	American Indian or Alaska Native	Asian	European American	Hispanic/Latino	Native Hawaiian or other Pacific Islander	Total (n)	
2016	Females	41%	0	38%	10%	10%	0	29	61
	Males	56%	0	19%	6%	19%	0	32	
2017	Females	52%	0	24%	0	24%	0	25	44
	Males	84%	0	11%	0	5%	0	19	
2018	Females	36%	19%	31%	14%	22%	0	36	54
	Males	58%	11%	16%	11%	16%	5%	18	

Success Coach Program

The Success Coach Program was developed to retain WSU students who are first-generation, underserved, underrepresented and/or historically marginalized students. Faculty and staff Success Coaches are paired with a new student (2 max.), to provide necessary academic and social support.

There are a few trends that emerge from the data. First, males tend to meet with their success coaches more than females. Secondly, students who met with their coaches not only had higher GPA’s but were more likely to have higher persistence rates. Lastly, Success Coach has become more racially diverse. Having the ability and knowledge to support diverse populations through graduation will be our priority.

Success Coach Program 2015-16

Success Coach Participants - 2015 Summary								
	High School to Fall 2015 GPA (69)				Spring 2016 GPA/Cum GPA (56)			
	Has Met w/ Coach		Has NOT Met w/Coach		Has Met w/ Coach		Has NOT Met w/Coach	
	H.S. GPA	Fall GPA	H.S. GPA	Fall GPA	Spring GPA	Cum GPA	Spring GPA	Cum GPA
Female	3.08	2.30	2.63	2.29	2.65	2.60	2.54	2.51
Male	2.96	2.56	2.79	1.30	2.45	2.52	2.68	2.11
Combined	3.02	2.43	2.71	1.80	2.55	2.56	2.61	2.31

Race/Ethnicity data not available.

Success Coach Program 2016-17

Success Coach Participants- 2016 Summary							
	Total	HS GPA	ACT	Low Income	First Gen	Met with Coaches	Did NOT meet with Coaches
Overall	44	2.98	18.9	72%	80%	71%	29%
Male	12	2.75	17.7	75%	50%	75%	25%
Female	32	3.07	19.3	72%	91%	69%	31%
Asian	14	3.3	18.4	86%	71%	79%	21%
African American	11	2.7	18	73%	55%	64%	36%
Hispanic/Latino	12	2.91	19.2	67%	100%	92%	8%
More than one race	7	2.92	20.7	57%	100%	29%	57%

Comparison - Students Who Met/Did Not Meet w/ Coaches							
	Total	HS GPA	ACT	Low Income	First Gen	Fall 2016 GPA	% Enrolled in Spring 2017
Met with Coaches	32	2.92	18.6	71%	77%	2.19	81%
Did Not Meet with Coaches	12	2.98	18.5	75%	83%	1.75	66%

Success Coach Participants 2016-18 - Race/Ethnicity							
		African American	Asian	European American	Hispanic/Latino	More than one race	Total (n)
2016-17	Females	11	14	0	10	6	32
	Males	6	3	0	2	1	12
2017-18	Females	7	4	7	3	1	22
	Males	6	2	3	1	3	15

Success Coach Program 2017-18

Success Coach Participants - 2017 Summary							
	Total	HS GPA	ACT	Low Income	First Gen	Met with Coaches	Did NOT meet with Coaches
Overall	37	2.8	18.28	n/a	31	70%	30%
Male	16	2.65	17.45	n/a	14	81%	18%
Female	21	2.89	18.71	n/a	17	66%	33%
Asian	6	2.97	18.66	n/a	3	83%	16%
African American	13	2.94	19	n/a	12	76%	24%
Hispanic/Latino	4	2.76	18.66	n/a	4	75%	25%
More than one race	4	2.38	19.33	n/a	2	75%	25%
White	10	2.74	16.9	n/a	10	50%	50%

***Low-Income status Unavailable due to Reporting Permissions*

Co-Curricular Programs & Learning Outcomes

Throughout the 2017-2018 academic year, the Inclusion and Diversity office planned, scheduled, coordinated, and hosted 8 co-curricular speakers (not included yet is the speakers' list for Fall 2017).

Data to assess the efficacy of our Co-curricular program were collected on a 5-point Likert-scale for five questions presented by the evaluation survey that was administered at the end of every workshop, or presentation.

Data revealed that overall individuals saw an increase in knowledge after attending I&D programs. Below we find a table that compares evaluation responses for Q.4 and Q.5 showing an increase in knowledge after program participation.

	Q.4 - Knowledge prior to program		Q.5 - Knowledge after program	
	N	Percentage	N	Percentage
Very Poor	11	4.0%	0	0%
Below Average	41	17%	4	2%
Average	116	46%	70	30%
Above Average	65	26%	123	52%
Excellent	16	6%	38	16%

Goals for the 2018-2019 Academic Year

- By Spring 2019 submit review of the campus Diversity Strategic Plan and update to align with WSU and Minnesota State System goals.
- By Spring 2019 develop and implement the campus wide cultural competency training series.
- By Summer 2019 provide evidence that supports continuous improvement in closing the achievement gap in the areas of access, retention and graduation.
- By Summer 2019 provide additional support and education for the success coaches to meet with more students.
- By Summer 2019 establish stronger relationship and connections with males of colors, specially, African American males.
- By Summer 2019 hire two Intercultural & Completion Coordinators

The IDO will be conducting two searches for Intercultural & Completion Coordinators (ICC). The ICC's will be knowledgeable and specialize in certain diversity demographics (African American, Asian American, Native American, Latix X, LGBTQ+, etc.). In addition, these positions will serve as liaisons to the five colleges and work more collaboratively with faculty on initiatives that lead to completion. Student completion will be the primary focus and measure of success for these positions.



Integrative Wellness



**Non-Clinical Integrated Wellness Complex Annual Report
2017-2018 Academic Year**

Prepared By: Kate Noelke, Director of Integrated Wellness

This is a report reflecting impacts and efforts of the non-clinical departments housed in the Integrated Wellness Complex. Professional staff in these departments include Jeff Reinardy, Director of Strength & Fitness; Eric Weigel, Associate Director of Strength & Fitness; Mark Bambenek, Director of Intramurals; and Kate Noelke, Director of Integrated Wellness. This is the first iteration of this *collaborative* annual report.

Highlights

Utilizing evidence-based programs to impact the well-being and success of college students, faculty and staff, the non-clinical Integrated Wellness Complex facilities and services received national and local recognition for meeting the wellness and academic needs of the Winona State University (WSU) community during academic year 2017-18. In addition to receiving recognition from WSU Student Senate in May of 2018 for going above and beyond to serve the needs of our students, the Integrated Wellness Complex aligned programs with student needs and institutional goals.

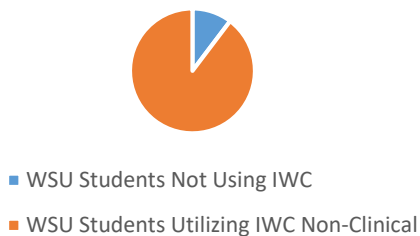
Institutional/Student Need	Program(s) n=unique participants	Recognition/Impact & Alignment with Institutional Goals
Regular physical activity contributes to maintaining a healthy weight, as well as decreased risk for physical and mental illness. 2015 Boynton College Student Health Survey Report: MN Postsecondary Students suggests that more than 2 in 5 (42.8%) of students fall into the overweight/obese/extremely obese categories and 49.6% were attempting to lose or control their weight. Of student respondents, 83.8% were attempting to control weight through physical activity.	-Strength & Fitness (n=6000) -Personal training (n=125) -Intramurals (n=2,637) -Rec Sports (n=756) -Employee Wellness (n=52) -Collaborations with academic departments including HERS, Nursing, and PESS (n=256) -Community collaborations with Winona Health and Winona County SHIP (n = 1000)	*Awarded 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. February 2018-January 2019. 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: 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" 7 Dimensions of Wellness: Physical and Emotional Wellness WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility: Outcome 3: "Connect and extend knowledge from one's own academic study to benefit the greater community"
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. 2015 Boynton College Student Health Survey Report: MN Postsecondary	-Mental Health First Aid trainings (n=68 students, staff & faculty) NREPP Evidence-Based Program Information -Campus Connect Gatekeeper Trainings (n=60 students, staff & faculty) SPRC Evidence-	*Four-year scholarship recipient and inductee into the nationally-acclaimed Jed Campus Program for comprehensive, collaborative suicide prevention and mental health promotion. Recognition received May 2018. Program participation 8/2018-5/2022. Alignment with institutional goals through provision of training programs, institutionalization of common language for mental health promotion and stigma reduction, and student leadership opportunities:

<p>Students suggests that 39.7% 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>based Program Information -Ongoing collaborative suicide prevention and mental health promotion programs including creation of a guide for helping students experiencing emotional elevation or crisis -Promotion of physical activity to reduce stress and improve mental well-being through Fitness, Intramurals and Rec Sports</p>	<p>WSU Strategic Plan 2015-2020: 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” 7 Dimensions of Wellness: Emotional, Physical, Social & Spiritual Wellness WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility and Creative and Critical Thinking</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). A spring 2016 WSU study showed that 68% of respondents reported experiencing food insecurity at least once during the last year.</p>	<p>Warrior Cupboard student food cupboard and nutrition education outreach programs (n=63) 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:</p> <ul style="list-style-type: none"> • 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 • 9% reported accessing community resources based on referrals from using the service • 8% reported that accessing the service allowed them to enrich their education with practicum, unpaid internships, study abroad or other opportunities that cost extra • 31% reported that accessing the Warrior Cupboard reduced stress and anxiety <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: 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” 7 Dimensions of Wellness: Emotional, Physical, Social & Intellectual Wellness WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility and Creative and Critical Thinking</p>

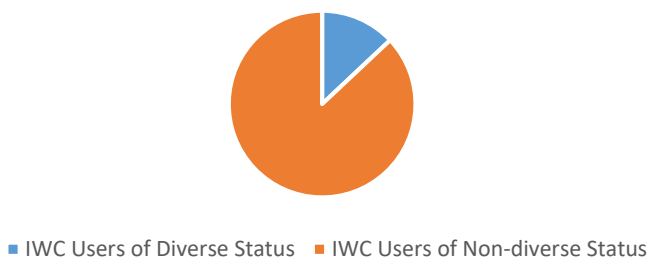
IWC Programs and Facilities Usage Data:

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, Education, and PESS. In special populations, such as students with Diverse or First-Generation Status, usage is reflective of the general campus population (n=8140).

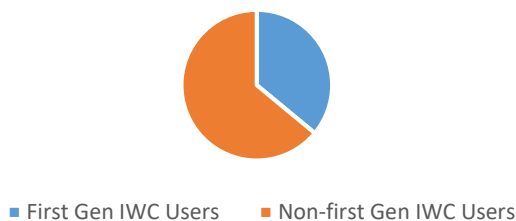
89.68% of WSU students swiped into the Integrated Wellness Complex at least one time during Academic Year 2017-18



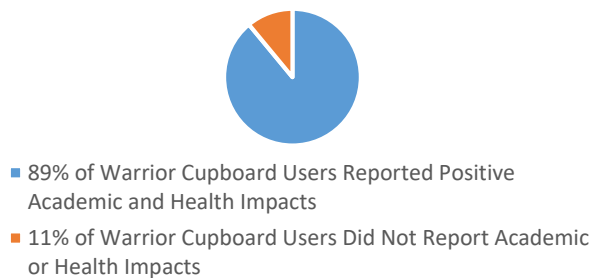
13% of Unique Patrons of the IWC are Students of Diverse Status



36% of Unique Patrons of the IWC are Students of First Generation Status



63 Students Accessed the Warrior Cupboard During 17-18



Integrated Wellness Complex Participation

Academic Year	IWC Swipes
2017-18	229,308
2016-17	220,124
2015-16	210,124
2014-15	208,243

Intramurals Participation

Academic Year	Patrons
2017-18	2,637
2016-17	2,947
2015-16	3,168
2014-15	3,257

Aquatics

Year	Lessons	Staff
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 23 hours per week during academic year and 18 hours per week during summer
- 1,087 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- CAS Standards Review

Using CAS Standards for Health Promotion Services, Collegiate Recreation Programs, and Auxiliary Services Functional Areas, 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. 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 would help us create a better baseline for data and help us to better share the IWC story.

Anticipated Needs for 2018-19

2018-19 will present unique financial challenges due to reduced student enrollment for the IWC programs which are largely student-fee funded. IWC professionals are chairing the Resilience Annual Theme Year, resulting in hundreds of additional collaborations and programs across campus and in the community. 2018-19 will be the first of four years in the JED Campus program, requiring important participation and leadership. **Collaborations and external funding sources will be essential to IWC success.**

Goals for 2018-19

1. Increase opportunities for impactful student leadership and practical application of knowledge learned in academic classrooms through Morrie Miller Fitness Internships, IWC student-worker positions, IWC & HERS personal training programs (including EWP), and mental health promotion leadership opportunities through JED Campus by May of 2020. *(Aligns with WSU University-Wide Student Learning Outcomes: Personal and Social Responsibility.)*
2. Improve utilization of facilities and coordination of reservations during both "on" and "off" 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 2019. This will require ongoing communication and negotiation with both academic and athletic professionals.
3. Contribute to the understanding of students' mental health needs through the JED Campus program, the Healthy Minds Study, and use this information 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
Academic Year 2017-2018

Prepared by:

Tracy Rahim, Associate Director of Student Activities & Leadership

Lindsay Marosi-Kramer, Assistant Director for Greek Life & Leadership

Highlights for 2017-2018

- **New Student Orientation Week**: Six evening activities were planned Tuesday-Saturday of Orientation by Student Senate, UPAC, Greek Life, and Chi Alpha (campus ministry) that were very well-attended.
- **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 9-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 to the Homecoming Parade throughout the week.
- **UPAC**: This year's programming board planned 38 individual events ranging from bowling nights to bus trips. They also worked with other campus groups like the Lyceum Committee, Dance Marathon, the Ballroom Dance Club, and the African Student Association to co-sponsor events. Seven 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 2018-19 school year.
- **Student Senate**: Student Senate passed many important motions including the adoption of affirmative consent, the Enterprise CarShare program, and a reduced fee policy for students 35 or more miles away for internships and student teaching. They also allocated more than \$154,000 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 5 home football games. Student Senate was actively involved, and 12 clubs/organizations had display tables throughout the season.

- **Greek Life:** Greek Life had an exciting year, with full time advising the biggest wins for the year were made in the updating of the governing documents of both the Panhellenic Council and Greek Council. Further as a community we have had multiple conversations and workshops about bettering communication, being more honest recruiters, and following University policy. We ended the year with the first annual Greek Awards Banquet and to limit liability have indefinitely canceled the off campus Greek Formal. To continue making sure our students follow policies, we have begun work with the Office of Conduct and Citizenship to have Greek organizations register off campus events.
- **Warriors LEAD Series:** After a complete overhaul of the curriculum in the fall semester Warriors LEAD was a slow roll out. The area with the most forward motion included 75 students who took advantage of Lead Lunches, Emerging Warriors, Developing Warriors, and the 1st annual Warriors LEAD Summit in Spring 2018. While each student gave feedback and the program has substantial room to grow, the program is off to a great start!

Recommendations for Improvements

To better serve students from a Student Activities standpoint, it would be helpful to have a dedicated Student Activities administration budget to cover activities-related requests such as general assistance with the Warrior Game Day Experiences, supplies and resources for clubs/organizations to use, training and light travel for student activities staff, general marketing, etc. Some of these requests are funded by the Student Union facility budgets or else go unfunded. WSU is one of the only state universities that does not have an administration budget.

To continue providing a robust student activities program there is room for continued conversation about services and development of the department so that we stay competitive with our offerings, in comparison to other state universities. To do this regular staff meeting to discuss current practice and future growth opportunities would be ideal. These things would also help us to create a more consistent and formalized processes for our student groups.

Anticipated Needs for 2018-2019

Student Activities currently conducts no formal assessments of the general student population or of specific populations (such as Greek Life or student organization leaders). To

collect data to make evidence-based decisions for improvements (and to establish baseline data for future assessments), we need to establish an assessment plan and carry out assessment activities to meet the requirements of the Enrollment Management & Student Life division. Since no one in our area has expertise in this area, we will need to seek guidance and training as well.

Goals for 2018-2019

- Increase student engagement to 50-75 students attending and participating in each Warrior Game Day Experience events during home football games by providing a special WSU Student Zone hosted by six major campus clubs/organizations who will provide activities, contests, snacks, etc. to attract and retain students to the event.
 - WSU Strategic Framework: Theme 2 (Student Success), C, 3
 - Seven Dimensions of Wellness: Social
- Adopt the Microsoft Team project management platform with the WSU Homecoming Committee to test large-scale event planning management via a formalized tracking tool and giving students real-world application even when they are separated geographically.
 - Student Learning Outcomes: Information & Technology Literacy (Outcome 2)
 - Student Learning Outcomes: Communication (Outcome 2)
- Replace fall “Greek Week” with a “Greeks Give Back” Week focusing on philanthropy and community building to better engage and promote students within the Greek Community.
 - Student Learning Outcomes: Personal and Social Responsibility (Outcome 1-3)
 - WSU Strategic Framework: Theme 5 (Relationships), A, 2&3
- Increase number of students participating in Warriors LEAD Series (2018-2019 goal of 200) by offering more frequent one-time workshops in addition to the tiered series and summit.
 - Student Learning Outcomes: Knowledge (Outcome 2)
 - Student Learning Outcomes: Personal and Social Responsibility (Outcome 3)



TRIO Student Support Services



TRIO Student Support Services Annual Report

2017-2018 Academic Year

Prepared by: Nhia Yang, Director TRIO Student Support Services

TRIO Student Support Services (TRIO) is a federally funded program designed to help first generation college students, students who meet low-income guidelines, and students with documented disabilities reach their goals of college graduation. Annually, the grant funds a total of 225 students as well as having rigid guidelines for persistence, good academic standing, and a six-year graduation rate.

Year	Total Students	First Gen	Documented Disability	Limited-Income	FG+LI	DD+LI	Male	Female	Minority Background	Over 21 yr.
2017-18	225	51	37	24	93	20	55	170	63	178

Our program’s fiscal year goes from Sept. 1st – Aug. 31st, so we won’t submit the 2017-18 APR until November 2018. As result, we don’t yet know the retention data for Fall 2017-Fall 2018.

Nevertheless, the goals results are shown below. Last year, as in previous years, 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 cycle (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 years to see any domino effect in the new direction.

Year	Persistence Rate	Goal	Good Academic Standing	Goal	Six-Year Graduation Rate	Goal
2014-15	88%	80%	88%	70%	63%	45%
2015-16	82%	80%	90%	70%	59%	60%
2016-17	82%	80%	90%	70%	58%	60%
WSU		80% by 2018				

Advising Services

One of the reasons that TRIO has success with retention and graduation rates is that we are intentional about providing academic advising and creating personal connections with students. Moreover, we are using evidence-based practices to track all contacts with students, from email and phone calls to workshops and advisor visits.

TRIO advisors assist students with choosing a major and or minor; course selection, academic progress review, academic appeal where appropriate, career planning (including resume writing), applications for scholarships and graduate school, financial literacy, and matters related to financial aid. As academic advisors, we have developed close working relationships with the staff in the following offices: WSU Counseling Services, Access Services, Financial Aid Services, Registrars, Business, Inclusion & Diversity, Admissions, and Teaching, Learning, & Technology Services. These relationships help ensure that our students’ needs are met in a timely and meaningful way. As a result, 91% of its 2017

TRIO-served students remain in good academic standing. Additionally, 87% of the students persisted from fall 2016 to fall 2017. Last year, over 45% of TRIO participants sought advising services from TRIO 3 to 4 times per semester.

Tutoring Services

Having easy access to quality tutoring is another positive factor for TRIO-served students' retention and graduation. TRIO has a productive working relationship with WSU Tutoring Services to ensure that TRIO students have access to tutors. Jillian Quandt (WSU Tutoring Services Coordinator) and Kate Parsi (TRIO Advisor) hire, train, and sustain tutors on our campus to ensure access to all students. TRIO students have an unlimited number of hours that they can receive tutoring per week, so Tutoring Services and TRIO developed a method which allows TRIO students to utilize Tutortrac (tutor scheduling software) to view tutor schedules and availability, yet not be limited in the number of service hours they receive. In the 2017-18 Academic Year, TRIO students received 1,499 hours of tutoring and Supplement to Instruction (S2i). TRIO also offers on-line tutoring through Smarthinking, where TRIO students can receive tutoring for various subjects 24 hours a day. On-line tutoring ensures all TRIO students literally have access to quality tutoring at any time. Moreover, 18% of students responded to the survey utilized TRIO tutoring services on a weekly routine.

Pre-Nursing Learning Community

For the 2017-18 academic year, TRIO decided to focus our learning community on pre-nursing majors due to the competitiveness of the field and the academic rigor required of WSU nursing students. We felt it was important to provide additional support, advising, and resources to students pursuing a nursing career. Kate Parsi and Jenny Lamberson collaborated with Beth Twiton from the WSU Nursing Department on developing and delivering the content of the program. Additionally, we collaborated with Ne'Angela Scott from WSU Inclusion & Diversity, Department of Sociology, College of Liberal Arts, and Tutoring Services.

Learning community events not only provided participants the opportunity to obtain valuable information, but also provided an opportunity for students to meet, socialize, and form a community of support. Learning community activities included a TEAS Test preparation session, a successful student and faculty panel-presentation, and a session on developing a "Plan B" when life throws a curveball. Additional tutoring and study groups were also offered. The Nursing Learning Community had 21 eligible TRIO students throughout the academic year. 14% of the learners who responded to the survey indicated that the learning community helped prepare them to get in the WSU Nursing Program. They also all indicated they were satisfied or highly satisfied with the events/resources provided. 24% of students from this Pre-Nursing Learning Community applied to get into the WSU Nursing program for a

fall 2018 start. Two of these students were successfully accepted into WSU's program and two other students have been accepted into nursing programs at other universities.

Summer Connections

The goal of the Summer Connections is to assist incoming first-year students in viewing themselves as college material and capable of success in college personally and academically. During the 2017-18 academic year, TRIO expanded Summer Connections by working with TLT staff using current technology to create an online program to work with incoming students over the summer months. Incoming, TRIO-eligible WSU students were provided with information about the TRIO program during June registration 2017. After meeting one-on-one with TRIO Advisor Kim Zeiher, 20 students were selected to participate in the program. Beginning the week after June registration students were contacted by phone and/or by email to solidify their commitment to participating in the program and to begin building ties with TRIO.

This offering allowed incoming first-year students to receive information designed to help them make a positive transition from high school to college. Summer Connections highlighted the skills needed for students to reach their goal of college graduation. It also assisted students by connecting them with WSU and Winona community resources. The program consisted of 4 D2L learning modules, face-to-face interaction with the cohort via Adobe connects, and an in-person event held after students arrive on campus in August. Weekly topics included an overview of the Connections program, an introduction to D2L, information on living away from home, roommates, homesickness, and building social relationships. Students received campus resource lists as well as resource guides for the Winona community. They also received financial literacy materials about topics such as: financial aid, work/work-study, money management/budgeting, the cost of attending college, career planning, and how to find information on future earning potential related to job/career. Information on academic skills such as time management, study skills, communicating with faculty, and more helped round out the wealth of materials provided to students throughout the program. Of the 20 students participated in the Summer Connections opportunity, 19 students enrolled at WSU fall 2017 and were active in TRIO.

Leadership Program

TRIO Student Support Services Leadership program promotes student knowledge of the topics and skills related to leadership and provides opportunities, personal growth, and increased social competence. TRIO students represent a specific and unique segment of the WSU student population, including students from the underrepresented and underserved backgrounds. These students typically do not see themselves as leaders. The TRIO Leadership program fosters self-awareness, self-confidence, and the development of interpersonal skills. The program provides educational, experiential and reflective components, team building, community service, professional skills and resume building. It has been

designed to promote self-understanding, development of a personal leadership philosophy, development of leadership skills, and the ability to view self as an integral component of a larger community.

During the 2017-18 academic year, 78 of the 225 TRIO program participants engaged in TRIO Leadership activities. On average, these students attended three or more events and were significantly engaged with the TRIO program. Students are required to develop community service projects where they can incorporate the things they learn in their classes in TRIO educational offerings. Group activities and meetings provide effective leadership training opportunities. These activities promote the development of work skills and help build student resumes. 2017-18 group projects include:

- Habitat for Humanity work days
- TRIO Leaders team-involvement in Relay for Life (American Cancer Society—the team raised over \$500 and donated in honor of TRIO).
- Solicitating contributions for the food shelf and sponsoring tables at club fairs (recruited 20+ students).
- Sponsoring two large celebrations that helped build a community among TRIO students.

Student Toolkit and Social Media

This year, Jenifer Lamberson collaborated with TLT to enhance the TRIO Student Support Services Toolkit. The purpose of this toolkit is to supplement workshops as well as to serve as a one-stop shop for TRIO students and staff to find resources they need on a wide variety of topics. To date, TRIO has over 84 resources under 14 different general topic areas to assist its served students. Throughout the summer of 2018, the toolkit will be further refined by our intern, Tricia Fulton, who is tasked with further organizing the content and improving the flow and visuals associated with the content. Tricia will also be developing marketing and communication pieces about the toolkit. This toolkit will be a self-registration course in D2L Brightspace.

In addition, Kate Parsi worked closely with our student workers to create TRIO's social media upgrade. We did a "soft-rollout" of Snapchat, Twitter, and Facebook during spring semester 2018. Our plan calls for a stronger rollout beginning fall, 2018, and our hope is that this will not only increase student involvement and inclusivity, but that it will help our participants see that we are committed to engaging with them through mediums they prefer. Beginning next fall, we will advertise all workshops, luncheons, and TRIO sponsored events utilizing the three forms of social media mentioned above.

Recommendations for improvements and Anticipated Needs for 2018-2019

Presently, TRIO's Program Assistant works part-time (20 hrs./week) with the project due to its financial situation. During my 1.5 years of directing TRIO, I have had two program assistants resign to seek full-time employment elsewhere. Due to our intrusive approach in providing intensive services to students and increased demands for the program assistant, I am encouraging WSU to fund the other 50% of the position to make it full time.



Student Union



**Student Union Annual Report
2017-2018 Academic Year**

Prepared by:

Joseph E. Reed, Student Union/Activities Director

Major Accomplishments

Chartwells Food Service/Zane’s

As stated in last year’s report, the renovation of the “Smaug” was currently underway. I am proud to announce that the completion of “Zane’s” was timely and a huge success. With the addition of Panda Express and Starbucks, the commissions we received were a lot higher than estimated - by \$45,000 (Budgeted: \$170,000 – Actual: \$215,000). This basically tells me we did it right. Chartwells commitment to the project was \$1.4 million and the Student Union contributed over \$300,000.

Related Food Service Expenses	Cost
Food Waste and Recycling Service	\$10,000 +/-
New Dish Machine for Zane’s	\$48,000
Zane’s Signage	\$7,700
New Freezer for Zane’s	\$6,300
Scanners, Bytespeed, Desktop Computers & TVs	\$7,200
Replace and Upgrade Jack Kane Dining Center Sound System	\$6,600
Graphic Image 3M Vinyl Stenciling for Zane’s	\$6,600
Dish Machine Service Fees	\$2,200
New Sustainable/Recycling Trash Bins for Zane’s	\$5,000
Reupholster the Booths in Zane’s	\$1,800

Phase 3 Window Project

Though delayed a year, I am able to announce that the Phase 3 window project is now complete. This consisted of replacing the windows in the Purple Rooms, the Bookstore, Housing, Dean of Students, International Student Services, and The KEAP Center (as I write this the punch list for completion is underway). The project completes all 3 phases of Kryzsko, and the building should be “sound” for another 50+ years. Total cost: \$250,000+

Phase 1 – North Vestibule

This project is currently underway and should be completed by early September and will finally make Kryzsko sustainable from an ingress/egress perspective. The steps and railings were

not to code; the heat and A/C loss was problematic; and it was not safe or user-friendly. Total cost will be \$180,000+/- . This vestibule will also complement the other five entrances in Kryzsko, giving the building uniformity.

Projects and Purchases	Cost
New and replacement security cameras	\$6,125
Painting projects	\$7,500
Furniture	\$12,860
Electrical, Plumbing and Heating	\$12,400
Digital media systems for Dining Rooms C & D	\$3,700
Window shade coverings for Purple Rooms	\$3,300
Purchased 3 art pieces from students for display	\$1,000
Bike Racks (2)	\$1,500
Sponsored free admission for 400 students for both the NCAA Football and Women's Basketball playoff games	\$2,500



Warrior Hub



Warrior Hub Annual Report

2017-2018 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 2017-2018 year has seen the stabilization of the operational leadership foundation for the Warrior Hub. With the departure of the Warrior Hub Director, the Warrior Hub Leadership Council was established to operate as collective leadership over an 18-month period during which, the next leadership model would be determined by the Vice President for Enrollment Management/Student Life. As part of this initial arrangement, the Leadership Council Team and Vice President Denise McDowell brought in a nationally recognized expert to assess this model and inform our shared decision regarding the model we would pursue on a more permanent basis. Information about this engagement is included below.

The innovation and effectiveness of the leadership council during this interim period along with the findings of the outside assessment of the council helped the leadership of the Enrollment Management team elect to place this council in a permanent leadership capacity. Further gains were made in working to evolve our services to better meet student needs. This included looking at our staff, environmental assets, and technology assets in such a manner to streamline the experience for our customers and maximize the efficiency of our processes.

Highlights

Last Year's Goal Achievements

- Major Maps
 - Of the major maps that have been received, 50% have been posted to the catalog. Others are in review
 - 80% of Major Maps received from depts.
 - uAchieve planner moving ahead at a system level to provide major mapping for students
- Online forms continue to replace paper process and build efficiencies for students
 - Declaration of Major
 - Blue Card
 - Summer Financial Aid Application
- CashCourse/Financial Literacy programs continue to grow
 - 600 campus users-146% increase
 - 972 Sessions-242% increase

- Workshops-7 offered-Average of 14 attend
- Cash Cart-79 riders
- CAS process initiated to assess current state of Hub operations and assist in future evolution of service
 - Mission Statement established
 - Work done on CAS areas including:
 - Human Resources, Program, Equity, Inclusion, Diversity, and Ethics Principles and Standards
- Warrior Hub Leadership Council became leadership structure for Warrior Hub
 - Julie Selander brought in from University of Minnesota to conduct leadership review-completed and shared
- Hub Council Meetings established, and Newsletter developed
- Café trainings were re-initiated
- Online transcript and diploma services improved
 - National Student Clearinghouse (4,401 online orders)
 - Paradigm (the average ship date to students decreased from 6-8 weeks to an average of 8 days from date of order)

Ongoing 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*
- Web re-design (Strategic Framework Theme 2: Student Success A5)
 - Warrior Hub (summer 2018)-*Measured by launch and traffic analytics*
 - Financial Aid (fall 2018) -*Measured by launch and traffic analytics*
 - Registrars (spring 2019) -*Measured by launch and traffic analytics*

Student Services

- Co-curricular Transcript (Strategic Framework Theme 2: Student Success C3 and Theme 5: Relationships D2) -*Measured by successful launch and usage.*
- 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*
- Online Forms through BP Logix (Strategic Framework Theme 2: Student Success A5)-*Increase number of forms while eliminating paper forms*
- CashCourse/Financial Literacy (Strategic Framework Theme 2: Student Success B1) -*Measured by an increase student use of CashCourse*

Training

- Professional Development (Strategic Framework Theme 5: Relationships D2)-*Measured by at least 8 events and feedback criteria*
- Campus Wide Training (Strategic Enrollment Plan 2.D:3)-*Measured by events held/participants tracked.*

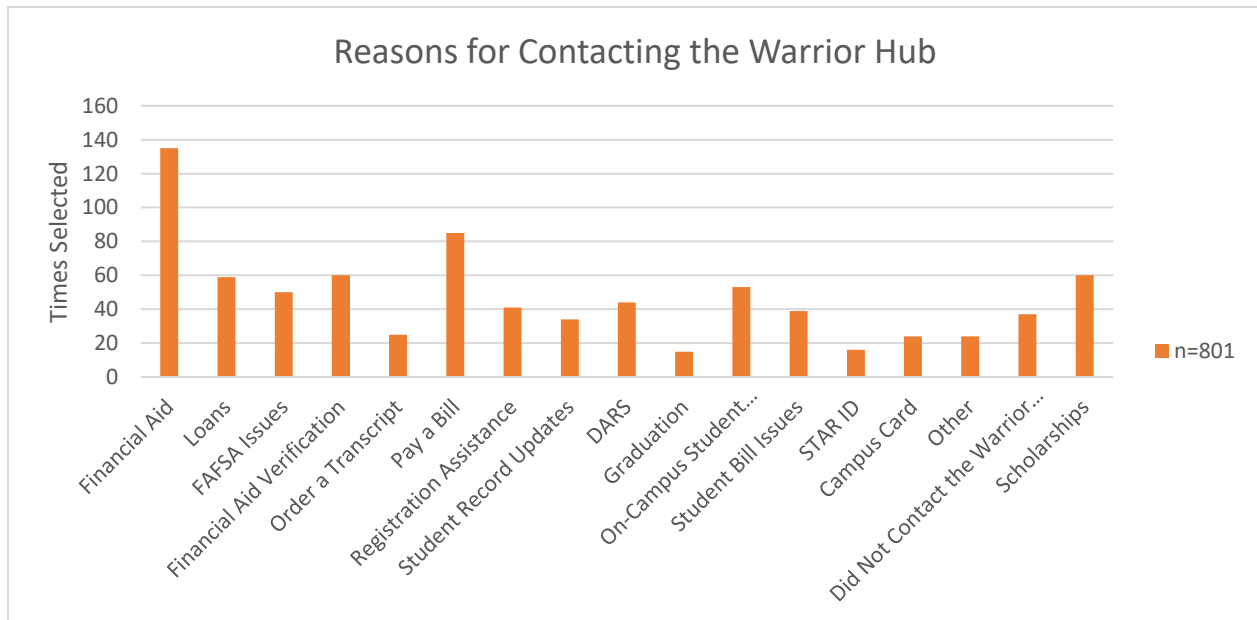
Operations

- CAS Review and Implementation-*Work through remaining areas of CAS.*
- EMS Space Utilization (Strategic Framework Theme 3: Stewards of Place & Resources A2)
- Financial Aid Utilization with EAB (Strategic Framework Theme 2: Student Success B1)-*Establish baseline data of financial aid utilization from EAB*

Summary of Assessment Data from Warrior Hub

Assessment activity for the Warrior Hub was moved from Assessment Day to opening of the academic year to attempt to sample student experience closer to point of service.

The data below is based on our annual data gathering efforts through an alternate assessment day survey. As our services are most often utilized at the beginning of the semester, we moved our survey efforts to that time of year to gather more timely data.



Listed above are the most frequent reasons for visiting the Warrior Hub. This trend has remained consistent throughout the years this has been assessed. Of note:

- Decrease in number of transcript requests require contacting the Hub
- Increase in amount of customer contact that involves financial topics (financial aid or payment of bills, n=488 or 60.9%)

Satisfaction Data for 2017 – 2018			
Area of Inquiry	Percentage Satisfied	Area of Inquiry	Percentage Satisfied
Financial Aid	87%	Loans	84%
FAFSA Issues	78%	FAFSA Verification	80%
Order Transcript	88%	Pay a Bill	94%
Registration Assistance	90%	DARS	77%
Student Record Updates	91%	Student Employment	74%
Graduation	75%	STAR ID	88%
Student bill Issues	89%	Scholarship	88%
Campus Card	92%		

Note: This was the first year these specific data points were investigated. Further reports will hold yearly comparisons. Additionally, the list above includes the area of inquiry and the percentage who indicated they were either extremely satisfied or satisfied.

Graduation Snapshot Data- numbers for the past three years of undergraduate degrees posted:

Degree Year	Summer	Fall	Spring	Total
FY 2016	255	479	1066	1800
FY 2017	245	480	1048	1773
FY 2018	234	471	960	1665

Quick Reference Financial Aid Data

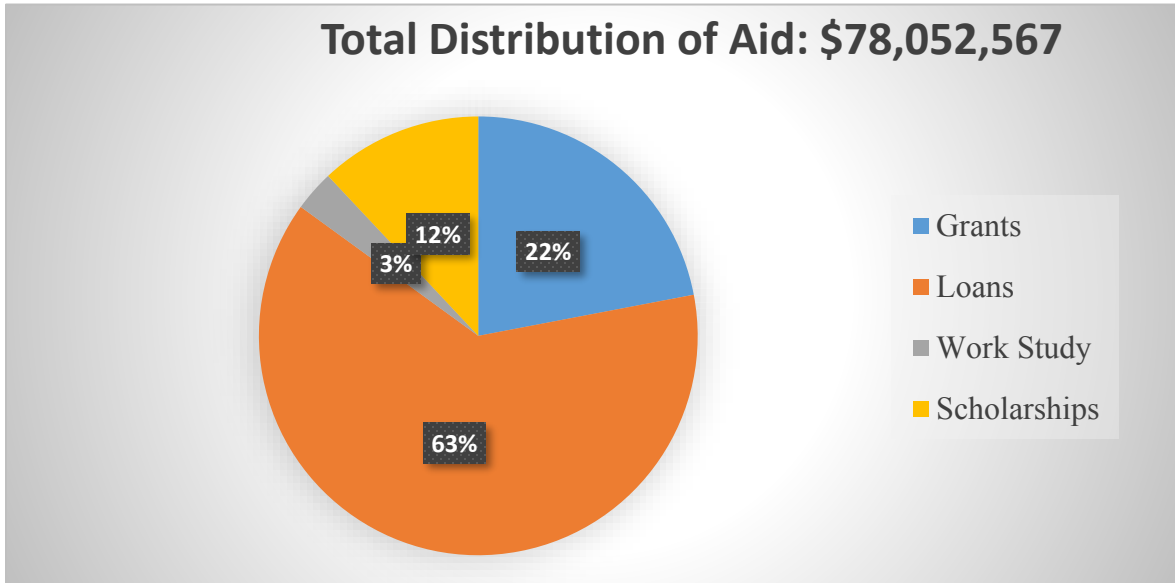
- Number of students who applied for financial aid: 11,569
- Number of students who received some form of financial aid: 7238 for a total amount of \$78,052,567
- Number of students who received a scholarship: 2811 for a total amount of \$9,001,456
- Number of students who received a grant: 3700 for a total amount of \$17,402,941
- Number of students who received a student loan: 5091 for a total amount of \$49,478,519

Financial Aid Services Award Snapshot

GRANTS						
Year	Pell	State	Teach	SEOG	Other	Total
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
2015-2016	\$8,119,409	\$4,422,887	\$131,830	\$187,402	\$3,023,337	\$15,844,865

LOANS						
Year	Subsidized	Unsubsidized	Perkins	PLUS	MN SELF	Other
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
2015-2016	\$14,868,628	\$19,556,838	\$373,244	\$4,009,325	\$5,284,898	\$9,591,443

Year	Loans	Work Study	Scholarship	Total
2017-2018	\$49,478,519	\$2,169,562	\$9,001,546	\$78,052,567
2016-2017	\$51,026,591	\$2,038,480	\$8,416,033	\$76,934,046
2015-2016	\$53,684,376	\$1,823,714	\$8,577,518	\$79,888,377





Warrior Success Center



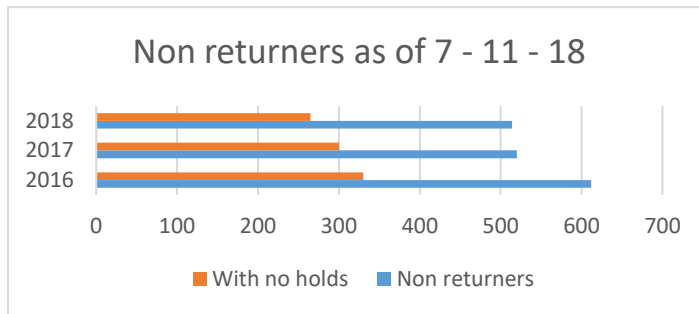
Warrior Success Center Annual Report

2017-2018 Academic Year

Prepared by: Ron Strege, Director of the Warrior Success Center

2017-18 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.

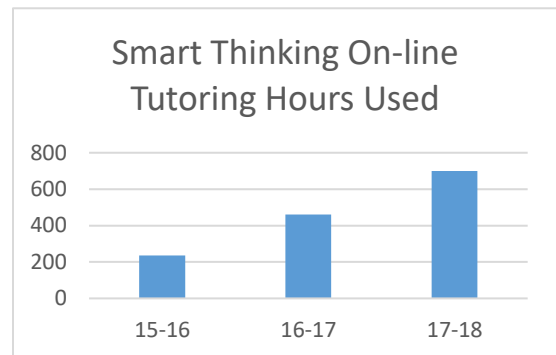


Tutoring Success:

The number of students using tutoring and total contact hours remained largely stable.

	15-16	16-17	17-18
Contact Hours	18,586	20,036	19,818

Number of Students Using Academic Assistance			
Years	15-16	16-17	17-18
Number of students attending SI	924	801	892
Number of students using tutoring	1101	1175	1112



Based on data, it was decided to not offer drop-in tutoring on Sundays and instead staff more heavily during our peak hours from 2-5 pm Monday through Thursday. The ethnicity of students using tutoring is proportional to the overall WSU population with 84.5% of those using tutoring being White. 68.6% of the students using tutoring are female, which is higher than the overall WSU population rate of 63.9% female. Student usage of online tutoring is growing rapidly. This service is especially useful for online students and those taking courses at remote campuses, as well as expanding tutoring availability to 24/7 for all our students. The System Office has chosen a new vendor and the transition to Tutor.com will be finalized in September.

Attendance with our Supplemental to Instruction Program continues to be correlated with positive grade outcomes. For example, here are grades earned in one of the A&P II lectures spring semester.

Effects of SI Attendance

Grade Recorded	0 sessions	1-4 sessions	5-8 sessions	9+ sessions
A	1	1	2	32
B	6	15	2	27
C	5	12	2	4
D	3	2	1	0
F	3	0	0	0
	18	30	7	63
GPA:	2.1	2.50	2.71	3.44

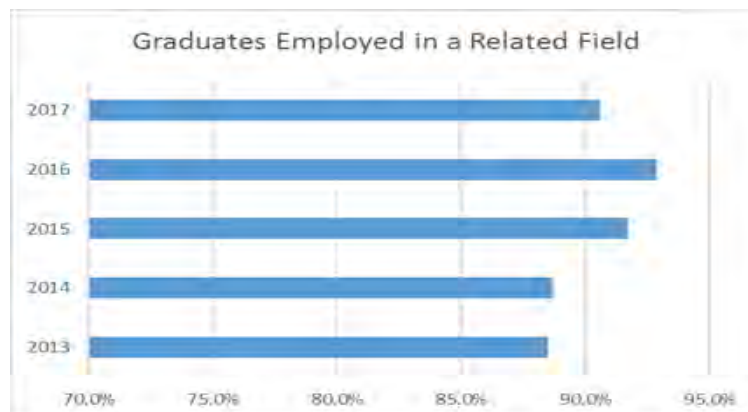
Career Services Success:

Career Assessments, Advising & Presentations: 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.

A component of the On-Campus Recruiting program, the five career-related fairs offer students access to hiring representatives and admissions counselors. Career Services collaborates with both on-campus departments and other institutions to offer these career fairs. All off-campus fairs have created consortium agreements to offer larger events that provide greater access to employers across the state and at a national level.

Attendance	FY18		FY17		FY16		FY15	
	Students	Employers	Students	Employers	Students	Employers	Students	Employers
WSU Career Expo(s)	396	69	394	99	255	80	301	66
WSU Summer Opportunities Fair	107	40	171	52	184	46	67	41
WSU Part-Time Job Fair (new in 2016)	386	26	366	22	257	24	N/A	N/A
WSU Major/Career Exploration Fair	410	N/A	413	N/A	513	N/A	395	N/A

WSU Graduates find jobs! Of all 2016-2017 Graduates, 90.53% were employed in a field related to their major.



Access Services Success

Despite the general population of new students declining at WSU, the number of academic accommodations requested by students registered with Access Services increased this year by 15.5% over last year.

Access Services	FY17	FY18
Students Served	354	379
Students registered	533	560
Classes Accommodated	1515	1748
Tests Proctored	1699	1992

WSU Access Services in coordination with Mayo Clinic and St. Mary’s University of MN completed the first Career Networking Day for students with disabilities on Sept. 22, 2017. Dawn Kirchner (Mayo Clinic), DeAnna Goddard from WSU Career Services, Nancy Dumke, 5 WSU students.

Three Access Services students were featured on the WSU website “This is WSU” – Advocating for Success and Facing Life’s Challenges – including Rachel Williams-Belter.

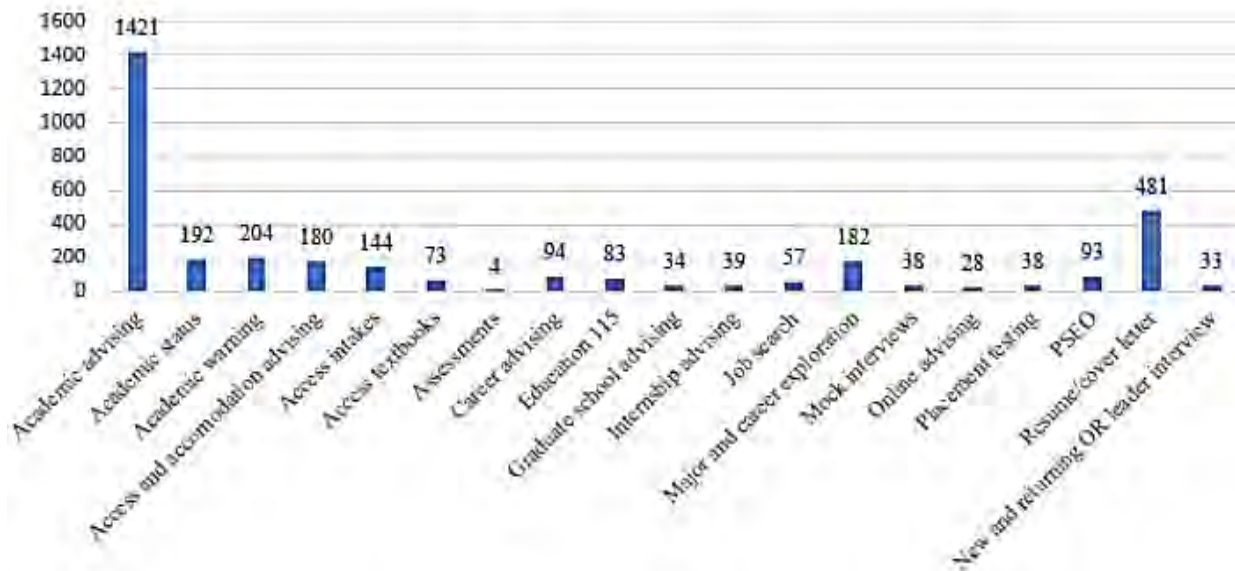
Several graduating seniors thanked Access Services staff members for their assistance over the years. One is going on to Dental School. That student had tried college before and had not used Access Services. They said that this time they were successful because they used Access Services.

Advising Success

Advising services at WSU has always been a strength for the unit and that continued in 17-18. Highlights include, revamping the orientation, advising, and registration for Post-Secondary Education Option (PSEO) students. The timetable was moved up for returning and new PSEO students and the orientation focused more on developing a sense of belonging to WSU. Feedback from students, parents, and staff was all positive. Especially of note, there was more availability in classes for PSEO students.

Advising services also provided several professional development opportunities to Faculty Advisors throughout the year that were well attended. These development opportunities (Advising 101, Online Advising) paired with changes to our Advising web page facilitated by the Advising Task Force have provided essential retention tools for our Faculty Advisors.

WSC Visits by Reason (Total n = 3418)



Recommendations for Improvements:

- WSU's commitment to tutoring has been reduced by more \$35,000 since 2015 resulting in 115 less tutoring hours per week. Reduced availability to tutoring does not reflect a commitment by the university to increase retention.

Anticipated Needs for 2018-19

- Continued intuitional support from administration, faculty, and staff to improve retention.
- With a retirement in Access Services, we will be able to consider changes to structure of the unit.

Goals for 2018 – 19

- Change our early warning system; coordinate and track at risk student's success.
- Connect with teaching faculty to reframe student engagement.
- Successful hire in Access Services.



Appendices

Appendix A

Fast Facts

Appendix B

Warrior Debate

Appendix C

TED Talk Tuesday

Appendix D

WSU Strategic Enrollment Plan Report Card

Appendix E

Student Life & Development Goals

Appendix A

Fast Facts

Winona State University Fast Facts 2017 - 2018

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, 74 baccalaureate, 20 master's, 6 doctoral, 2 education specialist, 18 graduate certificate

338 full-time and
188 part-time
Instructional Faculty

STUDENT-TO-FACULTY RATIO:
18 to 1



13

NCAA Division II
athletic teams

Average
class size: 28

ENROLLMENT (FALL 30TH DAY) 7,970 (FTE 7,164)

Undergraduates 7,448 (FTE 6,839) Graduate Students 522 (FTE 326)

New Student Profile

New Entering First-Year Students	1,610 (FTE 1,612)
Average ACT (composite mean)	22.6
Average High School GPA	3.35
Minnesota residents	68%
Wisconsin residents	25%
New Entering Transfer Students	566 (FTE 456)
New Graduate Students (Degree Seeking)	108 (FTE 77)
Winona Campus	7,115 (FTE 6,618)
Rochester Campus	853 (FTE 545)



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, Summer 2016 - Spring 2017)

Associate degrees	53
Bachelor's degrees	1,738
Master's degrees	93
Doctoral degrees	19
Graduate Certificates	38



Post-Graduation Success (for the Class of 2015-2016)

Continuing education 12.0%

Employed among those available for employment (full- or part-time) 96.7%

Employed in fields related to degrees earned among those employed 93.2%

STUDENT CHARACTERISTICS

Sex Female 63.9% Male 36.0%

Race/Ethnicity White 84.7%, Hispanic/Latino 3.2%, African American 3.1%, Asian American 2.3%, More than one race 2.6%, Native American & Pacific/Hawaii Islanders <1%, Int'l 3.2%, Other and unknown 0.7%

First Generation Students 40.8%

Post-Traditional Students (age 25+) 15.5%

International 254 from 48 countries, including: China (45), Taiwan (30), Republic of Korea (25), Saudi Arabia (22), Nepal (18), Japan (15)

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

Popular Graduate Majors: Nursing, Counselor Education, Leadership Education



FINANCIAL AID (among students enrolled in Fall 2016-Summer 2017)

Received some form of financial aid

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

94.5% of first-time first-year undergraduate students

81.5% of all undergraduate students

68.6% of all graduate students



Three-year student loan default rate (for the class of 2013-14) 4.1%

COST OF ATTENDANCE (estimate for 2017-2018 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 \$6,980 / Out of State \$10,520

Fees Undergraduate \$1,032 / Graduate \$702

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: \$8,730 Books = \$900 Transportation = \$640 Personal = \$2,000 Loan Fees = \$120



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



Appendix B

Warrior Debates

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.

Winona State University

Title: Kneeling during the National Anthem: Is this effective protest?


Name(s) of Debaters(s): Elijah Norris-Holliday, Jack Smyth, Elizabeth Casey, Ben Ellgen

Monday, October 23, 2017, 7pm, Phelps TV Studio

Number of people signed in:	43
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DATE: Monday, October 23, 2017 TIME: 7:00 P.M.

WARRIOR DEBATE #5:



Kneeling during the National Anthem: Is this effective protest?

The WARRIOR Debate "Kneeling during the National Anthem: Is this effective protest?" 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.

ALL ARE WELCOME! LOCATION: PHELPS TV STUDIO

SHOW UP • LISTEN • ENGAGE

Winona State University

Title: Fewer Guns Would Create a Safer Society

Name(s) of Debaters(s): Remington Schmidt, Connor Taylor, Columba Loniello, Ismaila Diop

Tuesday, March 20, 2018, 7pm, Phelps TV Studio

Number of people signed in:	28	Number of Live Streamers	245
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DATE: Tuesday, March 20, 2018 TIME: 7:00 P.M.

WARRIOR DEBATE #6:



Fewer Guns would create a Safer Society

The WARRIOR Debate "Fewer guns would create a safer society" 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.

ALL ARE WELCOME! LOCATION: PHELPS TV STUDIO

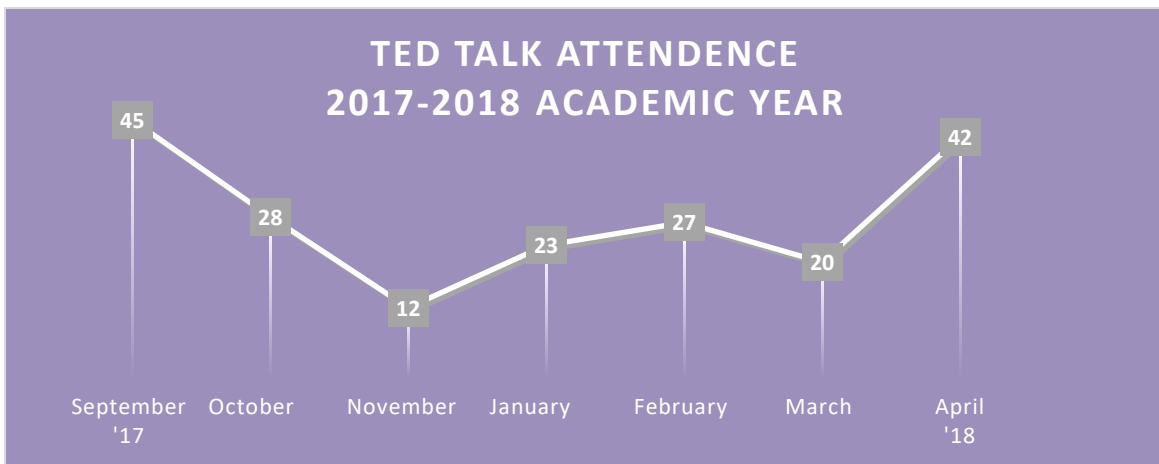
SHOW UP • LISTEN • ENGAGE



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 different life views using a method that delivery's ideas worth sharing.



NOTE:

- Average number of attendees: 28.14
- 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

2017-2018 Academic Year

Date	Title of Ted Talk	#
9/26/17	“A Guerilla Gardener in South Central LA” - Ron Finley Co- Facilitators: Alison Bettin, Jackson Ramsland	45
10/31/17	“My Size, My Body” - Ashley Graham Co- Facilitators: Angel Tarwoe, Hallie Riedel	28
11/28/17	“How Prisons Can Help Inmate’s Live Meaningful Lives” - Dan Pacholke Co- Facilitator: Ivy Kuhn	12
1/30/18	“International Volunteering – Valuable or Vandalism” - Jingting Kang Co-facilitator: Supriya Bhatta	23
02/27/18	“Black Life at the Intersection of Life and Death” - FreeQuency Katwiwa Co-Facilitator: Elijah Norris-Holliday	27
03/27/18	“To Walk a Mile in My Shoes You Must First Take Off Your Own” - Okieriete Onaodowan Co-Facilitator: Brian Stzo	20
04/24/18	“Why Domestic Violence Victims Don’t Leave” - Leslie Morgan Steiner Co-Facilitators: Raquel Taylor, Jennifer Manglos	42



Appendix D

Strategic Enrollment Plan Report Card

WSU 2015-2020 Strategic Enrollment Plan (SEP) Report Card Spring 2018

Goal	Target in SEP	Success Measure	Year 1	Year 2	Year 3	Change	Assessment
1. Diversify enrollment by increasing underrepresented populations and maintain traditional student base.							
		<i>Enrollment Trends</i>	Fall 2015	Fall 2016	Fall 2017	3-Year Change	
1A.	1700 NEF in Fall 2016	Count of Fall-entering new freshmen (NEF)	1638	1585	1610	-28 (Growth Rate of -1.7%)	Need continuous progress.
1A.	650 NET in Fall 2016; Grow 3% annually	Count of Fall-entering new transfers (NET)	602	562	566	-36 (Growth Rate of -6.0%)	Need continuous progress.
1A.2	(No specific target was identified.)	Count of Wisconsin students in the total enrollment of Fall-entering new freshmen	416	459	397	-19 (Growth Rate of -4.6%)	Need continuous progress.
1B.	Grow students of color 3% annually; reach 11-12% in total enrollment by 2020	Count and percentage of students of color in the total enrollment	832 (9.8%)	859 (10.6%)	911 (11.4%)	+79 (growth rate of +9.5%; +1.6% in all enrollment)	Achieved the goal
1C.	Grow Int'l Students 3% annually	Count and percentage of international students in the total enrollment	276	273	254	-22 (growth rate of -8.0%)	Need continuous progress.
2. Increase student retention rates to include timely progression to degree completion.							
		<i>Fourth-Year Graduation Rate</i>	Fall 2011 NEF Cohort	Fall 2012 NEF Cohort	Fall 2013 NEF Cohort	3-Year Change	
2A.	Increase 4th year graduation rate by 5% by FY 2018	Fourth-year graduation rate of Fall-entering new freshman cohort	37.6%	38.0%	38.3%	+0.7%	Need continuous progress.

Goal	ITarget in SEP	Success Measure	Year 1	Year 2	Year 3	Change	Assessment
		<i>Fifth-Year Graduation Rate</i>	Fall 2010 NEF Cohort	Fall 2011 NEF Cohort	Fall 2012 NEF Cohort	3-Year Change	
2.A.	<i>Suggested as relevant to 2.A.</i>	Fifth-year graduate rate of Fall-entering new freshmen cohort	55.0%	56.4%	59.4%	+4.4%	Progress made.
2.A.	<i>Suggested as relevant to 2.A.</i>	Fifth-year graduate of Fall entering new student-of-color freshmen cohort	47.9%	40.6%	44.9%	-3.0%	Achievement gap expanded. Need continuous progress.
		<i>Time to Bachelor's Degree/ or Graduates Who Came Into WSU as New Freshmen</i>	AY2015 Graduating Class	AV2016 Graduating Class	AV2017 Graduating Class	3-Year Change	
2.A.	<i>Suggested as relevant to 2.A.</i>	# of terms enrolled (excluding summer)	8.59	8.61	8.59	0	Consistent with the graduate rates.
2.A.	<i>Suggested as relevant to 2.A.</i>	# of credit hours completed at the time of graduation (including transferred credits)	135.6	135.3	135.3	-0.3	Consistent with the graduate rates.
		<i>First-Year Retention</i>	Fall 2014 NEF Cohort	Fall 2015 NEF Cohort	Fa/I 2016 NEF Cohort	3-Year Change	
2.B.	Increase 1 st year retention rate to 80% by 2018	First-year retention rate of Fall-entering new freshman cohort	80.1%	77.1%	77.2%	-2.9%	Need continuous progress.
2.C.	Increase students of color 1 st year retention rate by 5% by 2018	First-year retention rate of Fall-entering new student-of-color freshman cohort	72.3%	68.8%	68.7%	-3.6%	Achievement gap expanded. Need continuous progress.
		<i>Advising Survey</i>	Fall 2015	Fall 2016	Fall 2017	3-Year Change	
2.D.	"Increase consistency in advising experience"	Overall satisfaction with academic advising - Percentage reported "very satisfied"	57.3%	58.6%	59.9%	+2.6%	Progress made.

Goal	Target in SEP	Success Measure	Year 1	Year 2	Year 3	Change	Assessment
3. Create a Strategic Enrollment Plan (SEP) for WSU-Rochester (WSU-R).							
Overall	Develop a SEP for WSU-R	A complete SEP for WSU-Rochester	A VP Jeanine Gangness shared "Recruitment and Enrollment Planning - January 27, 2017" (or "WSU-R Plan")				Achieved the goal.
		<i>Application Trends</i>	FY2016	FY2017	FY2018	3-Year Change	
WSU-R Plan Objective 1.	Increase WSU-R undergraduate Fall & Spring application by 10%	Count of undergraduate applications for WSU-R (incl. summer, fall, spring; incl. degree and non-degree seekers)	718	661	645	-73 (growth rate of -10%)	Need continuous progress.
		<i>Application Trends</i>	FY2015	FY2016	FY2017	3-Year Change	
WSU-R Plan Objective 1.	Increase WSU-R graduate Fall & Spring application by 10%	Count of graduate applications for WSU-R submitted from July 1 through June 30 (incl. complete & incomplete, summer, fall, spring; incl. degree and non-degree seekers)	576	656	672	+96 (growth rate of +17%)	Progress made.
		<i>Enrollment Trends</i>	FY2006	FY2007	FY2008	3-Year Change	
WSU-R Plan Objective 2.	Increase WSU-R undergraduate Fall & Spring enrollment by 10%	Distinct headcount of undergraduate students enrolled at WSU-R	840	821	725	115 (growth rate of 14%)	Need continuous progress.
WSU-R Plan Objective 2.	Increase WSU-R graduate Fall & Spring enrollment by 10%	Distinct headcount of graduate students enrolled at WSU-R	329	279	270	-59 (growth rate of 18%)	Need continuous progress.



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:

A culture of evidence that informs decisions for programming, processes, and services that elevate students' success and completion.

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

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