

2017

Annual Report 2016-2017: Student Life & Development

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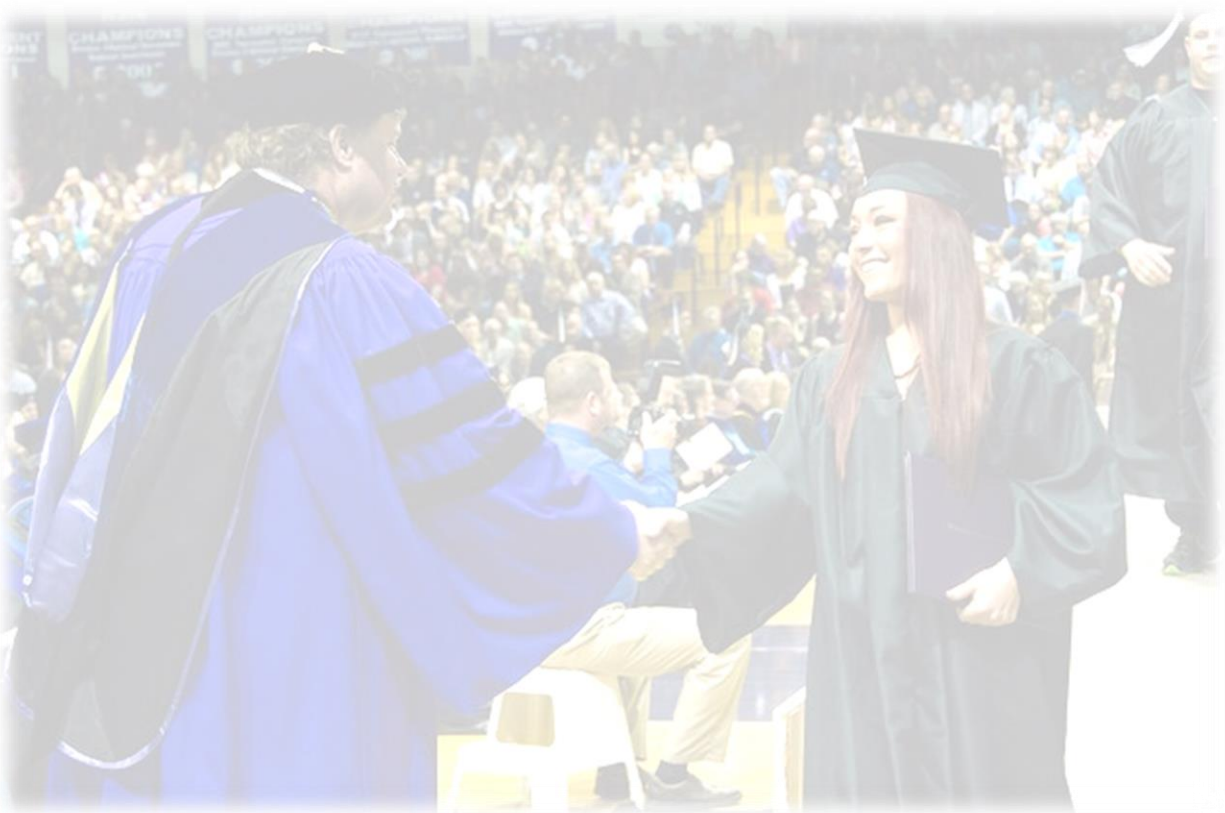
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**Division of Student Life & Development
Annual Report
2016-2017**

Winona State University

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Executive Summary

Mission: *The Division of Student Life and Development will meet and exceed the expectations of students in ways that connect meaningful experiences while earning a degree.*

Vision: *The Division of Student Life and Development aligns high quality comprehensive academic and co-curricular programming to engage and support students timely progression toward degree completion.*

Core Values:

- *Integrated co-curricular programming to enhance the academic experience*
- *Respect and recognize diverse cultural experiences, values, traditions, and beliefs*
- *Model civil discourse in communication of thoughts and ideas*
- *Pursuit of continued growth and balance in the seven dimensions of wellness*

At a glance the 2016 - 17 Academic Year was full of opportunities that engaged students and the university community in meaningful ways. Throughout this document you will see how Student Life and Development (SLD) professionals support students towards timely degree completion. Also, you will see the SLD team engaged in forward thinking around recruitment touch points, examining and streamlining business practices, the development of major maps as an advising tool, and improving retention initiatives.

Fall 30th day enrollment is recorded as 8,128 (FTE 7,349). Of which undergraduates headcount represents 7,657 (FTE 7,051) and graduate students headcount represent 471 (FTE 297). Overall, Fall 2016 enrollment decreased in headcount by 4.2% and FTE down by 4.7% from the previous Fall.

Enrollment	Headcount Fall 2016	FTE Fall 2016	Headcount Fall 2015	FTE Fall 2015
Undergraduate	7,657	7,051	8,011	7,403
Graduate	471	297	475	305
Total	8,128	7,349	8,486	7,708

Ethnicity/Race	Fall 2016		Fall 2015	
	#	%	#	%
White	6,929	85.3%	7,297	86.0%
Students of Color	858	10.7%	831	9.8%
International	273	3.4%	276	3.3%
Unknown	68	0.8%	82	1%

Gender	Fall 2016		Fall 2015	
	#	%	#	%
Female	5,134	63.2%	5,256	61.9%
Male	2,984	36.7%	3,218	37.9%

Note: Data cited above provided by the Institutional Planning, Assessment and Research at Winona State University (WSU-IPAR)

Sixty percent of first-time, full-time, first-year students receive some form of Financial Aid. Second-year retention rate for the Fall 2015 first-year cohort is 77%. The six-year graduation rate is 59%.

Popular Undergraduate majors continue to be Nursing, Business Administration, Biology, Education/K-12, Exercise Science, Social Work, Psychology, and Computer Science.

With an eye toward stabilizing and increasing enrollment, a combination of strategic interventions has the University optimistic that enrollment trends will gradually shift upward. Although a significant positive shift may appear ambitious, there are many reasons to believe recruitment and retention efforts will produce attainable results for Winona State.

The good news is over 8,000 students chose Winona State University. We continue to pursue efforts that ensure students have an exceptional academic and co-curricular experience within our “*community of learners committed to improving the world.*”

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

- StarRez Housing Module designed to automate the housing application experience and integrated campus services. This software solution promises to enhance workflow and the student experience. Roll out scheduled for Fall 2017
- Student Senate was actively engaged in the selection and implementation of Involvio as a web-based tool that facilitates student’s engagement with campus events, student clubs and organizations, and learning opportunities outside of classroom. Rollout scheduled for Fall 2017.
- PDF versions of Major Maps (pathways to degree completion) premiered during June registration and posted to the campus catalog. Engaged appropriate stakeholders in the process as we move toward a user friendly software solution.
- Einstein Bagels in the Darrel Kruger Library in Spring 2017 increased library usage.

Collaboration

- E-Service- online transcript ordering and management possible through a partnership with the National Student Clearinghouse. Launched Summer 2017.
- Extended counseling services to WSU-Rochester Campus and Minnesota State South East College
- Warrior Debates are held twice a year – one in the Fall and another Spring semester. The topics are based on trending social issues, students self-select to be on teams of two with a moderator. Made possible due to the energy and talent of a cross functional team of professionals and students
- Warrior Success Center and Residence Life implemented new and improved system of reaching out to students who did not re-enroll for subsequent semesters.
- Continued partnership with Chartwells as campus dining provider. Several upgraded food options were introduced in strategic locations.
- WSU was approached by Mayo Clinic to participate in the first ever Career Networking Day for students with disabilities.
- Counseling and Wellness Center hosted the Minnesota State Universities Counseling Association Conference.

Co-Curricular Programming

- HOPE Academy, a co-ed 10-day summer residential program, designed for under-represented, under-served high school students.
- The Cash Cart Program was developed and will launch Fall 2017, the program puts a Financial Aid Counselor who picks up students in a golf cart between classes and quizzes them on Financial Literacy topics.
- Health & Wellness Services collaborated with HERS to create a study abroad program in Thailand focused on global health our first cohort was 19 students.

Big Ideas

- Click to Commit campaign as a yield enhancement strategy for new entering Fall 2017 cohort
- Use of text messaging to enhance touch points for new and returning students
- Repurposed space for a campus food shelf to address food insecurity. “Warrior Cupboard” Grand Opening Fall 2017.
- Full implementation of online advising, information resources which include faculty advising tool kit and training videos.
- First Panda Express operation on Minnesota State System Campus. Scheduled to open Fall 2017.
- Entered into a partnership with Royall and Company to strategically shape quality and quantity of Fall 2018 new entering student cohorts.

Personnel

- Announced new Director for Undergraduate Admissions – Brian Jicinsky, Director for Warrior Success Center – Ron Strege, and new Assistant Director for Student Activities for Greek Life and Leadership – Lindsay Marosi-Kramer
- Retirement of long time employees: Carl Stange - Director for Undergraduate Admissions, Dr. Barbara Oertel – Director for Warrior Success Center, Carol Ziehlsdorf – Associate Director for Admissions/Transfer Coordinator
- Resignations across the division

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“In the end, people are persuaded not by what we say, but by what they understand”
~ John C. Maxwell



Department Reports





Admissions



Admissions Annual Report 2016-2017 Academic Year

Prepared by:

Brian Jicinsky, Director of Admission
Sarah Curtin, Assistant Director/Admission Counselor
Sue Eckerson, Assistant Director/Admission Counselor

WSU Undergraduate Admissions Annual Report 2016-2017

Direct relation to specific items on the Enrollment Management Strategic Plan noted in parentheses.

Our continuing story is change, and this past year has been no exception! Staff and director positions have changed, use of technology has increased, and combined efforts with partners and stakeholders on and off campus have evolved. We altered, added and eliminated some programming, adjusting to budget constraints while increasing communications and attempting to tap new markets.

Personnel

Since last September, Admissions has replaced two freshman admissions counselors and one transfer assistant. Most important, our long-time director and associate director, Carl Stange and Carol Ziehlsdorf, retired in the spring. We have lost skilled and experienced people, but trust that our new director, Brian Jicinsky, will bring fresh perspective and inspire new recruitment energy for the coming year.

As a result of Carl's retirement, WSU has a new scholarship fund established in his name. Admissions staff will select recipients with preference to students from traditionally underrepresented populations. *(Related to Strategic Plan item 1.A:4)* Challenges resulting from Carl's retirement remain related to campus mascot services, though Sarah Curtin has taken over Carl's veterans certifying officer duties.

Technology Use *(This section related to Strategic Plan items 1.A:1 and 1.A:5)*

Though we are familiar with CRM-managed communications and associated events modules, Admissions ventured into text messaging for the first time this past year. We also introduced admitted students to a "Click to Commit" campaign, asking them to go online to show their intent to enroll for Fall 2017. This was well received, with approximately 1,300 responses to date.

WSU Marketing and Communications continues to support our efforts with admissions-related student bloggers, Facebook and other social media outreach, and digital advertising. With their help, our Spring Showcase event included a special Snapchat filter so visitors could

announce their participation. Admissions counselors assisted with a drone video campus tour last summer and look forward to using a new professionally produced student testimonial video. In Spring 2017 we increased admitted student email messaging efforts to include parents in a weekly series highlighting topics such as new technology tools for students, things to do in Winona, financial assistance, student involvement opportunities, and other messages to build excitement and readiness for move-in day.

Partnerships On and Off Campus

Admissions partnered on a Phi Theta Kappa outreach, inviting outstanding area community college students to visit WSU for a luncheon with tours and information. We look forward to repeating and building on that experience and other efforts to enhance our visibility at two year institutions in the region. *(Relates to Strategic Plan 1.A:5)*

Special group visit requests have significantly increased to the point that this year we began to track student contacts separately coming from that source. Approximately 500 high school students toured WSU through group visits between July 1 and June 1. Beyond admissions talk and campus tours, our group visits now regularly include a student panel, Inclusion & Diversity office contact, and Student Support Services information. *(Relates to Strategic Plan 1.A:1 and 1.C:9, 1.C:10).*

In the past year a number of WSU Academic departments and deans have stepped up to assist Admissions with their information and outreach to prospective students. Admissions is now sending admitted students personalized letters from college deans. Some departments are mailing additional postcards or letters. Others are using email messaging to promote opportunities. *(Relates to Strategic Plan items 1.A:1, 1.A:2, and 1.A:5)*

Also on campus, the student tour guide Ambassadors organization has increased incentives for participation. They have begun a tracking system which monitors tour guide activity. This will allow recognition for outstanding participation that could be included on the student's resume. Ambassadors have designated a liaison officer to coordinate with WSU's KEAP Center on future collaborations. *(Relates to Strategic Plan item 1.C:3)* The Ambassadors are also seeking permission to have honor cords at graduation to recognize their service.

Measurable Outcomes

Tracking student contact from various sources is a challenge, especially as some contacts arise from web-site and social media activity indirectly related to recruitment. Notable points this past year:

- Contacts from on-campus individual/group visits and minority recruitment fairs continue to climb.
- Counts from High School Day visits are significantly down; suggests data entry coding error and/or new counselors unaware of data tracking requirements.
- No count from WI open house and off campus receptions, as budget prevented us from offering these in 2016-17.
- Numbers of pending applications and pending appeals were down, indicating better response times and more effective communication.

Event	Year 2013-14	Year 2014-15	Year 2015-16	Year 2016-17	Year 2017-18
Alumni College Night	59	167	124	64	
Campus Visit	3,023	3118	3100	3606	
College Night (MEF & WEF)	1933	3036	2681	2322	
FAIR-Minneapolis	2239*	1417	1342	1491	
FAIR-Minority	134	54	522	692	
Group Visits				493	
High School Day Visit	2001	1669	2405	442	
Preview Day	200	226	225	231~	
Open House MN	486	645	537	206	
Open House WI	95	42	87		
Receptions	35	58	33	0	
Saturday Visit **	371	435	499	346	
Spring Showcase	147	119	141	131	
HS Grad Year 2014	8				
HS Grad Year 2015	136	18			
HS Grad Year 2016	1	96	3		
HS Grad Year 2017		1	127	6	
HS Grad Year 2018			6	108	
HS Grad Year 2019				12	
HS Grad Year 2020				1	
Transfer Students	2	4	5	4	
Summer Showcase	252	169	260	227	114
VIP Page Contact	5502	4077	4572	4282	
Click To Commit Responses				1497	
Emails Sent			538488	852,996	
Texts Sent				3742	
<ul style="list-style-type: none"> • Increased Letters - Sending Letters from Deans of the College, Department, and a Certificate of Admission • Increased Emails - Sending from Departments, programs, Financial Aid, and weekly emails to admitted students starting first week in May. • Sent out Wazoo Insert in Admit Letter which asked them to Post a pic and share your #Future Warrior Status. If spotted, entered into monthly drawing for WSU gear! Askes student to start connecting by joining the Winona State University - Class of 2021 Facebook group and hear from current students on a blog. 					
* College Fairs were Combined -					
**Added up from Outlook Calendar					
~Walk-in's Not Counted					



Community Engagement



Community Engagement Annual Report 2016-2017 Academic Year

Prepared by:
Kendra Weber, Director of Student & Community Engagement

WSU's mission statement is "A Community of Learners, Improving our World." This mission is accomplished by students, faculty and staff engaging with one another and broader Winona community to provide learning opportunities and outcomes. As a Carnegie classified "engaged campus," WSU is committed to providing service to our community through these learning opportunities. This work is done by nearly every department and unit on campus, as well as individual staff, faculty members and students—but it has traditionally been difficult to report on and quantify these efforts, since they are de-centralized.

Efforts are now underway to capture, record and evaluate these points of engagement and service, so that we can better reflect the value WSU brings to the Winona community and the learning outcomes which are achieved through community engagement.

Evidence of Success

- Three major projects—Fall 2016 - Summer 2017:
 - Development & roll out of Community Engaged & Service Learning course designators (Knowledge, Outcome 1)
 - Landlord & neighbor relationships strengthened through meetings and proactive information sharing to help manage expectations and student behavior (Personal and Social Responsibility, Outcome 1)
 - University theme teams support (3 years' worth—current, future and prospective) (Creative & Critical Thinking, Outcomes 1 & 2)
- Type of programming provided:
 - Community Service: Good Neighbors—15 clubs & organizations, Homecoming Clean Sweep—85 students (Personal & Social Responsibility, Outcome 1 & 2)
 - Support for other volunteer & service opportunities on and off campus
 - Support for faculty seeking to incorporate community engagement/service learning into their course(s) (Personal & Social Responsibility, Outcome 3)
- Participants
 - Individual students, student clubs & organizations
 - Faculty members, departments

- Outcome:
 - Retention—service learning & community engagement are “high impact practices” which have a demonstrated positive effect on retention (source: <https://www.aacu.org/resources/high-impact-practices>)
- SMART Goals for 2017-18 (Specific – Measurable – Attainable – Reachable – Timeline)
 - Complete a self-assessment study of engagement work at WSU, to establish a baseline of information from which to determine strategic improvements, focused on Carnegie re-application (due in 2023)
 - Community relations strategic plan implementation, in coordination with Institutional Advancement & Marketing/Communications
 - Increase the number of Community Engaged/Service Learning courses designated in the University catalog by Spring 2018

“Obstacles are those frightful things you see when you take your eyes off the goal.”

~ Hannah Moore



Conduct & Citizenship



**Student Conduct Annual Report
2016-2017 Academic Year**

Prepared by:

Alex Kromminga, Director of Conduct and Citizenship

Listed below are the highlights of what I have done or been a part of for the past year.

New or Enhanced Reporting Forms:

- Academic Misconduct Referral Form
- Student Conduct Report Form
- BAIT Form
- Confidential Report Form for Sexual Misconduct, Dating/Relationship Violence, Stalking
- I Witnessed Report
- Emotional Support Animal Request Form
- Security Incident Report
- Alarm Report for Facilities
- Missing Person & Check Welfare Report
- Residence Hall Fire & Safety Report
- CSA REPORT FORM
- Krueger Library Concerning Person Incident Reporting Form

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



Counseling & Wellness Services



**Counseling & Wellness Services Annual Report
2016-2017 Academic Year**

Prepared by:
Benedict Ezeoke, Director of Counseling & Wellness

This has been an exciting and interesting year in different forms. Being my first year as the director of counseling and wellness, it has been an observing and a learning year for me. As a person who believes so much in procedure and tradition, I tried as much as possible to learn and imbibed the culture of the counseling department in particular and that of Winona State University (WSU) in general. Settling down has not been too easy but gradually and steadily we reached the end of my first year. Thanks to the administrators and staff for the roles, they played in cushioning the stress of the process for me.

My journey in WSU started with the core leadership meeting of students' life and development, (SLD) which took place a day after I assumed office and continued every Month of the past year. We attended the SLD section retreat in the summer and participated in welcoming the new students and their families with engaging presentations on the services we provide.

We observed our weekly departmental meetings where we discussed the weekly agenda, especially on how best to operate as a team in order to maximize productivity. We also used our meeting time slots for some professional development activities like clinical presentations, case management and sometimes, watched clinical and mental health webinars to refresh and improve skills, but also to rapport with one another in the form of team building. Our staff also attended external conferences and presentations as part of professional development.

As counselors, we enjoyed and derived immeasurable joy seeing students on one-on-one counseling sessions and we had good doses of that this year. We also floated some sessions of group counseling since some of our students preferred the group setting to one on one. We reviewed and updated all the clinical forms, existing procedures and practices making sure that they were all in-line with ethics of good practices and as well accommodated some other internal domestic issues that enhanced and ensured best services to our students.

We improved on our time usage, allotting more time to actual counseling sessions and by so doing reduced the waiting period for students and still have ample time for other activities like outreach within and outside the community.

We established a new intern procedure and protocol, emphasizing activities that would avail our internship candidates' optimal training experience in our department. The highlight of

the new procedure was availing the interns the opportunity of drawing from the wells of knowledge of the entire staff over and above that of the assigned supervisor by creating more opportunities for them to present to the entire clinical staff and receiving feedbacks and critiques. This led to positively expanding their clinical repertoire, while we maintained high quality of training which ensured reliable services to our students.

The year saw a successful resolution of the problem of extending counseling services to both the Rochester campus of WSU and Minnesota State South East College. Two members of our staff were assigned to the institutions and they provided them with services, which include direct counseling services, presentations and general psycho-education to increase awareness of the importance of counseling in the students' general and academic development.

We hosted successfully, Minnesota State University Counseling Association conference. We used the occasion of the conference to interact with other colleges and Universities within the state rubbing minds together on how best to conduct the affairs of our students. The conference was a huge success and attendees were all full of praises for both the impeccable arrangements and the richness of the contents.

We conducted series of team building activities to boost the team spirit of the department. We believed that together we could achieve more, we took advantage of part of our meeting period for presentations and general discussions creating an enabling environment for members to rapport with one another. Sensitivity issues were discussed, especially as they pertained to intra and extra departmental communications making sure that our staff, colleagues and students were properly treated with respect even during the counseling sessions. This is not just important but necessitated as an important component of the work we do meeting people from different background and worldviews.

The year ended well and our annual goals accomplished. Thanks to the staff and administrators whose hard work and assistance culminated to this huge success. We look forward to a new and brighter year ahead.



Dean of Students



**Dean of Students Annual Report
2016-2017 Academic Year**

Prepared by:
Karen Johnson, Dean of Students

WSU Strategic Framework Theme 1: Student Learning

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

- The WSU student conduct system was designed to be educational, not punitive. For many students, completing this process is one of the most valuable learning experiences of their time in college.
- Student Research and Travel Grants committee member
- Student Senate informal advisor
- Registration Days for new, transfer, and returning students presenter

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

- MN State system office Student Affairs Council member
- WSU Behavioral Assessment and Intervention Team (BAIT) coordinator
- Warrior Cupboard design and construction management
- Student Fee Management Committee (Student Senate) member
- Student Senate first annual Student Leadership Awards committee member
- Presentation to MN State Board of Trustees on Support Services to Adult Students
- PACT sexual assault and bystander intervention training participant with Health & Wellness
- Partners for Prevention (alcohol and substance abuse prevention grant) committee member

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

- Coordination of counseling services to Minnesota State College SE and WSU-Rochester campuses
- Issues Management committee member
- Policies & Procedures committee member
- Campus Compact committee member and participant in civic action planning
- Council of Administrators member
- Legal Issues in Higher Education conference attendee
- IMPAACT – Strategic Planning and Student Learning Outcomes committee member
- Employee searches and hiring – Kate Noelke and Gar Kellom (adjunct, after retirement)
- Business Continuity and Disaster Recovery training participant
- Athletic Appeals Committee member

WSU Strategic Framework Theme 4: Inclusive Excellence

Increase diversity in the university community and embrace a culture of inclusive excellence

- Affirmative Action/Title IX committee member
- Inclusive Excellence committee member
- Coordinated Community Response Team and SVAC (sexual violence and assault prevention) committee member
- MN State Student Affairs & Diversity/Equity conference participant
- Hiring and training diverse employees – Benedict Ezeoke, Director of Counseling and Nhia Yang, Director of Student Support Services

WSU Strategic Framework Theme 5: Relationships

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

- Minnesota State College SE partner with Nate Emerson and Gale Lanning
- MSUAASF Special Initiative Awards transition advisor

- MN State System Office search committee member for System Director for Student Development and Student Services – Paul Shepard
- WSU New Faculty Training presenter
- MN State System Office training participant – Employee Investigations
- IFO Meet & Confer team member
- Campus Evaluation Committee member (Human Resources)
- Assessment and Evaluation meetings with Eri Fujieda and selected departments
- MN State Office of General Counsel meetings and webinar training
- Management Team member representing WSU for negotiations with MSUAASF
- MN State CSAO & CAO webinar participant
- WSU Homecoming Parade Judge
- Orientation Committee member

Supervision of Departments & Staff

Individual department reports are available for each of these listed below. I continue to strive to develop relationships with each employee and to become familiar with their individual roles.

1. Counseling & Wellness Services
2. Health & Wellness Services
3. Integrated Wellness
4. Student Conduct & Citizenship
5. Student & Community Engagement
6. Student Support Services TRIO grant
7. Intramurals
8. Fitness
9. Student Parent Support Initiative (SPSI) – When the Director, Gar Kellom, retired in May, I became the grant Director. With Assistant Director, Debra Hammel, we successfully ran the program this year – see individual year-end report.
10. MNSCU Access, Opportunity & Success Program – WSU again received a MNSCU allocation of \$340,208 to support this program for 2016-17. As the supervisor, I communicate with the MNSCU Liaison, manage the budget, oversee programs associated with our objectives, and indirectly supervise 8 employees, 1 graduate student, 3 student workers, and four programs serving underrepresented students.

Three Major Projects Completed in 2016-17

1. Hired, trained, and coached three new Directors: Benedict Ezeoke, Director of Counseling & Wellness, Kate Noelke, Director of Integrated Wellness, and Nhia Yang, Director of Student Support Services.
2. Successfully directed and facilitated the transfer of the grant program, Student Parent Support Initiative (SPSI) to the College of Education. Although this grant was set to expire in July 2017, it has been extended into next year with minimal funding from the Minnesota Department of Health and supplemental funding from other sources.
3. Successfully managed many serious conduct situations including individual students, Student Senate members, student clubs, and employees.

SMART Goals for 2017-18

1. Work with Long Range Strategic Planning and IMPAACT committees to refine the WSU student learning outcomes, discuss these with SLD Directors, and integrate these into department goals.
2. Participate on Cleary Reporting Team and contribute to discussions on improving the WSU reporting process.
3. Work with Human Resources to disseminate information on the Respectful Workplace policy and ensure that Directors are familiar with the employee conduct policy.
4. Evaluate the purpose and goals of the Access, Opportunity, and Success program at WSU.



Fitness and Wellness



**Fitness & Wellness Center
2016-2017 Academic Year**

Prepared by:
Jeff Reinardy, Director of Fitness & Wellness

I. Describe your three points of Pride:

1. Fitness Center Internship Program. We have had a direct impact on WSU students through our “internship” program. This internship program is for individuals who identify themselves as those with interest in gaining experience in the field of strength and conditioning or personal fitness. This is open to any WSU student and gives them the opportunity to receive experiential learning opportunities in the highly focused area of IWC fitness/ strength & conditioning or at the Morrie Miller sights; Winona Area Schools or Cotter High School. These opportunities give unique expertise to students who have a desire to pursue employment in the realm of colligate strength and conditioning or personal training areas.

2. IWC Fitness facility: The overall operation of the IWC fitness facility is a major accomplishment. We continue to offer programming such as the Wellness Challenge, and personal training, which gives IWC students experiential learning opportunities, and general students and employee’s greater option to develop their individualized wellness path.

Academic Year	IWC Patrons
2016-17	220,424
2015-16	210,124
2014-15	208,243

3. Collaboration with the Morrie Miller Foundation. We had enjoyed a relationship with the Morrie Miller Foundation for several years, and each year, we have been able to expand opportunities for Winona State University Students while also increasing the total funding with the Morrie Miller Foundation. In providing all Fitness/Strength and Conditioning to all Winona area Junior and Senior High Schools, as well as adding Cotter High School in the 2016-17 timeframe, we are responding to greater access demands by providing opportunities for WSU students to receive experiential learning. With a commitment from the Morrie Miller Foundation of over \$70,000, including 1/2 WSU full time Associate Director, 1 Graduate Assistant, and several undergraduate students, I believe this continues to be a great collaborative effort between

Winona State University, the Winona Area Schools and Winona community. Included in this collaboration is Winona High School, Cotter High School, and Winona Middle School.

Academic Year	Student Participants
2016-17	1,100 Plus
2015-16	250 – Summer 250
2014-15	190 – Summer 190

4. Employee Wellness Program: The Employee Wellness Program is a collaborative effort which includes several WSU departments; Fitness Center, HERS, PER and Nursing. The goal of the program is to enhance wellness for participants through offering a personal wellness coach who guides the participant in the direction determined by both parties. The program has been very well received and has been at capacity for participants for each semester. The student trainers received a valuable experience, which gave them the opportunity for “real world” experience. The EWP numbers are primarily based on the number of students who participate in the HERS classes associated with the program. We have always received maximum participation by employees, and always run with a waiting list.

Academic Years	Students	Employees
2016-17	15	35
2015-16	24	49
2014-15	25	49
2013-14	31	74

II. Define goals you need to set for the next review period.

1. We would like to continue to expand on the opportunities that students have to be in direct leadership roles. This has and will continue to take place with our Morrie Miller Foundation collaboration, with programming for employee or student wellness, as well as the area of strength and conditioning. Over the last year, we have had an incredible impact on several students as they expand their experiences and increase their opportunities. I believe that some of the greatest learning experiences come from being placed in leadership rolls where students have the opportunity to be creative, have ownership and are responsible for the overall positive outcome.

2. Working with other departments on the foreseeable issues that the IWC Fitness center may face this fall with due to the number of gym spaces going offline.
3. Expansion of the offerings we can provide in the Integrated Wellness Complex.



Health & Wellness

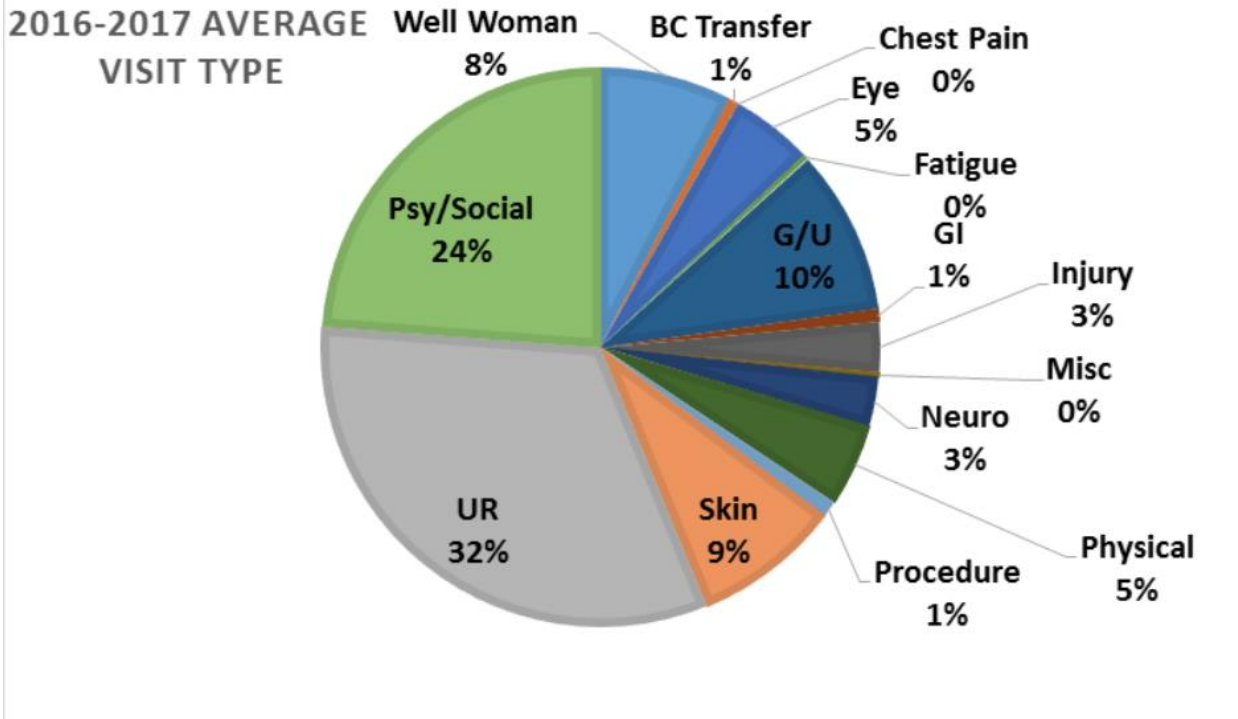


**Health and Wellness Services Annual Report
2016-2017 Academic Year**

Prepared by:
Connie Kamara, Director of Health 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 have become more extensive and more complicated. The department, with support from both Student Senate and Administration, has been approved to hire an additional Nurse Practitioner with a preference for a psych-social emphasis. The search to fill this position will take place in the new academic year.

Meeting the Needs

Ask a Nurse: An efficient, time saving free 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.

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.

Student Engagement Pathways

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

Health & Wellness Advocates:



The Student Health & Wellness Advocate Program is comprised of approximately 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 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. These students are proven leaders and many of them hold leadership positions elsewhere on campus. The current student president of the H&WS Advocate Club was recently elected to the American College Health Services Board where he represents Winona State and conveys the health issues and challenges that his fellow students face.

Wellzine: The *Wellzine* is a WSU Health & Wellness Services publication created for and by our students. In each edition, there are articles, interviews and resources that offer ways in which students can improve their health in each dimension of wellness. **82,519** views since September of 2012.

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. This grant has supported the development of the Winona Partners 4 Prevention, a campus community partnership focused on prevention. This grant and its programming are currently in the beginning phases of implementation.

RE Initiative: RE stands for Recognizing Equality. Gender-based violence can occur because of perceived gender inequalities. The RE Initiative aims to raise awareness and put an end to gender-based violence - domestic violence, dating violence, sexual assault and stalking. This program is co-lead by the Director of Health & Wellness Services, the Director of Women's Gender & Sexuality Studies, the WSU Title IX Officer and our Community Partner, the Winona Women's Resource Center, as well as a

Coordinator. The program receives guidance and oversight from the Department of Justice, Office of Violence Against Women, and is guided by the WSU All-University Sexual Assault



Advisory Committee. During this academic year approximately 2000 students and faculty were trained and several new programs were developed for diverse audiences such as, masculinity, Race, Culture, International and LGBTQ. A climate survey is conducted annually and recent data shows that 22% of respondents had been sexually assaulted in the first semester of the current academic year.

Study Abroad – Thailand Global Health: H&WS partnered the Health Education & Rehabilitative Sciences Academic Department to create a study abroad program focused on global health, specifically amongst vulnerable populations. Our first group of 19 students embarked on this program in May of 2016 and had a very successful trip filled with much learning, insight, and adventure. The next group will be going in 2018.

Additional Funding - Nearly \$1,350,000.00 in supplemental funds secured over the past four years!

- Strategic Prevention Framework Partners for Success (SPF PFS) Grant: “Winona Partners 4 Prevention of Alcohol and Marijuana Use”. February 2015- September 2019 **\$748,296** over the course of the grant.
- Office of Violence against Women Grant to Reduce Sexual Assault, Domestic Violence, Dating Violence and Stalking on Campus. October 2013-October 2016 **\$300,000** over the course of the grant. An additional 3 year grant for **\$300,000** was awarded this academic year and will be in place until September of 2019.
- WSU Foundation Special Projects- **\$12,240** funded 6 projects since Spring 2013, ranging from CPR Instruction to Expanded Use of Technology. An additional **\$7,000** was awarded this academic year as well to cover Alcohol and Other Drug Awareness Efforts.
- 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.
- Bedsider.org & Nurse Practitioners in Women’s Health (NPWH) Grant: “Contraceptive Education Streamlined” December 2014- December 2015 **\$13,000.**



Housing and Residence Life



Housing and Residence Life Annual Report

2016-2017 Academic Year

Prepared by:

Paula Scheevel, Director of Housing & Residence Life

Housing and Residence Life spent the year purchasing and implementing our new housing management software system. We are excited to partner with StarRez, an internationally known leader in housing management software on university campuses. StarRez partners with housing providers on over 600 campuses, in 15 countries, serving over 1.5 million students with a cloud hosted and web based comprehensive solution for staff and students. The program supports the ability to apply for housing and meal plans, roommate matching, room selection, room inventory and inspections, package tracking, and key inventory. We will also be able to register and assign rooms to participants in camps and conference programs. Winona State is proud to be the IT lead in implementing a new partnership for the Minnesota State University System. WSU will lead the campus implementation of the partnership with StarRez for our students and students throughout the state.

Our Comprehensive Facilities plan continues to guide our plans to update and renovate our Residence Halls. This year the majority of our available funds for renovation projects were utilized on our West Campus. We completed the seventh and final phase of the Lourdes Hall roof replacement project. We honored its Italianate style of architecture by utilizing Italian style roof tiles manufactured in America. This continues our commitment to be good stewards of our buildings and sustainable at the same time as this roof will last another 100 years. Maria Hall received a contemporary refresh. All new floor coverings, paint with interesting new decorative details that complement the mid-century modern architecture. All decisions regarding facilities support our mission to facilitate the growth and development of students by providing a healthy living and learning environment.

The Housing and Residence Life department manages all meal plan agreements for both residential and off campus students. We are proud to continue our partnership with Chartwells Higher Education Dining Services as our campus dining provider. Staying true to their new mission to be the place where hungry minds gather they will complete the final phase of their 4.6 million dollar investment to our five campus dining options this summer. The Kruger Library welcomed a combined Einstein Brothers Bagels and Caribou Coffee shop. While increasing the use of the library and making it one of the favorite places to hang out on campus it also provided

another campus dining option for the entire campus community including our residence hall students. Construction plans are underway for an updated Smaug (Food Court) on the lower level of the Student Union during the summer of 2017. After in depth student consultation it was determined that WSU and Chartwells would partner with Panda Express to create the next great dining option for all our students. This is the first Panda Express operation on a Minnesota State University System campus.



Inclusion and Diversity Office



Inclusion and Diversity Office Annual Report 2016-2017 Academic Year

Prepared by:
Bruno Borsari, Interim-Director of Inclusion & Diversity

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 (i.e., diverse students, students of color and first-generation college students)
3. Enhance curriculum development through the inclusion of multicultural perspectives by providing resources for intercultural campus and community initiatives.

An achievement of the above mentioned goals is pursued through distinctive programs.

Department Highlights

The Inclusion and Diversity Office organizes and co-sponsors a variety of programs throughout the academic year. In this report, the four most notable (H.O.P.E. Academy, Family Ties, Success Coach, Co-curricular) programs are presented with a focus on data from the last three years (2015; 2016 and 2017). The IDO mission statement and goals provide the theoretical framework for these programs, in the pursuit of metrics that are aimed at substantiating students' success through access, recruitment, retention, and graduation.

H.O.P.E. Academy

H.O.P.E. Academy (Harnessing Opportunities for Post-Secondary Education Academic and Leadership Academy) 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. This program evolved from a previous leadership program called: **Boys to Men**, which started in 2008 with 30 participants. It continued in 2009 (43 participants), and again in 2010 (48 participants). Students' participation in H.O.P.E. Academy is reported in Figure 1.

The average (Mean) total participation in H.O.P.E. Academy since 2011 has been 50 students per year, with a slightly higher participation among female (M=26.6), than male (M=23.7) students.

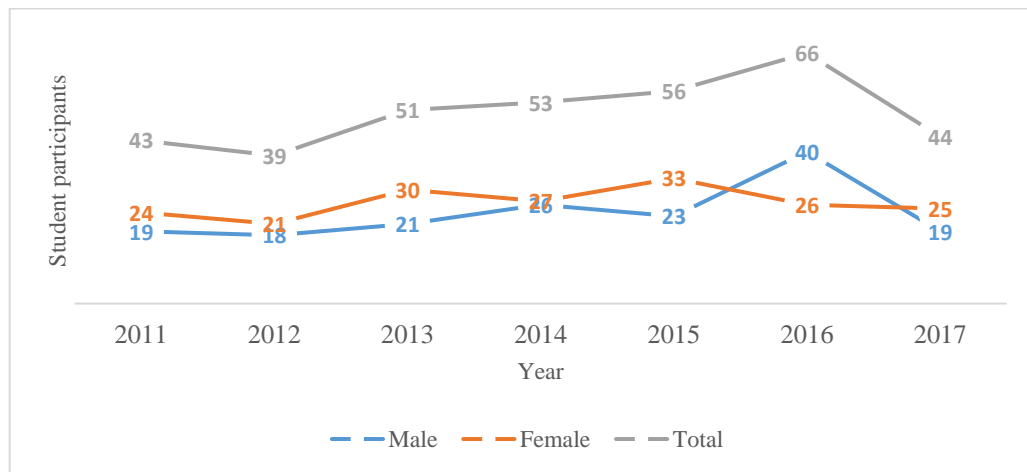


Figure 1. Students’ participation to H.O.P.E. Academy through the years.

Program Impact: The high participation rate from female students (M=26.6) may suggest that H.O.P.E. (initially conceived to serve males only) is attractive and valuable to all students.

Recommendation: H.O.P.E. Academy’s curriculum could include more emphasis on recruiting its student participants to enroll (eventually) in academic programs offered by Winona State University when these students become eligible to pursue a college education.

Annual Family Ties Program

Family Ties is a distinctive program designed to offer new first-year and transfer students, at the onset of the fall semester, a successful transition to Winona State University. In partnership with students’ families, the program’s goals aim at fostering: leadership, cross-cultural relationships, and cultural competencies, thus building a cohesive and supportive community. Family Ties has been offered since 2006 with an average (Mean) participation of 37 students every year. Enrollment in Family Ties during the last three years is reported below (Fig. 2).

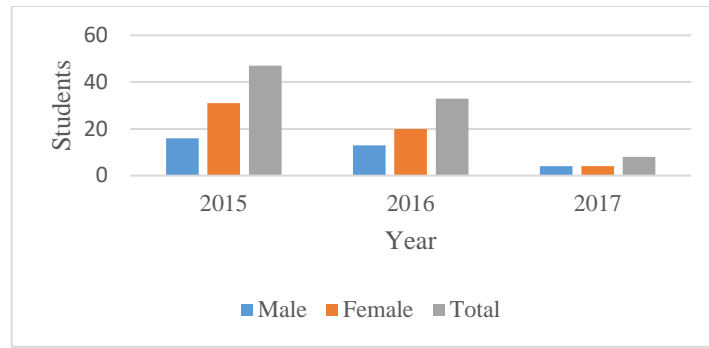


Figure 2. Student enrollment in Family Ties in the last three years.

The 2017 program edition was not offered due to low enrollment (8 students) however, these students were transferred to the Success Coach program, which took place the weekend prior to Welcome Week (1st week of the fall semester).

Program Impact: Family Ties Participants' Retention Rates

Headcount

Cohort Year	Initial Count	1 st Spring	2 nd Fall (1st Year Retention)	2 nd Spring	3 rd Fall (2nd Year Retention)	3 rd Spring	4 th Fall (3rd Year Retention)
Fall 2014	34	33	26	25	22	23	21
Fall 2015	47	44	38	37	34		
Fall 2016	33	29	21				

Retention Rates

Cohort Year	Initial Count	1 st Spring	2 nd Fall (1st Year Retention)	2 nd Spring	3 rd Fall (2nd Year Retention)	3 rd Spring	4 th Fall (3rd Year Retention)
Fall 2014	100.0%	97.1%	76.5%	73.5%	64.7%	67.6%	61.8%
Fall 2015	100.0%	93.6%	80.9%	78.7%	72.3%		
Fall 2016	100.0%	87.9%	63.6%				

Program's Impact: Retention rate declined during students' 2nd (63.6%) and 4th year (61.8%).

Recommendation: Maintaining momentum with an 'ad hoc' program for students after Family Ties may enhance retention. An employment of CAS standards is suggested in future strategic planning and programs evaluations.

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. Students' enrollment in this program for the last three years is reported (Fig. 3).



Figure 3. Students' participation in Success Coach (2015-17).

Note: at the time this report was written 9 additional students of the initial 25 joined the program since the start-up weekend in August (FA 2017).

Success Coach Fall 2015

Refer to annual report 2015-2016 for data related to this program in Fall 2015 (pg. 44-45).

<http://www.winona.edu/sld/Media/2015-2016%20Annual%20Report.pdf>

Success Coach Fall 2016

Total Enrolled	Male	Female	Total
Asian	3	11	14
African American	6	5	11
Hispanic/Latino	2	10	12
More than one race	1	6	7
Total Enrolled	12	32	44

Enrolled Students Profile	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	3.30	18.4	86%	71%	79%	21%
African American	11	2.70	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 of Students Who Met with Coaches and Those Who Did Not

Students	Total	HS GPA	ACT	Low Income	First Gen	Fall 2016 GPA	% Enrolled Spring 2017
Met	31	2.92	18.6	71%	77%	2.19	81%
Did not meet	12	2.98	18.5	75%	83%	1.75	66%

Success Coach Fall 2017

(The new inclusion of the success coach start-up program has allowed students to be paired with mentors earlier than in previous years).

Total Enrolled	Male	Female	Total
Asian	0	3	3
African American	5	6	11
Hispanic/Latino	3	2	5
More than one race	0	1	1
White	1	4	5
Total Enrolled	9	16	25

Enrolled Students Profile	Total	ACT	Low Income	First Gen
Overall	25	18.7	52%	72%
Male	9	18.2	78%	89%
Female	16	18.9	38%	63%
Asian	3	20.3	33%	0%
African American	11	19.6	55%	82%
Hispanic/Latino	5	18.3	80%	80%
More than one race	1	22.0	100%	0%
White	5	16.0	20%	100%

Program's Impact: Students' GPA remains higher through the semesters when they meet with their coaches.

Recommendation: Same as for Family Ties program.

Co-Curricular Programs

Throughout the 2016-2017 academic year, the Inclusion and Diversity office planned, scheduled, coordinated, and hosted 12 co-curricular speakers (not included yet is the speakers' list for Fall 2017). Attendance at these events was relevant (M=1,530), with the largest number of attendees in 2014-15 (1,794). In 2015-16 there were (1,648) attendees, and in 2016-17 (1,150) participated to the Co-curricular programs.

Learning Outcomes

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.

Program’s Impact: Knowledge is gained by attendees through this program and this indicates an enrichment of their education that goes beyond learning acquired through curricula.

Total Attendance:

Headcount for all events: **1,150** Evaluations that were collected: **751** Response rate: **65%**

Attendance Demographics	
Demographics	Total
WSU Students	977
College of Business	118
College of Liberal Arts	298
College of Education	160
College of Science & Engineering	91
College of Nursing & Health Science	257
Undecided	53
High School Students	18
Administration/Faculty/Staff/Teacher/Counselor	100
Community Members	55

The list of speakers and presentation topics offered during FA 2016 and SP 2017 is reported below:

You Mean, There's Race in My Movies & Media? Dr. Fredrick Gooding Jr

- September 12, 2016
- 117 Participants Evaluations = 66 Eval. rate = 37%

Unpacking the Social Justice & Inequities Knapsack. Faculty & Student Panel

- September 19, 2016
- 134 Participants Evaluations = n/a

The Intersections of Race, Identity, Gender & Unconscious Bias Leadership

Tonica Abdur Salaam

- October 9, 2016
- 64 Participants Evaluations = 64 Eval. rate = 100%

Not This Era! Resisting Erasure in Our Movements Adja Gildersleve

- October 11, 2016
- 100 Participants Evaluations = 74 Eval. rate = 74%

Racial Equity – Minnesota Math and Reading Corp Mr. Marcellus Davis and Mr. Alexander Hines

- October 19, 2016
- 15 Participants Evaluations = 15 Eval. rate = 100%

Everybody Wanna Be a Nigga, But No One Wants to Be a Nigger Mr. Marcellus Davis

- October 17, 2016
- 143 Participants Evaluations = 90 Eval. rate = 63%

Justice on Campus: Myth, Reality, or Altogether Something Else Dr. David Stovall

- November 3, 2016
- 108 Participants Evaluations = 75 Eval. rate = 69%

Hollywood's Myth and Realities of the Civil Rights Movement Ms. Joanne Bland

- January 23, 2017
- 201 Participants Evaluations = 127 Eval. rate = 63%

Black Lives Matter: Connecting the Movement's Platform to the Civil Rights & Black Power

Mr. Jason Sole

- January 30, 2017
- 127 Participants Evaluations = 127 Eval. rate = 100%

Recovering from "Yo Mama is So Stupid": [en] Gendering a Critical Paradigm on Black Feminist

Dr. Rochelle Brock

- March 20, 2017
- 41 Participants Evaluations = 40 Eval. rate = 98%

Roots of Islam in America Mr. John Emery

- March 27, 2017
- 23 Participants Evaluations = 23 Eval. rate = 100%

Our Digital Future: Will It Save or Kill Us? Ka Vang

- April 24, 2017
- 77 Participants Evaluations = 50 Eval. rate = 65%

Goals for the 2017-2018 Academic Year

1. Develop a strategic work plan/schedule to increase participation during the organization of all IDO programs. As part of the strategic work plan, a commitment to follow up after the formal invitations and/or emails, with personal phone calls to those who may not respond.
2. Continue the Professional Development Presentation Series for IDO staff through the expertise of leaders from WSU. This goal will assist IDO with an achievement of goal 1.
3. Select, and maintain an all-encompassing Inclusion and Diversity database to track, as accurately as possible, all student appointments/interactions. This database will allow for up-to-date reporting of participant numbers, monitor students' persistence and retention, while enabling IDO staff to more effectively assist students.
4. Participate to June registration (first-year students) as this event benefits students' enrollment in Family Ties, Success Coach, and orientation seminar (OR 100). Additionally, being present at June registration begins relationship building between incoming freshmen and IDO team.



Integrated Wellness



Integrated Wellness Annual Report 2016-2017 Academic Year

Prepared by:
Kate Noelke, Director of Integrated Wellness

Mission

WSU Integrated Wellness discovers, evaluates, supports and engages inter-professional collaboration contributing to an infrastructure (policies, procedures, social norms, culture) that promotes educated health-related decision making, creation of personal holistic well-being, and lifetime wellness contributing to success for students, faculty and staff as well as the greater WSU community.

Vision

WSU Integrated Wellness is known for the integrity of collaborative programming and evaluation, as well as for the excellence in principles of collective impact, student success, intersectionality, and public health practices. We contribute to a culture of wellness through campus and community-wide collaborative efforts based in evidence, creating a model for other such agencies in higher education.

Values

- **Communication:** WSU Integrated Wellness staff members employ clear and professional communication techniques and strategies with their service recipients to foster a philosophy and path of inquiry that leads to greater understanding of the culture of wellness at WSU, and greater opportunities for integration and partnership.
- **Efficiency:** Integrated Wellness staff members are well-organized and demonstrate sound stewardship of university assets and resources.
- **Professionalism:** Integrated Wellness personnel remain highly skilled and current in their professions and practices, promote excellence, and continuously improve through education, evaluation and action. We use a collaborative approach in our relationships with colleagues and service recipients to encourage inquiry and questioning.
- **Relevance:** Employing evidence-based practice and theory-driven research, Integrated Wellness ensures that the services it provides are relevant to the wellness needs of WSU.
- **Effectiveness:** Integrated Wellness promotes the institutional mission as well as educational goals and objectives through wellness programming and the evaluation of the impact of wellness-related programming and services on student success.
- **Inclusivity:** Through conversations of intersectionality and well-being, WSU Integrated Wellness protects the unique, autonomous experiences of individuals and ensures access to wellness-related resources to all.

- **Sustainability:** Programmatic and environmental sustainability are a focus of all intentional planning done by WSU Integrated Wellness.
- **Autonomy:** WSU Integrated Wellness values the knowledge, experience, and life-long-learner in all and works to create a culture that supports well-being as defined by the individual at WSU.

WSU Strategic Planning and Directions

Integrated Wellness supports the strategic planning and directions of WSU. Most directly, Theme 2: C: Promote lifetime personal well-being of all students through active and engaged participation in the WSU Seven Dimensions of Wellness, 1: Continue and expand partnerships and collaborations within the campus community, 2: Explore the role of wellness in the development of curriculum and programs, and 3: Expand and encourage student participation in extracurricular activities that enhance student engagement. Proudly, Integrate Wellness also supports Theme 5: a1, b2, b3: Promote lifetime personal well-being of all employees.

Major Functions of Integrated Wellness are:

- To coordinate wellness-related programming across the WSU Campus and in the greater Winona Community, acting as a liaison between SLD, Athletics, Academic Department and services in the Winona area serving the well-being of all, developing and supporting deep, impactful partnership and collaborative efforts enriching student success and well-being.
- To manage and implement relevant and effective communications and public relations on behalf of WSU Integrated Wellness as a leader in higher education student services and support.
- To partner to provide oversight and management of IWC Facility Operations and Risk Management.
- To facilitate and assist the systematic and meaningful assessment of student well-being and to promote continuous improvement efforts.
- To provide oversight and administration of the sports club council and sports-related student clubs and organizations.

Highlights and Impacts

WSU Integrated Wellness is a one-person department with two work-study student workers, but our impacts are rich, intersecting personal and professional boundaries, and occurring at several different levels:

Individual impacts:

- Programs and partnerships aimed at the individual level improve personal capabilities including skills of self-regulation, meeting learning objectives of students through practical and classroom-based activities, promotion of self-care and health education, student engagement in community-based health promotion and service-learning. Programs included Winona Active Living Committee, WSU Employee Wellness Program, Winona Area Bike Month, Winona NAMI, Winona Active Transportation Committee, along with planning of Campus Connect Suicide Prevention training, the Warrior Cupboard, Sports Clubs, Resilience Annual Theme Year, Mental Health First Aid, and ACE Interface. Over 360 individuals participated in these programs resulting in better, more informed well-practice, and a healthier community.

Relationships and Belonging Impacts:

- Programs and partnerships aimed at improving interpersonal relationships empower WSU community members with skills to better understand, help, and lean on people we love. Programs give participants functional skills related to response and identification of mental health challenges, trauma-informed perspectives, and skills for healthy and helpful interventions. Programs included Mental Health First Aid, planning Campus Connect, First Aid/CPR/AED, and ACE Interface. Around 200 people participated this year, and were challenged with “paying forward” their new skills expanding the impact of these programs even further.

Community/Culture Impacts:

- Programs, partnerships and initiatives that impact community and campus culture work to: improve policies and protocol that impact health-related decision making; enrich cultural understanding; bring people together around issues that matter; engage people from diverse backgrounds, professional and personal experiences in shared learning experiences; expand perspectives; and encourage leaders to make decisions based on the world we *want* (results-oriented decisions); achieve that (process-oriented action); and make room for everyone to co-lead community efforts (leadership expansion). Programs included completion of www.winona.edu/resilience and planning for the Resilience Annual Theme Year to take place during academic year 2018-19; continued administration of the 7 Dimensions of Wellness and Wellness Integration Council; planning and administration of the Warrior Cupboard, the SEED Garden, and participation in the Food Equity Task Force; planning a campus-wide mental health

promotion program connected to resilience and substance use reduction, with concrete trainings such as Mental Health First Aid, Campus Connect, and ACE Interface; coordinating a campus-wide task force for Student Clubs and Organizations policies and procedures; and participating in Winona Partners for Prevention working to reduce risky substance use behaviors. These efforts support and change the values and “normal” of the Winona State University campus culture, impacting everyone who lives, works, learns, and plays here.

Goals for Academic Year 2017-18

1. Establish and communicate clear definition of student well-being and integrated wellness at WSU and tie to WSU Strategic Plan, SLD Goals, and wellness assessment.
2. Coordinate and implement campus-wide Wellness Assessment in Spring 2018, discovering & evaluating baseline for holistic student well-being at WSU in connection to student success.
3. Further reduce risk and reinforce sound fiscal practices with regards to IWC facilities, budget and Sports Club Council/sports-related clubs and organizations
4. Plan for Annual Theme Year 2018-19: Resilience, supporting culture of mental health promotion, well-being, and holistic wellness at WSU.
5. WSU Integrated Wellness Annual theme: Intersectionality and Well-being and what it means to student success
6. Coordinate fundraising and sustainability along with administration of the Warrior Cupboard that opened on 9/5/2017

For more information or to discuss potential collaborations or partnerships, please contact Kate Noelke, Director of Integrated Wellness at knoelke@winona.edu



Intramurals



**Intramurals Annual Report
2016-2017 Academic Year**

Prepared by:
Mark Bambenek, Director of Intramurals

Three major projects or point of pride

1. Intramural Sports Program
2. Fitness Classes
3. Swim Lessons Program

Intramural Sports program

Year	Leagues	Teams	Participants	Staff
2016-2017	20	295	2,947	35
2015-2016	23	314	3,168	37
2014-2015	23	306	3,257	43

Note: Leagues play is offered 13 weeks each semester

Fitness Classes

Year	Classes	Participants	Average Participants per Class	Instructor
2016-2017	21 a week	410-480 a week	22.8	10
2015-2016	21 a week	410-500 a week	23.8	12
2014-2015	21 a week	440-520 a week	24.7	15

Note: Classes are free to students and offered 7 days a week each semester and summer

Swim Lessons Program---Participant

Year	Group Lessons	Private	Infant	Total	Staff
2016-2017	518	12	14	544	27
2015-2016	504	33	39	567	22
2014-2015	554	22	20	596	25

Note: Four, four week session are offered September to April

Direction (Goals) for 2017-18

- Manage the use of the IWC for scheduled Intramurals, athletic and club practices.
Goal to lessen the impact on open gym users
- Evaluate the aquatics program for cost and effectiveness
- With new leadership at the Park and Rec evaluate the facility sharing relationship to see if it can be improved for both of us
- With decreasing gym square footage I want to making sure the Intramural program remains an important part of our student experience



Student Activities & Leadership



Student Activities and Leadership Annual Report 2016-2017 Academic Year

Prepared by:

Tracy Rahim, Associate Director of Student Activities & Leadership

There were several points of pride and major projects that surrounded the areas of Student Activities & Leadership in FY17:

- **New Student Orientation Week:** Evening activities were offered Tuesday-Saturday nights of New Student Orientation Week. Student Senate sponsored an outdoor movie {that was moved indoors due to rain unfortunately}. UPAC offered a comedian, dance party, and a hypnotist. And Greek Council hosted their annual Bingo Bash. We also experimented with moving the club fair to Saturday afternoon in hopes of providing more activity on Saturday. While attendance was lower than what we hoped at some of the events, this was a great opportunity for the new students to be introduced by 3 large organizations on campus. We also learned that Friday club fairs operate better due to facilities coverage and student attention spans/energy.
- **Family Weekend:** We continue to establish a well-rounded array of options for families to choose from to enjoy the annual Family Weekend. Although the Cal Fremling river cruises were cancelled due to high water on the river and the Trester Trolley Tours were transferred to a bus due to issues, there still was a large array of offerings for families to enjoy including free evening entertainment, a Family Weekend Rest Stop/Open House, student theatre, an art show in the Paul Watkins Gallery, and several community events.
- **Homecoming;** This was one of the most active Homecomings we have had in several years thanks to the student planning committee who worked through the summer and kicked off the fall with a retreat. Highlights included changing the traditional Homecoming King/Queen to two Homecoming Royalty in an effort to be more inclusive of all genders. This was well-received by the entire university community. We also included a campus-wide student talent show in the coronation ceremony entertainment which increased the attendance dramatically. We were also able to develop a great image/brand for Homecoming that was also used by Alumni Relations and University Advancement for one common theme.
- **Warriors L.E.A.D. Series:** The Warriors L.E.A.D. Series, Alliance of Student Organizations, and

Student Senate introduced the first Student Leadership & Involvement Awards to recognize the hard work and impact of individual student leaders, clubs and organizations, and faculty/staff organization advisors. More than 35 nominations were received. Each nominee was recognized at an awards ceremony at the end of April along with the award recipient. With the hiring of the new Assistant Director of Student Activities for Greek Life and Leadership, the Warriors L.E.A.D. Series programming will resume in 2017-2018.

- UPAC: This year's programming board planned approximately 45 individual events ranging from bowling nights to the annual spring concert. They also worked with other campus and groups like the Dance Marathon, Student Senate, and the English Club to co-sponsor several events. 11 students attended the regional conference for the National Association of Campus Activities and the PR Print Director brought home an award for one of his poster designs for a slam poetry event. The executive board continued to work on the recruitment of more male members as well as the overall retention of all its members.
- Greek Life: Alpha Sigma Tau sorority colonized in Fall 2016 and welcomed in more than 60 new members. This is the first sorority that has joined the Panhellenic community at WSU since 1992. With further assistance from a Greek Life intern from UW-La Crosse in Fall 2016, there was a renewed focus on evaluations and officer transitions to assist in shepherding in new Panhellenic leaders. Unfortunately, Pi Lambda Phi fraternity was under investigation for some serious accusations and the members ultimately voted to cancel their charter and close the chapter. At the end of Spring 2017, there were also accusations of hazing from members of the Phi Theta Chi local sorority. While no formal reports were ever filed, it brought to light the urgency to hire the Assistant Director of Student Activities for Greek Life & Leadership who can provide focus and attention to our Greek Life organizations.
- Student Senate: This year's Student Senate was very active in listening to student concerns and taking action. They held forums about a possible Chick-fil-A that was proposed by Chartwells, took a stand against frac sand mining in Winona County, and requested the reconsideration of Wells Fargo ATMs on campus due to their connections with the Dakota Access Pipeline. They also awarded almost \$150,000 to students and clubs/organizations for events, trips, and conferences around the country. They also awarded a large sum of money to the Medlife Chapter to go abroad on a service trip. The

Senate leadership was successful in ratifying changes to its constitution by the student body as well as other governing documents that the Senate approved.

- Student Club/Organization Administration Resource Materials: Throughout the winter and spring, a workgroup of employees who work with student clubs/organizations including Legal Affairs, Business Office, Travel Office, Budget Office, Safety, Sports Clubs, and Student Union/Activities got together to discuss issues surrounding the administration of clubs/organizations on campus. This included shoring up facility usage, contracts, business office procedures, legal issues, and budgeting issues. The group is ultimately working on a new website that will provide resources and information to club/organization leaders as well as their advisors. This should launch in Fall 2017.
- Involvio Engagement App: In Fall 2016, a steering committee of IT, Marketing/Communications, Student Activities, TLT and Institution Planning & Research selected Involvio as a new engagement app that was requested by Student Senate in order to increase and enhance students' awareness of events and activities at WSU. A core team was established to set up the back end (technical side) of the app and to start testing it with a group of clubs/organizations. Training materials are in the process of being created with a plan to roll out the app in Fall 2017.



TRIO & Student Support Services



**TRIO and Student Support Annual Report
2016-2017 Academic Year**

Prepared by:

Nhia Yang, Director of TRIO Student Support Services



The **goals** for TRIO Student Support Services (TRIO) are clearly pledged to the U.S. Department of Education and also described in both the legislative funding of our department and in the Annual Performance Report (APR) mandated to be submitted every Fall semester. Annually, the grant funded a total of 225 students as well as set rigid guidelines for persistence, academic standing, and six-year graduation rate. As you can see from the evidence below (Table 1), in the previous grant cycle (2010-2015), TRIO has consistently surpassed the goals, which led to earning Prior Experience Points (PE) each year to secure future funding for the program. By securing these points have also helped us continue to be funded for the remainder of the new grant cycle (2015-2020).

To be competitive with other TRIO programs nationwide, we had to **increase our goals** to make them more ambitious. The following data from the last four years is taken from the APR. Our program's fiscal year goes from Sept. 1st – Aug. 31st, so we won't submit the 2016-17 APR until November 2017. As a result, we don't yet know the retention data for Fall 2016-Fall 2017. Nevertheless, the goals results are shown below as well as our new targets for the next five-year cycle. Last year, as was the case in previous years, we outperformed in two of the three goals. We fell short in the six year graduation rate due to recent increasing the

goal by 15% (from 45% to 60%). We are very optimistic that we will meet or exceed the graduation goal in the upcoming years as it takes roughly one year to see any domino effect in the new direction.

Table 1: TRIO Student Performance

Year	Persistence Rate	Goal	Good Academic Standing	Goal
2013-14	87%	65%	90%	75%
2014-15	88%	80%	88%	70%
2015-16	82%	80%	90%	70%
2016-2017	TBD	80%	TBD	70%
WSU		80% by 2018		

Year	Six Year Graduation Rate	Goal
2013-14	50%	45%
2014-15	63%	45%
2015-16	59%	60%
2016-17	TBD	60%

One of the reasons that TRIO programs are so successful at retention and graduation rates is that we are intentional in providing personal contacts with students. Moreover, we are using evidence-based practices to track all contacts with students from email and phone calls to workshops, advisor visits and even last minute drop-in time with TRIO advisors. A review of the data has shown that 78% of students have had more than 10 contacts with TRIO and over 14% of students have had more than 40 contacts a year. The highest number of contacts was 105 and the average for all students was 22 contacts per year.

TRIO provides a wide variety of services including tutoring, financial literacy and educational workshops. Two of the services are highlighted below.

Learning Community for Education students

The purpose of the learning community was to provide additional support, advising and resources to students pursuing a teaching career. Because of the additional deadlines, testing requirements, grade requirements, etc. required to gain admission into the WSU Teacher Education Unit, it was important for us to provide additional assistance for pre-education majors. We broke down the information into manageable chunks to help provide more clarity and understanding of the steps needed to successfully navigate into a teaching major. Kate Parsi and Jenny Lamberson conducted classroom visits to Orientation 100 classes for pre-education majors in the fall semester to inform students about TRIO and the new learning

community. In addition, we surveyed all of the students in the four Orientation 100 sections that we visited to get a better understanding of what students needs were and what they were looking for out of a learning community. Eighty-eight students responded to the survey. As a result of the survey data, we planned the learning community activities for the Spring 2017 semester. Learning community activities offered included:

- Kickoff event and admissions process overview
- MTLE/NES test prep overview
- Hands on tutoring sessions for each of the three MTLE content areas (math, reading, and writing)
- Information about free online resources and an optional summer course
- Faculty panel
- Student panel
- Writing Center resources
- Additional tutoring and study groups

The learning community had a pilot group of 17 eligible students throughout the Spring '17 semester. They were not all active at the same time as some students decided on pursuing education later in the semester and some students decided to change out of a pre-education major during the semester. **Most importantly, 100% of the learning community students have registered to return in the Fall of 2017.** At the end of the Spring semester, a follow up survey was sent to all 17 participants. Four students responded to the survey so we had a 24% response rate. **All of the respondents that participated in the learning community indicated that the learning community helped prepare them to get in the WSU Teacher Education Unit.** They also indicated they were satisfied or highly satisfied with the events/resources provided. TRIO staff plan to offer this learning community in the future on an every other year basis. In the 2017-18 school-year, a learning community for pre-nursing majors will be offered. Kate Parsi and Jenny Lamberson are collaborating with Beth Twiton from the WSU College of Nursing & Health Sciences to develop the learning community programming.

Leadership for TRIO students

The TRIO Student Leadership program is made of two individual components: leadership education and individual support.

1. Leadership education is provided to students through their participation in the TRIO Student Leaders Club.
 - The club meets twice monthly throughout fall and spring semesters each academic year.
 - Before the meeting starts, there is an opportunity for food and social/community development. During this time, students interact with one another while sharing a light meal. This interaction provides opportunity for the development of communication skills, a sense of belonging and multicultural awareness/learning.
2. Students who participate in the TRIO Leadership program receive information on topics related to leadership skills and are given opportunities to develop their individual leadership potential.
 - Group projects (i.e. creation of the textbook loaning library or collection of school supplies for underserved children in the greater Winona community) provide students with opportunities to improve interpersonal communication skills, to take responsibility for specific project areas, and to work as a member of a group with a common objective.

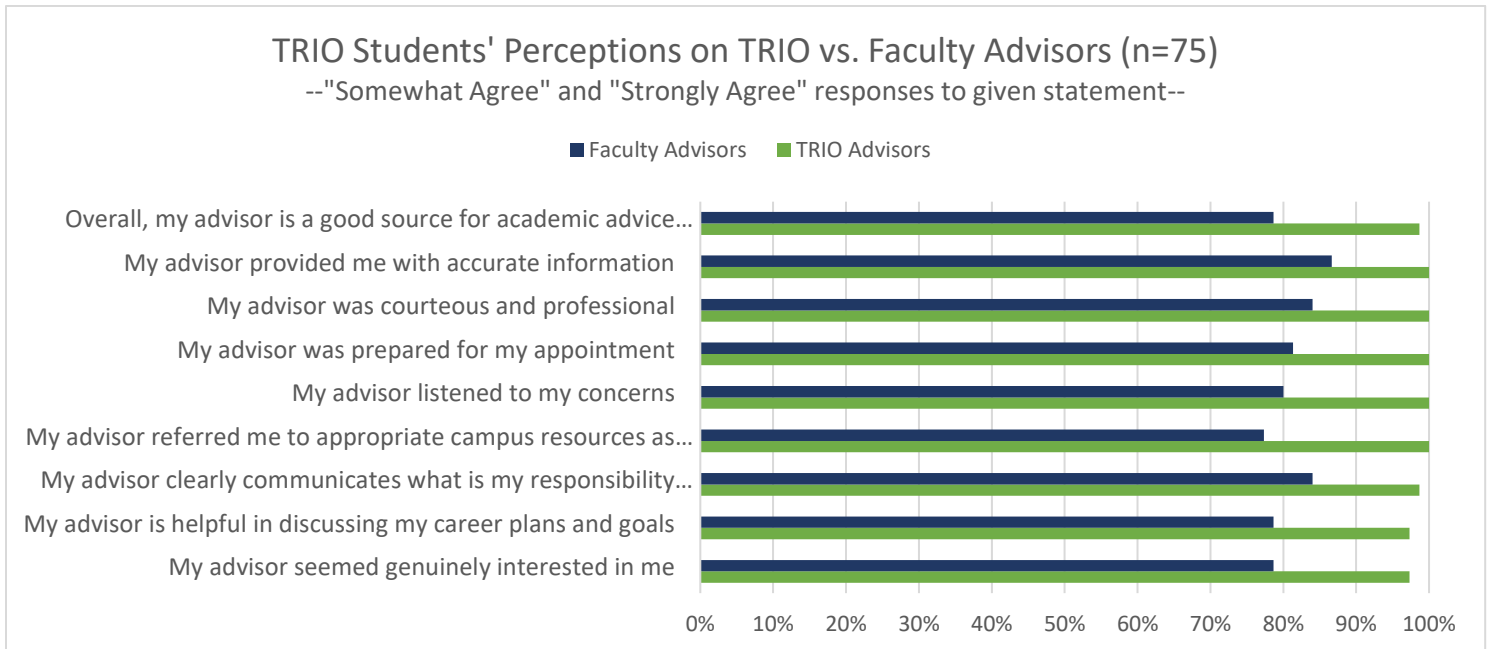
The TRIO leadership program and TRIO Student Leaders Club are not “extra” curricular activities; rather they provide students with essential opportunities to enhance their knowledge of self, self-esteem, and the sense of being part of a team. These opportunities are essential for the development of the skills students will need in their work after graduation. Under Kim Zieher’s leadership, students receive leadership development training and experiences through the TRIO Student Leaders Club. Student development theorist George Kuh and colleagues assert that organizations with structures focused on student learning as a central purpose are likely to create and sustain a culture that promotes student success. TRIO’s leadership group is a testimonial to this best practice as it has proven to play a vital role in retaining its students not only in TRIO but also at Winona State University. A total of 41 students participated in the TRIO Leadership program in the Fall of 2016 of which 39 students registered and completed the Spring 2017 semester. **This shows a remarkable 95% persistence from Fall to Spring semester.** Most importantly, 33 of the 41 students who partook in the leadership program have returned to WSU in the Fall of 2017. One student has graduated.

TRIO Year End Survey

TRIO students were given two weeks to complete the “Year End Survey.” Nhia Yang, TRIO Director, worked with the Winona State University Institutional Planning, Assessment and Research Office (Eri Fujieda and Benjamin Nagel) on transposed questions and analyzed the data. A total of 71 TRIO students completed this survey.

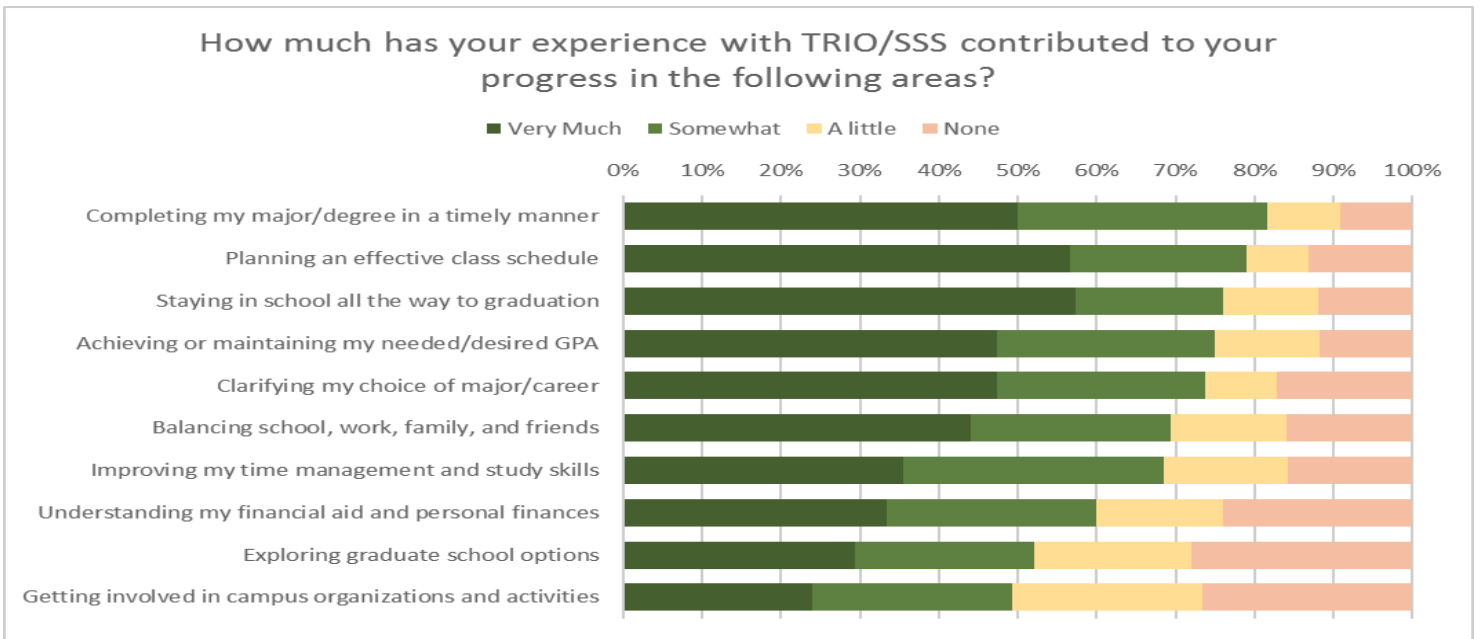
The survey demonstrated students’ higher satisfaction with TRIO Advisors when compared to their faculty advisor. As shown below (Table 2), TRIO students’ satisfaction with TRIO Advisors was much higher than faculty advisors in every aspect.

Table 2:



In addition, over 70% (Table 3) of recipients responded positively that their experience with TRIO/SSS was helpful in completing their majors and degrees in a timely manner, planning an effective class schedule, and motivating students to remain on the right path toward graduation.

Table 3:





Student Union



**Student Union Annual Report
2016-2017 Academic Year**

Prepared by:
Joseph E. Reed, Director of Student Union

Major Accomplishments

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

Chartwells/Food Service Update

The most exciting project for me this summer was the renovation of the Smaug, especially with the official name change to "Zane's," in honor of our past Student Union Director, Charlie Zane. The process was long, but well worth it. As I write this the upgrade is not complete (i.e. Panda Express will open Sept. 20th.) However, the other stations and signage are now operational. Though Chartwells invested roughly \$1 million for the project, the Student Union has contributed approximately \$300,000 in R & R and Deferred Maintenance, primarily with the infrastructure as part of the project (i.e. electrical, plumbing, HVAC, etc...) This project also completes one of Chartwells re-investments per their RFP of the current contract.

Kryzsko Commons Project Updates & Purchases

KRYZSKO COMMONS PROJECTS & UPDATES - FY '17

- New windows for the lower levels of Phases I& II (south side), along with the east & west sides of both the Upper & Lower Hyphen. This project included architectural drawings; was completed Aug. of '16; and cost approx. \$250,000.
- VDC Partners - complete facilities management building info model (BIM) of Phases VI & V; and the 2016 renovations to Phase III
- Replaced fluorescent lighting in the East Hall & Solarium hallways of Phase II, Aug. '16
- Installed Emersive Video Conferencing & Live Stream capabilities to the Purple Rooms, March '17

- Removed sliding room/wall dividers in Dining Rms. C & D; along with a tune-up and repair of the room dividers in the Purple Rooms, July '16
- 18 blinds were installed over the upper, southerly Jack Kane Cafe windows, Dec. '16
- New carpet was installed in Kryzsko Rm. # 126, July '16
- Wall signage for the G-100 meeting room (outside westerly wall along hallway), \$5000, July '16
- Installed frosted 3M privacy vinyl for the Jack Kane Cafe, \$4200, Aug. '16
- Glass door lettering & stencil for the Jack Kane Cafe entrance, Oct. '16
- Fraternity letters (stenciling) removal and replacement on glass window, Kryzsko Rm. # 107, March '17
- Water resistant building ceiling tiles were replaced throughout the main kitchen & Smaug areas, Dec '16
- A new flag pole was installed on the ground level, west entrance of Phase I. This replaced the existing pole that is elevated on the second level and harder to get to and maintain, Spring '16
- Purchased 2 TNT #1069647 SS Sweepers, Gel B & C 24", \$4800, March '17
- Installed replacement matting - East Solarium entrance, \$750, Dec. '16
- Purchased 12 new conference chairs for the Student Senate office, \$3050, July '16
- Purchased a 14' conference table for the Captain's Room, lower level of the Jack Kane Cafe, \$2400, May '17
- 8 stools for the high top tables located in the Student Activity Center, \$3200, May '17
- Purchased a dozen new mtg. room tables, along with 6 carts for the East Hall, \$3400, May '17
- EPA ceiling speakers & amp for the Smaug renovation. They will be installed towards the end of the project, \$1715, April '17
- Purchased 6 outdoor trash receptacles (per Lisa Pearson, Facilities) for the Kryzsko entrances; along with 2 picnic tables to be placed on the courtyard Solarium stage

Student Activities and Leadership

The best news I can report is that we finally hired a person (Lindsay Marosi-Kramer) for the Assistant Director of Student Activities for Greek Life & Leadership. We have wanted to fill

this position for a couple of years, and we're grateful it became a reality. Patience is a virtue, so I truly believe it was worth the wait to get Lindsay. She is a nice fit for our team, and I expect great work from her. I hope that I will have some exciting reports from her on next year's review!



Warrior Hub



Warrior Hub Annual Report 2016-2017 Academic Year

Prepared by The Warrior Hub Leadership Counsel:
Lori Beseler, Sr. Associate Registrar,
Mari Livingston, Associate Director of Financial Aid,
Tania Schmidt, Sr. Associate Registrar,
Paul Stern, Coordinator for University Information

Warrior Hub and Student Resource Center:

The 2016-2107 year has continued to be one of evolution and growth 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 and Student Life. There has been ongoing growth and meaningful change as we have embodied the mission to hone our “way of doing business” to better suit the needs of the WSU communities whom it is our charge to serve. Increasingly, what has traditionally been managed as individual departmental processes in operations distinct from one another has been shared in more of an interwoven tapestry of business process. This assists in helping achieve integration at the points where the concentric circles of operations intersect with one another.

Gains were made in this area around continuing to evolve our services to better meet student needs. This included looking at our staff, environmental assets, and technology assets in such a manner so as to streamline the experience for our customers and maximize the efficiency of our processes. Consideration is given throughout the selection of foci for our efforts to align with the following three guiding goals of the WSU community as a whole where applicable. Those three areas are:

- Inclusive Excellence
- Student Engagement for Success
- Digital Teaching and Learning
- **Staffing and Personnel**
 - We have looked at the manner in which the front area has been covered and established a deeper pool of professional service faculty to meet the needs of those served by the Hub.

- This has included leveraging to a greater extent the professionals from the financial aid area to ensure expertise is present “up front” where students are looking for assistance.
- In developing a new position to replace a Registrar’s Office position where there was a retirement, modifications were implemented to include more decision making responsibility and participation in “up front” Hub rotations.
- Hub Leadership Council team has continued to have ongoing weekly meetings.
 - Minutes for these meetings are shared out to all of Maxwell 2nd Floor staff
 - Hub Leadership members also participate in one another’s ongoing workgroup meetings on an ongoing basis.
- Regular meetings have been ongoing between Hub Leadership Council and Vice President of Enrollment Services.
- Staffing shortages have been addressed by collaborating with VP McDowell to hire seasonal type positions to meet immediate needs within the Warrior Hub. These positions would be funded by the salary savings from the Warrior Hub director position and from the retirement of a financial aid counselor over the 2015-2016 year.
 - Major Mapping project – As part of the process to prepare for the implementation of uDirect, a major mapping project is underway to assist with placing online versions of these maps within the catalog. This process has been very labor intensive, as it has involved reviewing major maps submitted by departments, checking these maps against DARS, and checking against current catalog copy before publishing the major maps to the catalog. Two individuals have been brought onto the team in the effort to assist in accomplishing this task before our June Freshmen Registration event.

Ongoing Projects 2017

- eTranscript
 - Online transcript ordering and management is going to be available through partnership with the National Student Clearinghouse by the end of Summer 2017.
- CPL Committee and Changes
 - Credit by Exam process has been reviewed and will be modified from the current structure to move the cost per credit for this service from \$5 per credit to \$50 per credit to reflect more current business expense effective spring 2018.
- Clarification and Rewriting of Registration Appeal Process
 - The Registration Appeal Process has been reviewed and has been rewritten to provide more clear guidance for students filing appeals and for those reviewing them.
- FERPA Policy Update
 - FERPA policy has been reviewed and revised to include a clearer sense of the various levels of public and private student information. This clarification promotes a more responsible stewardship of the student record.
- u.Direct Project
 - This project has moved to being hosted at the Minnesota State central office. The project will provide a major mapping tool that integrates with DARS and is able to provide students with more streamlined schedule planning per semester as well as long term educational planning for both students and for academic departments.
- Major Mapping Project
 - This activity is part of the larger u.Direct project. Academic departments have provided most of the major maps for their programs. These are under review by the Registrar's Office checking consistency with DARS and current catalog copy. Once there is agreement among these three informational systems, major maps are being posted in the online catalog.
- Online Forms through BP Logix
 - Many forms are already underway.

- Blue Card-To be released Summer 2017
 - Emergency Contact Information-To be released for June Freshman Registration 2017-This will also feed to STAR Alert.
 - Declaration of Major-Prototype is being built. Estimated to be ready Fall 2017.
 - Course Substitution-Fall 2017
 - Internship Application-Fall 2017
 - Arranged Course Application-Fall 2017
 - Advisor Change Form-Fall 2017
 - Replacement of simple forms currently residing in SharePoint-Spring 2018
- STAR Alert and Emergency Contact Project
 - STAR Alert front page is being reviewed with responsible departments on campus. An emergency contact information form is being implemented with laptop disbursement to take place during June Freshman Registration 2017 event.
 - Project is underway to gather information around functionality of STAR Alert to determine if this project will meet WSU needs.
 - Cash Course
 - Website has been launched and materials have been shared across campus. Presentations are ongoing as a means to firm financial literacy among students across campus.
 - Cash Cart program launched. This program puts a financial aid counselor in a golf cart driving around campus, giving students rides between buildings while quizzing them on financial literacy.
 - Paradigm
 - In an effort to establish greater consistency of diploma service, our offices will begin working with Paradigm for Fall 2017 graduation.
 - Dean's List Project
 - The Dean's list has been moved from a mailing to an email notification for students. This project has been accomplished through collaboration with Academic Affairs.

- Click Dimensions/CRM development
 - Click Dimensions tool has been partially implemented (email function deployed) and is in the later stages of text implementation.
 - CRM philosophy has deepened as we align our messages across group and personal face-to-face interactions, presentations, emails, web site information, catalog

Leveraging Our Technology

Summary of Assessment Day Data from Warrior Hub:

In collaboration with IPAR, we are currently working to re-build the manner in which we assess our service satisfaction. The goal is to have more “point of service” type of assessment that takes place that will survey students more directly around processes that are taking place at the time they receive the assessment. For example, we will gather data around registration during or near a registration period and look at student financial aid satisfaction during a time they are working through financial aid application processes or disbursement. The data from this will be forthcoming.

Student Records and Registration Service Snapshot 2016-2017

Listed below is some snapshot data taken to illustrate the volume of various processes completed over the past fiscal year.

Official Transcripts	18,063
Degrees	1,760
Course Subs	1,709
Registration Appeals	339
Major/Minor Forms	4,618
TCF's: Approximately	12,700

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

Academic Year 2016 – 17	Summer	20171	255
	Fall	20173	480
	Spring	20175	1049
Academic Year 2015 – 16	Summer	20161	249
	Fall	20163	485
	Spring	20165	1066
Academic Year 2014 – 15	Summer	20151	245
	Fall	20153	511
	Spring	20155	1100

Customer Contact Data-

- Email Data 2015-2016- Number of email inquiries received and processed across the Warrior Hub for the past year:
 - warriorhub@winona.edu -16,234
 - financialaid@winona.edu- 9,534
 - graduation@winona.edu - 2,216

*Note, due to single tenant email conversion WSU will no longer have access to this email data.

- CRM Campaign Data

Academic Year	Number of E-mails	Individual Campaigns	E-mail Open Rate
2016-17	245,860	152	67%
2015-16	242,279	138	67%
2014-15	180,892	81	76%

Budget

One area to note is that the operating budget for the Registrar’s office has been consistently insufficient to meet the demands placed upon this office. Additional funding is necessary to allow this cost center to operate without generating a deficit each year.

Financial Aid Service Snapshot 2016-2017

- Number of students who applied for financial aid: 9382
- Number of students who received some form of financial aid: 6991 for a total amount of \$77,606,011
- Number of students who received a scholarship: 2737 for a total amount of \$8,415,770
- Number of student who received a grant: 3250 for a total amount of \$15,602,702
- Number of Federal Student loans disbursed: 10,673 for a total amount of \$33,496,389
- Number of Federal Parent loans disbursed: 437 for a total amount of \$4,517,936
- Number of Private Student loans disbursed: 1528 for a total amount of \$13,528,770
- Number of student loans certified: 12,006 for a total amount of \$51,543,095

Financial Aid Services Award Snapshot over the past 3 years (2016-2017 numbers will not be finalized until after summer, 2017, is complete) As of May 31, 2017 the 2016-2017 numbers are as follows:

Grants	Pell	State	Teach	SEOG	Other	Total
2016-2017	\$7,794,246	\$4,511,846	\$130,167	\$207,458	\$2,958,985	\$15,602,702
2015-2016	\$8,119,409	\$4,422,887	\$131,830	\$187,402	\$3,023,337	\$15,844,865
2014-2015	\$8,462,163	\$4,391,735	\$136,452	\$142,605	\$2,846,733	\$15,979,688

Loans	Subsidized	Unsubsidized	Perkins	PLUS	MN SELF	Other
2016-2017	\$14,115,947	\$19,042,474	\$301,118	\$4,554,786	\$5,169,800	\$8,358,970
2015-2016	\$14,868,628	\$19,556,838	373,244	4,009,325	5,284,898	9,591,443
2014-2015	\$15,611,149	\$20,961,220	454,493	3,987,902	4,995,022	9,579,727

Year	Loan Totals
2016-2017	\$51,543,095
2015-2016	\$53,684,376
2014-2015	\$55,589,513
Work Study	
2016-2017	\$2,044,444
2015-2016	\$1,823,714
2014-2015	\$2,090,542
Scholarships	
2016-2017	\$8,415,770
2015-2016	\$8,535,422
2014-2015	\$7,881,017

Academic Year	Total Financial Aid Disbursed
2016-2017	\$77,606,011
2015-2016	\$79,888,377
2014-2015	\$81,540,740

Note: As of 10/02/2017 these numbers are accurate

Goals for 2017-2018

Though significant gains have been made in recent months at the Hub in regards to tightening our integration of services, there is still a good deal of growth that we look forward to endeavoring to bring forward in the coming year. From a broader overview, we are looking at stepping back and seeing how we need to re-invent our One Stop operation in such a manner as to continue to improve our services to the customers whom it is our charge to serve. We will strive to meet and to further exceed the expectations of our customers across all of our integrated areas of service. We fully understand that this will require looking at ourselves and our business processes with a degree of scrutiny to hold ourselves accountable to establish further an environment of continued evolution and improvement.

There are some concrete, measurable goals that we will utilize as foundational steppingstones of Growth to assist our area in meeting these ambitious goals for our 2017-2018 school year:

- Continue last year's work with the implementation of major maps to assist students in planning a four-year plan that illustrates clear pathways to reaching their academic goals in the timeframe they determine.
- Conduct a peer study of the effectiveness of operations in our integrated Warrior Hub area by eliciting the assistance of an outside organization. The goal would be to learn from an outside perspective where we are strong and where we need some growth.
- Integration will continue to be a conversation in our area as will ongoing collaboration to establish the best model for achieving a more streamlined and efficient Warrior Hub. The Warrior Hub Leadership Council will continue to meet weekly with one another and with the Vice President for Enrollment Management and Student Life. Once each month, these meetings will be more in depth, extended meetings to drill more deeply into issues that arise or establish plans, etc.
- CRM technology
Timeline from BPMS will begin to be incorporated into CRM as a means of establishing workflows. Text messaging will be implemented by Spring 2018 as a mechanism of communicating with students.
- Continued development of BP Logix solutions for online business processing.
- Continue to build focus on providing holistic, employee wellness opportunities on a regular basis for Warrior Hub staff.

- Financial Aid has seen and will continue to see an increase in regulatory requirements in administering The Federal Pell Grant, the subsidized Direct Loan, and enrollment reporting to NSLDS. A number of procedures have already be written and implemented to account for these requirements. FA will continue to update procedures as new requirements are implemented. One of these new requirements might be year round Pell. Congress still needs to vote on bringing it back, and it is expected to pass. ¹
- As new graduate certificate programs are created at WSU there will be increased reporting on the Program Participation Agreement and Gainful Employment regulations. Financial Aid and IPAR will continue to work together, along with MNSCU to ensure all reporting requirements are met.
- New for the 2017-2018 school year is prior-prior year FAFSA. Students will be able to start completing their 2017-2018 FAFSA's on October 1, 2016. Timing for workflow in Financial Aid will shift dramatically. Along with this shift, the Department of Education is expecting a large increase in the number of professional judgment requests coming into Financial Aid. Professional judgment requests are when family would like the Financial Aid Office to adjust their income on their FAFSA to more accurately reflect their current financial circumstances. In order to exercise professional judgment, FA must obtain and maintain documentation to support the final decision. This process can take anywhere from 30 minutes to 3 hours to complete per request.
- The Federal Perkins loan program is now expected to end on October 1, 2017. In February 2016 the Department of Education came out with new regulations to close out this program. Financial Aid will be working with the Department of Education to ensure all closeout procedures are followed.
- In order to help students who fall under the umbrellas of Deferred Action for Childhood Arrivals (DACA) or the underrepresented students, financial aid is working to have all qualified students be awarded work study eligibility to help them find a job on campus. In addition, whenever possible, DACA students are awarded a Hopes and Dreams scholarship through the University Foundation to help them cover their educational expenses.

¹ Note that attached documents are included with this report indicating the increase of burden on Financial Aid departments in the coming years to meet these regulatory requirements.

Growth will be ongoing at the Warrior Hub as we continue to evolve into a service area of excellence that meets and exceeds the expectations of those whom we are charged to serve. Much of our work in this past year has been around stabilizing after a tremendous period of change. This has been a time of significant challenge. In the face of that level of challenge, we respond by continuing to grow the integrations between the departments and individuals that comprise our team. With these dedicated efforts, we will learn from this growth and set the foundation for a stronger, more adept Warrior Hub.



Warrior Success Center



Warrior Success Center Annual Report 2016-2017 Academic Year

Prepared by:

Dr. Barbara Oertel Director of Warrior Success Center (Retired 7/3/17)

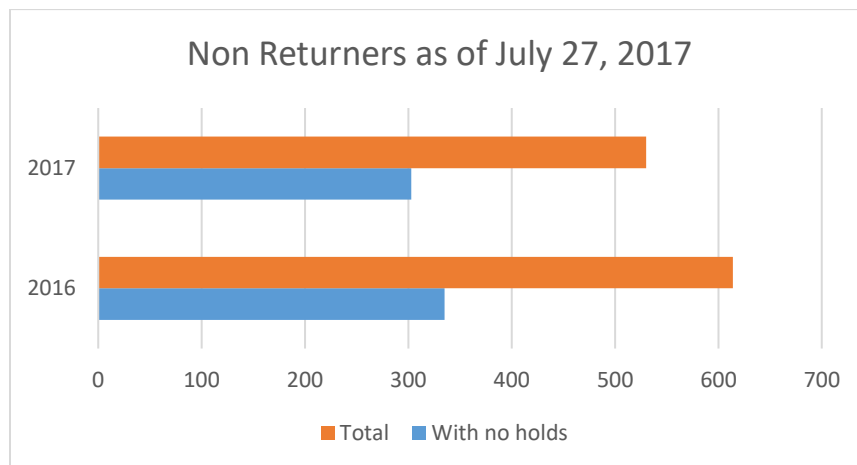
Submitted by:

Ron Strege Director of Warrior Success Center (Began 7/17/17)

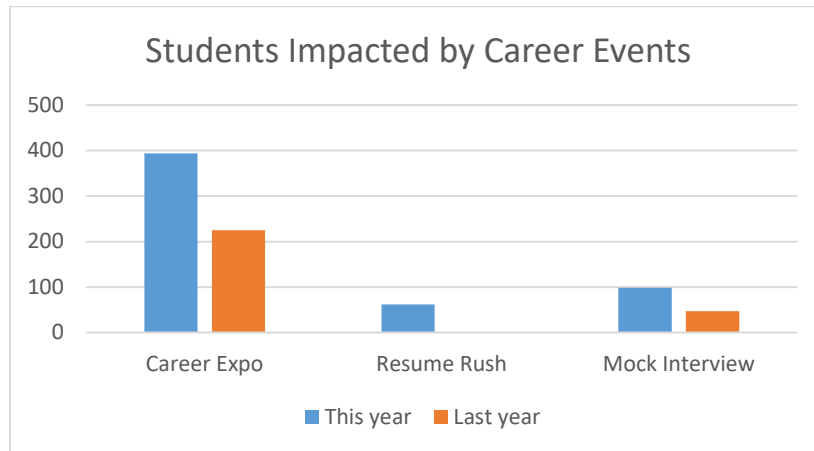
2016-17 Highlights and Accomplishments

1. **New and Innovative Programs and Services:** The Warrior Success Center, in the spirit of innovation and continuous improvement, continues to develop and revise programs and services. Some examples of this are below (WSU Strategic Plan, Theme 2, Initiatives A, B, C; WSU Enrollment Plan, Goal 2)

- a. **Enhanced Outreach to Non-Registered Students:** Working collaboratively with the Warrior Hub and Residence Life, we implemented a new and improved system of reaching out to students who did not reenroll for the subsequent semester. We revised the report to improve the process of identifying these students, utilized a more targeted and individualized method of contacting the students, and implemented the practice of using the Warrior Hub's CRM to record information about interventions. To date, the data looks very promising.



- b. **Redesigned Career Expo and Expansion of services:** We reorganized the Career Expo into two events (one each semester) and relocated to East Hall. This resulted in increased opportunities for WSU students to meet with employers on campus. We offered a Resume Rush campaign to help students prepare for these events and for the job search in general, and increased the reach of our mock interview partnership program.



- c. **Supporting Better Advising Campus Wide:** This year we focused on improving advising campus wide with the following activities and initiative:
- i. Full implementation of online advising, including provision and promotion of [information, resources and protocols](#) for faculty and other advisors to utilize if choosing to deliver advising online.
 - ii. A newly designed [faculty advisor toolkit](#), which includes various advising resources and links, including our first [advisor training video](#). This new website provides faculty advisors with information in needed area and topics according to the results of the Advising Survey distributed in 2015-16.
 - iii. Participation in the university wide Advising Task Force and the establishment of a university wide collaboration of advisors informally named the Advising Work Group, which meets 2 to 3 times per semester.
- d. **Technological Enhancements:** The Advising Services portion of the WSC website is currently under construction with a planned implementation date September 29, 2017. We conducted a pilot of a new major/career exploration software, Sokanu, which we decided to retain in pilot form for another year before deciding whether or not to use this in place of Focus 2. Warrior Jobs is being moved to a new platform. We converted the Academic Warning form to a fillable PDF available on the web. We installed surveillance cameras in the four testing

rooms used by Access Services to increase testing security. These initiatives help us serve a wider population of students in a more efficient manner.

2. **On-going Staff Development:** All WSC employees engaged in professional development in the 2016-2017 Academic Year. (WSU Strategic Plan, Theme 5, Initiative B)
 - a. 2 ASF employees participated in training toward becoming certified Strengths coaches. Others gave presentations at regional and national conferences, participated in system, regional and national conferences, presented workshops and sessions on campus, proposed and were awarded PIF, SIA, and honorariums for special projects, served on state and local committees, served as officers in professional associations, and conducted research.
 - b. 1 ASF employee began a sabbatical in May 2017 to study ways in which WSU and the Minnesota State System can improve the way we serve transgender individuals with career development and job search and preparation opportunities.
 - c. 4 AFSCME employees attended the Minnesota State Frontline Conference in May of 2017.
 - d. All WSC employees participated in departmental and division wide workshops and training sessions including monthly department professional development meetings and monthly IAS training sessions.

3. **Continually impacting large numbers of students:** We continue to impact significant numbers of students every year. We have served students in new and different ways without increasing resources.
 - a. Number of advising visits (for all reasons) was again around the 3000 mark – slightly down from 3199 visits to 2955 visits for the 2016-17 academic year in the Warrior Success Center
 - b. Number of test proctored for students with disabilities increased from 1603 to 1699.
 - c. Number of students attending on campus job fairs increased from 225 to 394, and number of employers attending these fairs increased from 80 to 99.
 - d. Percent of new first year students enrolled in orientation reached an all-time high of 99%.

- e. Number of students receiving peer or supplemental instruction tutoring increased from 1658 to 1766, and number of Smart Thinking (online tutoring) hours used increased from 245 to 394.
- f. Number of students on academic warning or suspension at the end of the year decreased from 5.8% to 5.2% of overall population.

Outcomes and Numbers of Students Served in 2016-2017

Program/Service	Measure	2012-13	2013-14	2014-15	2015-16	2016-17
Access Services	Students served	285	298	316	357	354
Access Services	Tests proctored	1318	1390	1349	1603	1699
Tutoring	Students served	2057	1871	1858	1658	1766
Tutoring	Contact hours Individual: S2i:	5096 12,708	5247 12,187	5710 15,054	4130 14,586	3879 15,363
Placement Testing	Tests administered	254	234	261	163	171
Orientation	Students enrolled in course	1669 or 94%	1632 or 99%	1601 or 97%	1599 or 97%	1568 or 99%
Warrior Success Center	Academic and career advising contacts by professional staff (AY)	2484	2576	2741	3199	2955
Career	Grad Follow Up Related Employ rate:	88.5%	88.7%	91.7%	in-progress	NA
Probation	Students under standards after fall	580*	622	612	592	531
Suspension	Students under standards end of year	470 or 5.7%	514 or 6.3%	437 or 5.4%	454 or 5.8%	390 or 5.2%
Warrior Success Center	Presentations Number: Students Reached:	141 4913	109 3877	128 4055	109 3637	108 3642
Warrior Success Center	Fair Participation Career Fair Major Fair Off Campus Summer Part-Time Job	586 210 227 NA NA	680 190 183 NA NA	301 395 124 67 NA	225 513 189 184 257	394 413 58* 171 366
All University	Retention of First Time Students Fall to Fall	78%	76%	80%	77%	80% projected

*reduction due to cancellation of MNSU Job and Internship Fair

For more details see attachments from Access Services, Career Services and Tutoring and Testing Services, as well as Advisor Trac data from 2016-17.

Next Year's Area of Focus:

The Warrior Success Center will continue the work of being a leader in the Retention and Success of our WSU students.

- Continue convening the Advising Work Group to be more cohesive with our Advising practices
- Grow Advisortrac to include other professional Advisor's across campus to better integrate our services for deciding students and students in transition.
- Hone the Academic Progress Report tool to better connect to our at risk students and provide intervention earlier.
- Improve the Post-Secondary Enrollment Options (PSEO) process and Orientation for our PSEO students.
- Continue to grow our Career Services' programmatic and advising strategies to help our students utilize their Liberal Arts education to secure meaningful careers.
- Better track and provide resources to our students on suspension that have been readmitted.

Access Services

Prepared by:

Nancy Dumke Associate Director for Access Services for Student with Disabilities

Access Services highlights:

- 1) Remote sign language interpreting concluded at the end of fall semester when the student graduated. CART, Communication Access Real-time Translation, a new service to WSU, started in the spring semester. While CART is a more expensive service, it captions the lecture immediately for a student with a hearing loss who does not know sign language and provides a complete set of notes for each lecture.
- 2) Surveillance cameras were installed during the summer of 2016 in four testing rooms for testing accommodations. The transition was smooth for both students and staff. To date, no complaints have surfaced. Test security is stronger than in past years and surveillance technology is enhancing service efficiency as all staff members can monitor exams in those four rooms from their desks/work stations.
- 3) WSU was approached by Mayo Clinic to participate in the first ever Career Networking Day for students with disabilities. Nancy Dumke and Karen Hemker from St. Mary's University of Minnesota are heading up the outreach to other colleges and universities with Dawn Kirchner from Mayo. The date is Friday, September 22, 2017 from 9 a.m. – 4 p.m. on the Rochester downtown campus.

Numbers of Students Served in 2016-2017	
Number of students served	354 (decrease of 3 students)
Number of students documented/registered	533 (increase of 43 students)
Number of classes accommodated	1515 (decrease of 88 classes, 5.5% decrease)
Number of tests proctored	1699 (increase of 134 tests, 8% increase)

Next Year's Goals/Areas of Focus 2017-2018:

- 1) eCollege - a student mentoring program endorsed by MnSCU – will be a part-time project again for Anne Riddle, Graduate Assistant. Due to challenges with timing and participation at the high school, Mindy Reinardy suggested that we discontinue eCollege in spring 2017 and try again in the fall of 2017.
- 2) Provide support and data to the new director as they transition next year.
- 3) Exploratory efforts for a potential remodeling of the Maxwell 324 office space into two offices for the Graduate Assistants. This would increase confidentiality and also help during peak testing times.

Progress toward Core Commitment #4, Taking Seriously the Perspectives of Others

October 20, 2016 – Jean Sharon Abbott, '98 Alumnus, spoke to WSC staff, a nursing class, a psychology club, and provided an all university presentation. Financial support from Access Services, Dean of Students Office, Inclusion and Diversity, the Nursing and Psychology Departments, and Alumni Office and coordination by Emily Peterson, Graduate Assistant made this possible. Approximately 150 students, faculty and staff attended.

October 6, 2016 – Groves Academy College Fair for students with disabilities – the largest regional college fair hosted in the metro area; Justin Huegel from Admissions and Nancy Dumke, Access Services represented WSU. WSU's location at the fair afforded a lot of visibility. Over 500 parents, students and educators attended. Both representatives talked to prospective students and parents non-stop for 2 – 2.5 hours, approximately 75 – 100 people total.

February 17, 2017 – Access Services Staff attended the “Student Concerns and Mental Health” program hosted by the Faculty Development Committee at WSU.

February 17, 2017 – Emily Peterson and Anne Riddle, Graduate Assistants, provided 11 “Tutor Training Power Point Videos” for Jill Quandt in Tutoring Services.

February 21, 2017 – “All the Difference” session about critical issues confronting young African-American men presented by Darcie Mueller and attended by Nancy Dumke and other WSC staff.

February 28, 2017 – Emily Peterson and Anne Riddle, Graduate Assistants, presented “Test taking strategies and anxiety reduction” to 3 TRiO students, faculty and staff.

March 15, 2017 – Nancy Dumke presented to the English Language Center staff about Access Services. The staff had an international student of concern and discussion ensued, 6 staff in attendance.

March 17, 2017 – Access Services staff attended “Helping Students Be Resilient,” a Faculty Development Event at WSU, presented by Mick Lynch of Counseling Services.

April 11, 2017 – Anne, Emily and Tara (future Grad Assistant) attended Safe Space Training on campus.

April 11 – 13, 2017 – MnSCU Spring Disability Coordinators' meeting and the regional Wisconsin/Minnesota Association for Higher Education and Disability (MNAHEAD) conference – St. Paul, Mn. Legal Q & A, discussion of service and emotional support animal issues on campuses, discussion of current legislative session, including HF2153, the bill requiring MnSCU

to create new programs for students with intellectual disabilities, developing a training syllabus for new DS staff, campus update roundtable.

Nancy Dumke, Associate Director Access Services, 5/25/17

Tutoring Services

Prepared by:
Jillian Quandt, Associate Director Tutoring Services

AY 2016-2017 Data

	2014-2015	2015-2016	2016-2017
Total Number of students served	1858	1658 (11% decrease)	1766
Total Number of contact hours	20,755 (all-time record)	18, 586 (10% decrease)	20,036
Contact hours Tutoring: Supplemental Instruction: SSS Tutoring provided by Tutoring Services	5,710 15,048 436	4,130 (20% decrease) 14,586 505	3,879 15,363 794
Number of students attending SI.	999	924	801
Average number of sessions attended.	10.06	10.52	12.78
Number of students using tutoring.	1235	1101	1175
Tutees' perceptions of the effectiveness of tutoring sessions.	4.08/5 satisfaction 96% believed improved grade	4.08/5 95% believed improved grade	3.95/5 94% believed improved grade
Smarthinking Online Tutoring	95 students used 163 hours 240% increase in hours used	80 students use 245 hours 50% increase in hours used	267 students used 394 hours 61% increase in hours used

Testing Services

AY2016-2017 Data

	2014-2015	2015-2016	2016-2017
Individual	236 individual tests were proctored for 132 students	508 individual tests were proctored for 311 students (136% increase in # of students)	499 individual tests were proctored for 325 students
Group Exams	Over 1000 tests were proctored in group settings	Over 2000 tests were proctored in group settings	1789* tests were proctored in group settings

*New data collection practices this year allow for an exact count of exams proctored in group settings.

Items of Note:

With the Math Achievement Center closing last year we received funding from the Math Dept. to hire more math tutors. Math tutoring contact hours did increase significantly.

AY '15-'16	Ay '16-'17
740 Visits	1238 Visits
750 Hours	1217 Hours

We will be consolidating the Library and SLC tutoring locations next year. The testing room will be used for tutoring overflow and we are reconfiguring the space in Library 220 to allow more tables. I believe the challenges associated with trying to supervise undergraduate staff in 2 locations have had a negative impact on our ability to deliver outstanding customer service and look forward to being able to more easily provide day-to-day coaching for all of the tutors again.

This year we took some time to look at the usage of Tutoring Services over a longer time span than usual. In the past 10 years, over 11,800 students have received over 168,700 hours of academic assistance from this program. Here are a few comments from students who used tutoring or s2i the year.

Career Services

Prepared by:
DeAnna Goddard, Associate Director of Career Services

2016-17 Highlights:

- Reorganized the Career Expo into two events (one each semester) and relocated to East Hall as result of the MN State Universities Job & Internship Fair discontinuing and a spacing issue in McCown Gymnasium.
- Successfully offered a *Resume Rush* campaign to encourage students to be more proactive in preparing for on-campus events and the job search process.
- Staff members received training toward becoming certified strengths coaches, increasing the capacity to offer the strengths assessment as a supportive tool in the major and career decision-making process.
- Continue to increase our mock interview partnership program with internship and senior seminar courses (+49% in mock interviews).
- Continue to review new online tools to provide a more positive engagement experience while equally reducing cost. Reviewed: Focus 2 vs. Sokanu; Interview Stream vs. Big Interview; Career Spots vs. Candid Career).

1. Services: Career Assessments, Advising & Presentations

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

This year special Resume Rush campaigns were issued to help students become more proactive and engaged in their career development and preparations for the job search process.

Assessments	MBTI	SII	Strengths	Focus 2
FY 17	7	12	30	974*
FY 16	8	16	0	959
FY 15	16	27	3	846

* Does not include the 76 students in the Sokanu pilot

Presentations	Student Count	Presentation Count	Options
FY 17	3642	108	13
FY 16	3637	109	12
FY 15	4055	128	14

Resume Rush (new)	Students	Campaigns
FY17	62	4

2. Partnership Programs

Purpose: These partnership programs create a unique co-curricular pathway for students to learn and inquire about topics relating to employment and the world of work through engagement with employers. These partnerships also offer students the opportunity to receive feedback and guidance on skill development from professionals in their respective fields.

Networking Events	Employers	Students	Event
FY 17	13	85	1
FY 16	12	89	1
FY 15	12	89	1
Employer Q & A	Employers	Students	Event
FY 17	3	22	3
FY 16	7	67	7
FY 15	7	36	7
Mock Interviews	Employers	Students	Event
FY 17	15	93	8
FY 16	9	47	6
FY 15	22	108	7

3. Online Resources

Purpose: Online resources provide access and reduce barriers to career development tools to alumni and students on the Rochester and Winona campuses. These tools complement the other services (career advising, career assessments, on-campus recruiting program, and partnership programs) offered.

Web Tool Usage	FY17	FY16	FY15
Interview Stream (interviews)	412	345	93
Candid Career Videos (watched)*	1528	1578	5052
Career Services Website (clicks)	21,303	67,077	30,817
*switched vendor from Career Spots to Candid Career in FY17			

4. Social Media Networks

Purpose: Social media is primarily used to promote events, jobs, and career services to students and alumni. Each platform also offers the option of networking.

Social Media Usage	FY17	FY16	FY15
LinkedIn (total users)	1756	1645	1559
Facebook/Twitter (total likes)	554	535	480

5. On-campus Recruiting

Purpose: The On-campus Recruiting (OCR) program assists students in locating and learning about advanced degrees and employment opportunities. The program helps them engage with employers and higher education institutions with the goal of being offered employment or accepted into an advanced degree program.

On-campus Employer Visits	FY17	FY16	FY15
Information Table	20	17	10
Meet & Greet	5	7	6

Warrior Jobs Postings	Part-time	WSU Jobs	Full-time
FY17	1180	149	5618
FY16	1077	168	5487
FY15	1165	140	3610

6. Fairs

Purpose: A component of the On-Campus Recruiting program, the seven 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. For example, Adult & Continuing Education, the RTTR Department and Career Services co-host the WSU Summer Opportunities Fair. 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.

On-campus Career Fairs	FY 17		FY 16		FY 15	
	Student	Employer	Student	Employer	Student	Employer
*WSU Career Expo (each semester)	394 (154/240)	99 (45/54)	225	80	301	66
WSU Summer Opportunities Fair	171	52	184	46	67	41
WSU Part-time Job Fair (new in 2016)	366	22	257	24	NA	NA
WSU Career & Major Exploration Fair	413	NA	513	NA	395	NA

*Career Expo was relocated to East Hall and offered each semester due to spacing issues in 2017)

Off-campus (consortium) Fairs	FY 17		FY 16		FY15	
	Student	Employer	Student	Employer	Student	Employer
MNSU Job & Internship Fair	cancelled	cancelled	119	151	73	156
MN Government & Nonprofit Career Fair	15	96	20	99	20	83
MN Education Fair	43	211	50	222	31	189

Advising Track Services

Academic Year 2016-2017	
August 15, 2016-May 12, 2017	
Reason	Visits
Academic Advising	1105
Academic Status	102
Academic Warning	184
Access and Accommodation Advising	163
Access Intakes	124
Access Services Textbooks	87
Career Fair	395
Committee Interview #1	37
Committee Interview #2	34
EDUC 115	101
Fastenal	48
Graduate School Advising	54
Internship Search	35
Job and Internship Search Advising	94
Major Fair	414
Major/Career Exploration	259
Mock Interview	57
New Orientation Leader Interview	0
Online Advising	36
Part Time Job Fair	370
Placement Testing	20
PSEO	7
Resume/Cover Letter	516
Returning Orientation Leader	24
Summer Opportunities Fair	172
Total	4438

Appendices

Appendix A
University Snapshot

Appendix B
Warrior Debate

Appendix C
TED Talk Tuesday

Appendix D
Warrior Success Center Comments

Appendix E
Student Life and Development Goals

Appendix A
University Snapshot

Winona State University Fast Facts 2016 - 2017

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, 71 baccalaureate, 19 master's, 6 doctoral, 2 special degree, 16 graduate certificate

340 full-time and 185 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) 8,140 (FTE 7,362)

Undergraduates 7,669 (FTE 7,066) Graduate Students 471 (FTE 296)

New Student Profile

New Entering First-Year Students	1,585 (FTE 1,595)
Average ACT (composite mean)	22.7
Average High School GPA	3.35
Minnesota residents	63%
Wisconsin residents	29%
New Entering Transfer Students	562 (FTE 435)
New Graduate Students	100 (FTE 72)
Winona Campus	7,170 (FTE 6,696)
Rochester Campus	970 (FTE 666)



STUDENT SUCCESS OUTCOMES



Retention and Graduation

2nd year retention rate (for Fall 2015 first-year cohort)	77.1%
6th year graduation rate (for Fall 2010 first-year cohort)	59.2%
Degrees Awarded (distinct headcount, Summer 2015 - Spring 2016)	
Associate degrees	64
Bachelor's degrees	1,740
Master's degrees	133
Doctoral degrees	17
Education specialist degrees	2
Graduate certificates	35

Post-Graduation Success (for the Class of 2014-2015)

Continuing education 12.0%
 Employed among those available for employment (full- or part-time) 98.2%
 Employed in fields related to degrees earned among those employed 90.3%
 3-year student loan default rate (for the Class of 2012-13) 3.9%

STUDENT CHARACTERISTICS



Sex Female 63.2% Male 36.7%

Race/Ethnicity White 85.2%, Hispanic/Latino 2.9%, African American 2.7%, Asian American 2.3%, More than one race 2.3%, Native American & Pacific/Hawaii Islanders <1%, Int'l 3.4%, Other and unknown .9%

First Generation Students 43.3%

Post-Traditional Students (age 25+) 15.5%

International 278 total from 50 countries, including: China (71), Taiwan (36), Saudi Arabia (34), Republic of Korea (28), Bangladesh (11), Japan (11)

Popular Undergraduate Majors: Nursing, Business Administration, Biology, Elementary Education/ K-12, Exercise Science, Social Work, Psychology, Computer Science

FINANCIAL AID

(% of recipients among undergraduate students enrolled in Summer 2015-Spring 2016)

Received some form of financial aid

59.6% of first-time full-time first-year students
 57.0% of all undergraduate students

Received merit-based scholarship

22.1% of first-time full-time first-year students
 12.1% of all undergraduate students



COST OF ATTENDANCE (estimate for 2016-2017 full time attendance. For more specific information, visit <http://www.winona.edu/billing/default.asp>)

Tuition Undergraduate: In State \$7,103 / Out of State \$12,800 Graduate: In State \$6,720 / Out of State \$10,120

Fees Undergraduate \$1,002 / Graduate \$684

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

Expenses Housing and Meals: \$8,460 Books = \$1,200 Transportation = \$640 Personal = \$2,300 Loan Fees = \$120



Appendix B

Warrior Debates

Warrior Debates are held twice a year – one in the Fall and another 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 lived streamed for a broader viewing audience.

DATE: TUESDAY, OCTOBER 18, 2016 TIME: 7:00 P.M.

WARRIOR DEBATE #3:

IS SOCIAL JUSTICE

AN ESSENTIAL PART OF WINONA STATE UNIVERSITY'S MISSION?

Is Social Justice an essential part of Winona State University's mission?

The WARRIOR Debate *Is Social Justice an essential part of Winona State University's mission?* 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.

LOCATION: PHELPS TV STUDIO

SHOW UP • LISTEN • ENGAGE

Winona State University

Title: Warrior Debate #3: Is Social Justice an Essential Part of Winona State University's Mission?

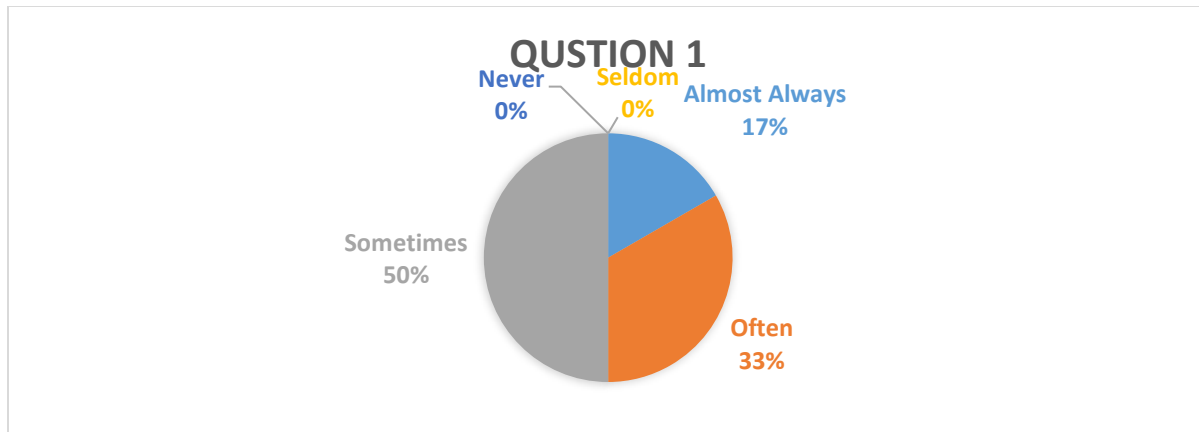
Name(s) of Debaters(s): Ben Reimer, Jackson Ramsland, Mason Moran, Sydney Bockelman

Tuesday, October 18, 2016, Phelps TV Studio

Number of people signed in:	9	Number of Surveys Handed In:	6
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*Please Note: All responses are documented as written by participants.

1. How often do you have conversations about Social Justice?

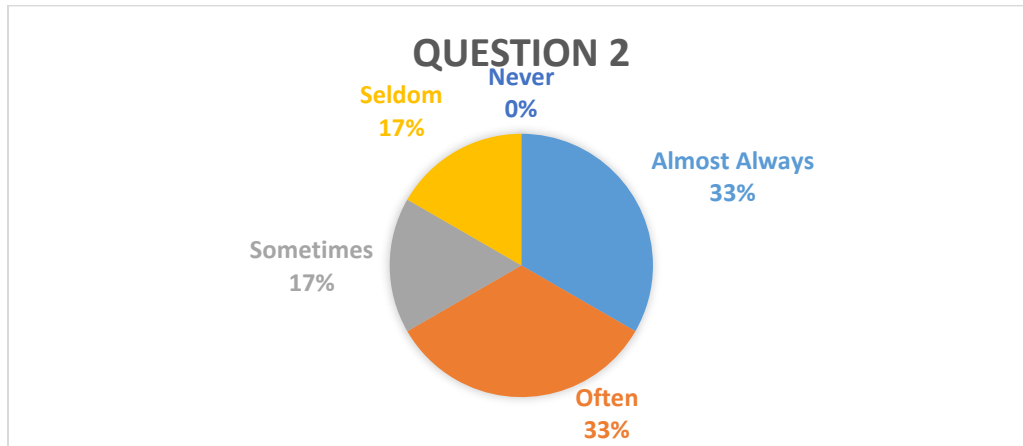


Total Number of Respondents: 6

Comments:

- They are a vital and necessary occurrence all over today's world, but many need to be brought to further attention and discussion
- I often talk about things brought up in my classes with my family and friend
- Although it is not something that always introduced into a conversation, social justice is something that is very relevant to a lot of issues and tends to be implied
- I try to often have these conversations with fellow students and friends. These issues are important to me

2. How often do you have conversations about Social Justice in your WSU courses, or community circles?

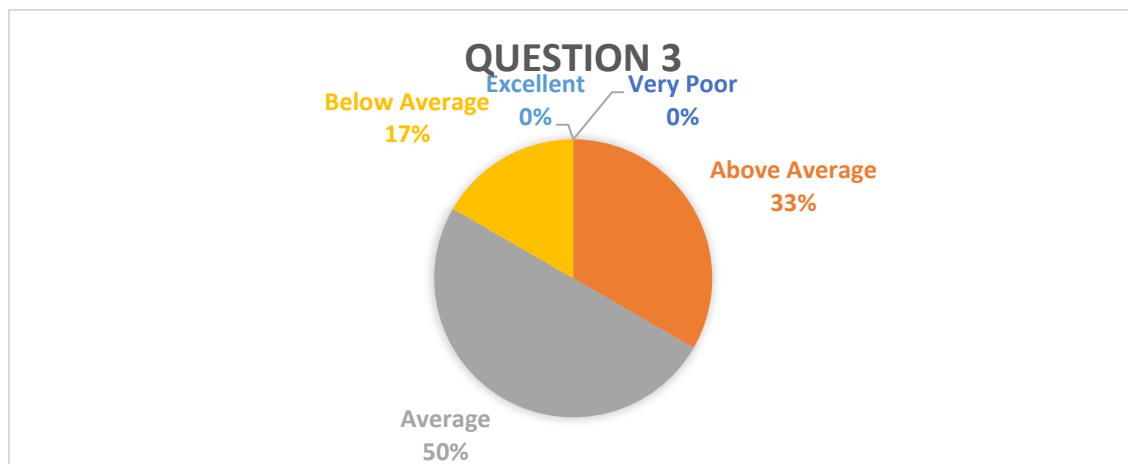


Total Number of Respondents: 6

Comments:

- I am currently in WGSS148 and WGSS 220, both classes focus strongly on social justice
- So far, there are a few professors that I know of who have addressed social justice and injustice
- In many of my pre-req classes, social justice issues were discussed by now in my core-major NSNG classes it's not as frequently.

3. How would you rate your knowledge of Social Justice, *prior* to attending this program?

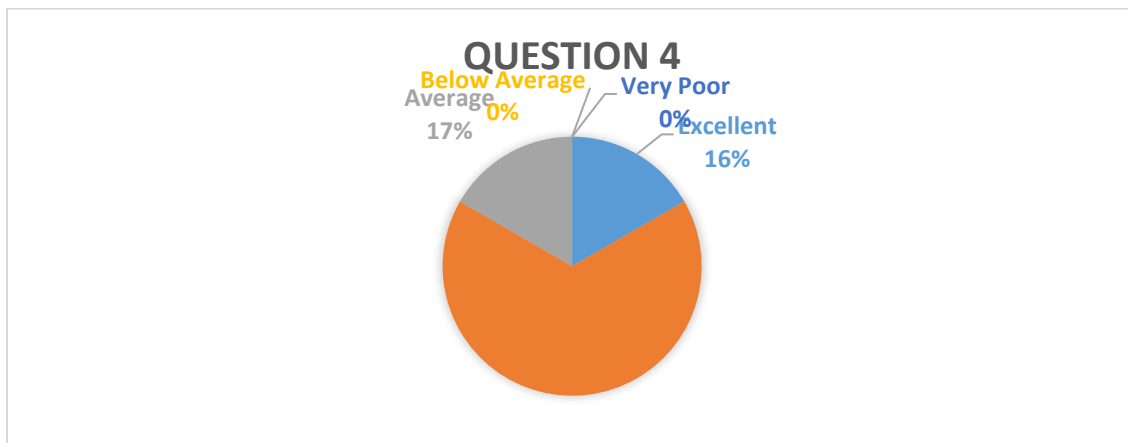


Total Number of Respondents: 6

Comments:

- Again, this is very important to me
- Prior to attending Winona I was unaware social justice was such a big issue. After attending I feel I have a lot to learn.
- Most of my knowledge of social justice issues are more personal (race, gender) either from experience or looking into history to see what affected my family

4. How would you rate your increased awareness and responsibility related to Social Justice after attending this program?



Total Number of Respondents: 6

Comments:

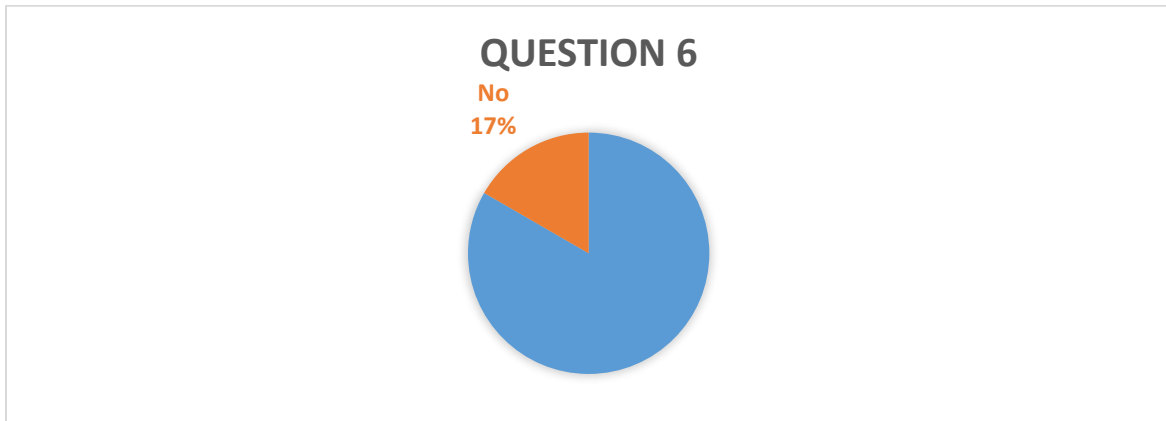
- I am inspired and aware – may the conversations grow and continue
- I wish the speakers would have explained what they specifically believe social justice is

5. Name three things you learned today that you were unaware of in regards to Social Justice.

- We need more engagement
- The conversation is current and occurring in other universities aside from our own
- We need to continue the forum
- It is our job to create involvement, now
- Winona offers retreats to help learn about issues

- Historically, college campuses have initiated some movements towards social injustice (including civil rights)
- There are multiple ways as a WSU student to learn about and take a stance on social justice

6. Would you be interested in a Student Debate Club on Campus?



Total Number of Respondents: 6

7. If we continue Warrior Debates on Campus, what is a debate topic that would interest you?

- Cost of university and housing on and off campus
- Student loans
- Should the university, believing in equality as it does, take a stand to Coexist, implementing opportunity and knowledge on how to do so
- Is the campus doing an adequate job on handling the rape culture that is associated with college campuses

DATE: TUESDAY, March 21, 2017 TIME: 7:00 P.M.

WARRIOR DEBATE #4:

ELECTED OFFICIALS

**SHOULD SUPPORT THE MAJORITY VOICE OF THEIR CONSTITUENTS,
EVEN IF IT CONFLICTS WITH THEIR OWN JUDGEMENT**

The WARRIOR Debate *"Elected officials should support the majority voice of their constituents, even if it conflicts with their own judgement"* 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: Warrior Debate with the Motion: Elected officials should support the majority voice of their constituents, even if it conflicts with their own judgement.

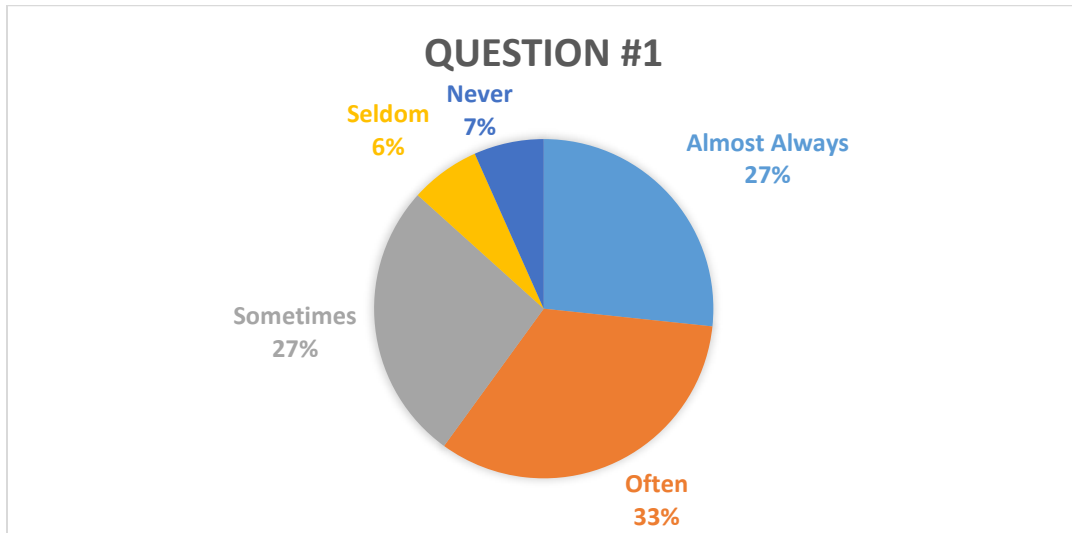
Name(s) of Debaters(s): Adam Thomas, Max Gonzalez

Tuesday, March 21, 2017, 7pm, Phelps TV Studio

Number of people signed in:	32	Number of Surveys Handed In:	15
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*Please Note: All responses are documented as written by participants.

8. How often do you have conversations about Elected Officials?

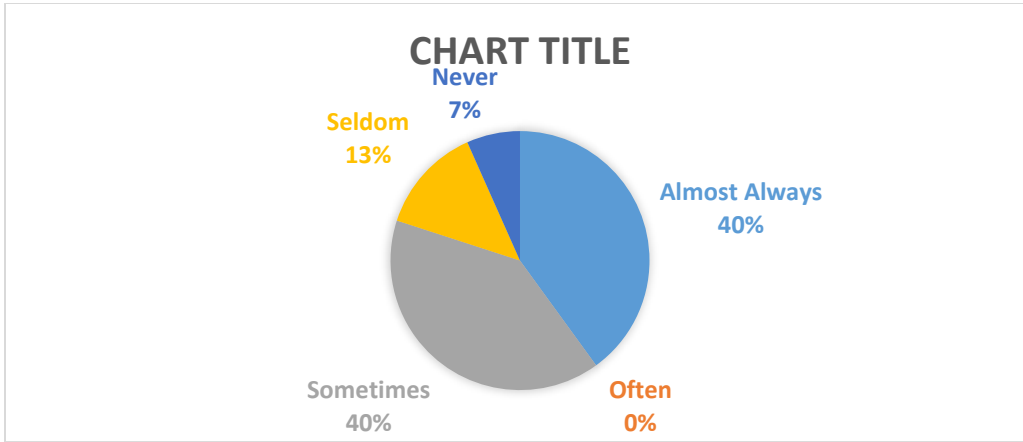


Total Number of Respondents: 15

Comments:

- Whether it be peers or professors it's almost always a hot topic conversation
- I seldom have conversations about elected officials unless I am in a government class
- I teach political science
- Around election seasons
- I'm on student senate and interested in politics
- Every day, I am a political science major
- With my brothers
- I talk about elected officials with my parents. Also I am a political science major
- As a political science major this is an ongoing conversations in classes and among friends

9. How often do you have conversations about Elected Officials in your WSU courses, or community circles?

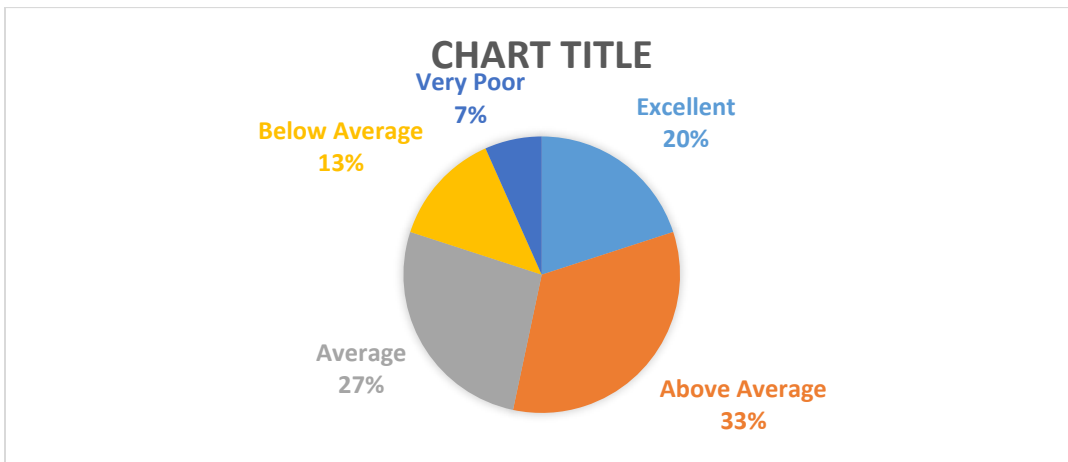


Total Number of Respondents: 15

Comments:

- Being a political science major we discuss elected officials almost always
- I am a political science major. Most of my classes revolve around what is going on in politics today
- Every day as all of my courses this semester are political science
- Not much in class
- In my political science class last semester
- Generally only in my political science courses
- In my government courses, we have rarely had conversations about elected officials
- See explanation number 1

10. How would you rate your knowledge of Elected Officials, *prior* to attending this program?



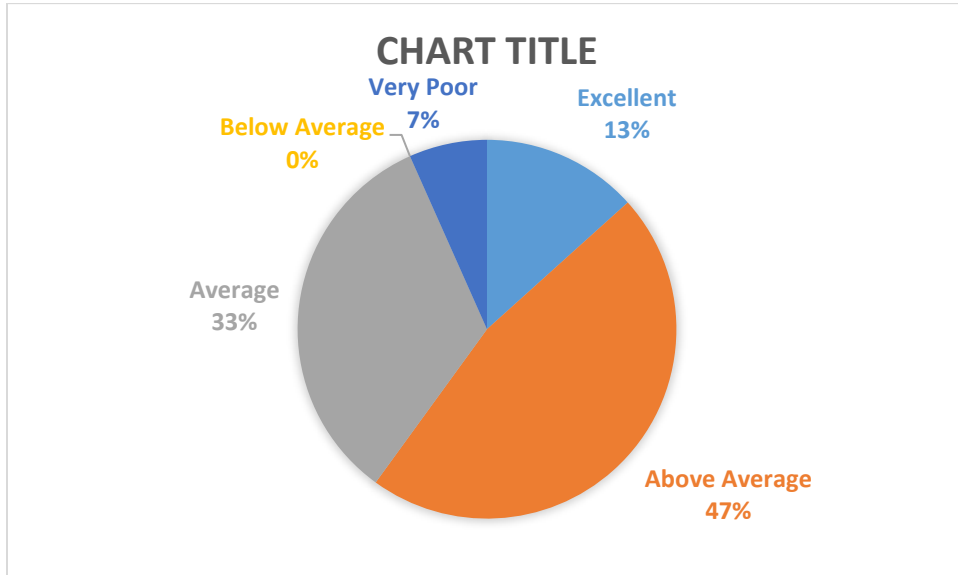
Total Number of Respondents: 15

Comments:

- I don't know the personal details of my representatives but I understand their responsibilities
- I don't talk about it much
- I pay close attention to University issues
- Knowing elected officials and their actions is my passion

- I watch the news regularly and take political science classes
- I think I know as much as everyone else as most information is given by news which is watched by everyone leading to some knowledge

11. How would you rate your increased awareness and responsibility related to E after attending this program?



Total Number of Respondents: 15

Comments:

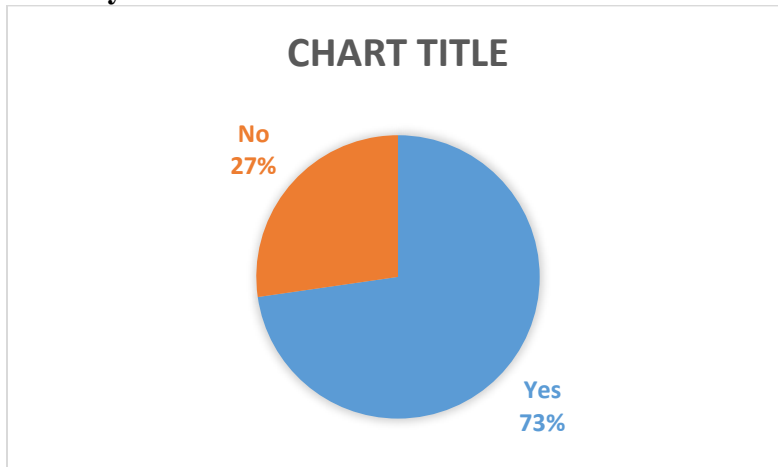
- I became aware of their responsibility to listen to students and help them get better representation
- I believe the negative side left more questions unanswered
- The points made were interesting
- I was well aware of all topics discussed
- I didn't learn much, but some

12. Name three things you learned today that you were unaware of in regards to Elected Officials.

- Wells Fargo conflict
- The Chicken Fil-A issue
- The discussion about university app going on
- Some senators at as trustees
- Senators don't usually tell their constituents what they vote for
- I learned that I need to run for student senate to represent the majority of my constituents as they should
- I didn't learn anything, I know it all
- Wells Fargo conflict
- Wells Fargo
- Chick Fil A dispute
- Student Senate FB page

- Chick Fil-A
- Wells Fargo
- No one knows about anything in Student Senate
- Wells Fargo
- Chick Fil-A

13. Would you be interested in a Student Debate Club on Campus?



Total Number of Respondents: 11

14. If we continue Warrior Debates on Campus, what is a debate topic that would interest you?

- Things like Wells Fargo and Chick Fil-A if you want the students to know what is going on, completely TELL THEM. Transparency is not enough.
- Do you believe that the US should continue to use the Electoral College?
- Is UPAC doing its job?
- Stick with representatives, single-member districts or move towards proportional representation/parliamentary democracy in US
- KEAP Center inclusiveness, misleading tour guides, “UPAC has \$40 Vikings Tickets” (Yeah right!)
- This debate had a lot to cover and was cut short. I believe that another debate on student engagement and actually promoting senate issues throughout campus. Also, senate acting without majority or any student input
- Today’s political state and the power of the president.
- Do you believe student senate is representing you, the constituent?
- Senate acting without majority vote of the student population
- Senate acting as social justice warriors
- Minority vs. majority voting
- Should more representation be given to international students as it would help attract more international students into the university.

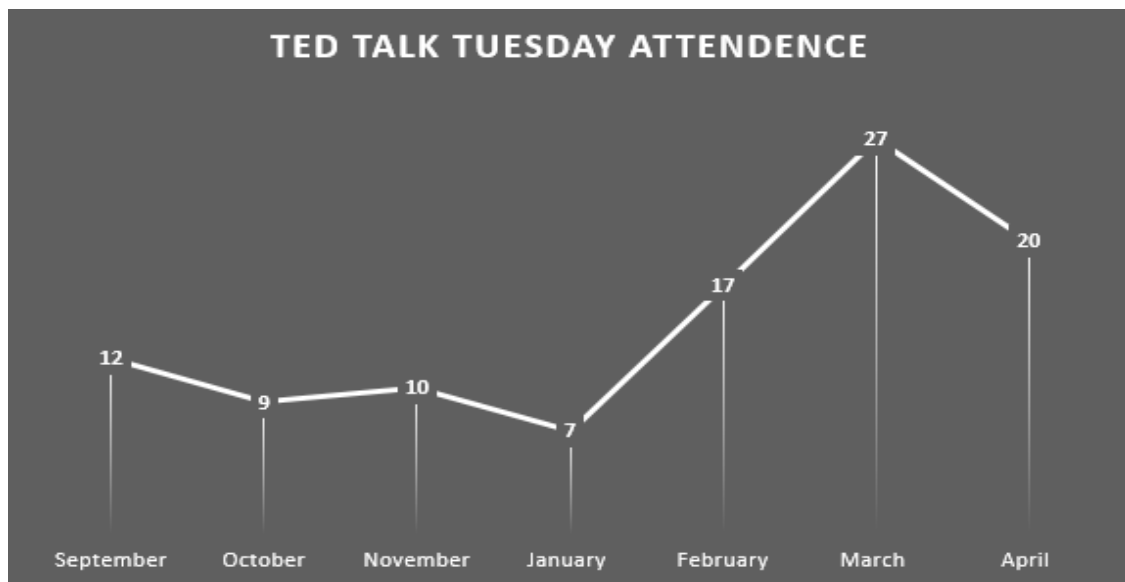
Appendix C

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 participation with the time shift from 3-4pm on the last Tuesday of the month has been phenomenal. The format is for students by students with consultation from the VP for Enrollment Management and Student Life. The format provides students another platform to explore other ways of knowing using a delivery method that deals with courageous conversations.

Fall 2016 – Spring 2017 Ted Talk Attendance

Date	Time	Title of Ted Talk	#
9/27/16	12:00 pm – 1:00 pm	“Ten Ways to Have Better Conversation” – Celeste Headlee	12
10/25/16	12:00 pm – 1:00 pm	“The Power of Vulnerability” – Brene’ Brown	9
11/29/16	12:00 pm – 1:00 pm	“When You Think You’re Right – Even When You’re Wrong” – Julia Galef	10
01/31/17	12:00 pm – 1:00 pm	“Dreams of Endangered Cultures” – Wade Davis	7
02/28/17	3:00 pm – 4:00 pm	“Danger of a Single Story” – Chimamanda Adichie; Co- Facilitator: Ashlyn Crawford	17
03/28/17	3:00 pm – 4:00 pm	“I’m Not Your Inspiration, Thank You Very Much” – Stella Young; Co- Facilitator: Rebekah Bailey	27
04/25/17	3:00 pm – 4:00 pm	“Food is Not Only Culture, it’s Diplomacy” – Leah Selim; Co-Facilitator: Nikko Arries	20



NOTE:

- Time change from 12:00pm – 1:00pm to 3:00pm – 4:00pm in February at request of students.
- Co- Facilitator added in February.

Appendix D
Warrior Success Center Tutoring Services
Student Comments

All of the tutors are great! Very helpful and knowledgeable, so thankful to have the opportunity for help!

Laura May is a fantastic math tutor. She really knows the subject well. I went in multiple times this semester for help on my homework, and she was always there and ready to help me. I really think that the tutoring services that WSU provides and the staff they hire is exceptional!

Heather Nelson did a SUPERB job!!!! She is extremely knowledgeable about the subject matter. I could not have earned a passing grade without her help. She was very patient for those of us not having a total understanding of the material. I encouraged her to pursue a teaching career. She devoted her whole heart & soul into s2i. Heather was always well prepared and encouraged the class to learn. Always professionally dressed, courteous, and OUTSTANDING language skills.

I did terrible my first 2 exams, I started going to tutoring and S2I. If I wouldn't I probably would have failed the class. I received a B thanks to tutoring.

I learned more in about 2 hours of tutoring than I did in 2 weeks on my own.

I am very grateful for the help that I received throughout the semester. I currently have an A in math and I can honestly say that my grade would not be as high if it wasn't for the tutors.

This is my third year at WSU, and I have used tutoring all three years. This semester, in particular, I was working with Sanja about three to four times a week. She really knows her stuff and is great to work with. I always love the atmosphere and she explains things really well!

Hannah and Hattie are awesome, smart, intelligent people. They took their jobs seriously and really wanted us to know the material but also wanted us to have fun and were very caring about our mental health.

In addition to the thousands of students who receive tutoring, an important aspect of this program lies in its value as an academically related work experience for the tutors. Tutoring Services is one of the larger student employers on campus, typically employing 60 students each semester. Many of these students will be going to graduate or professional schools and need to develop skills and experiences to make them stand out from the crowded field of other students with high GPAs. Being a tutor or s2i leader allows them to develop the skills while directly helping their fellow students. Here are some quotes from some of the more than 500 tutors and s2i

leaders I've had the pleasure of supervising commenting on how these positions have had a positive impact on them.

Being a tutor allows me to build stronger connections with the professors on campus and allows me to stay on top of my knowledge for graduate school entrance exams. Also, the training required allowed me to gain much more information about the campus itself so that I could utilize all resources to its maximum potential.

Tracy Her

Tutoring has helped me become more culturally sensitive and has improved my communication skills immensely. The best part of tutoring is when I see tutees on campus and they tell me how well they did on a test or in a certain class. Seeing them so happy is what makes me proud to be a tutor.

Tara Roelofs

It is great to have the opportunity to review fundamental topics through the lens of teaching rather than learning. This really helps solidify understanding of the material both the tutor and the tutee. However, my favorite part of tutoring was having the same students come in every day just to work on homework problems and ask for assistance if necessary. After going over a topic with them I was able to watch them try problems on their own; my impact was very visible.

Jimmy Hickey

Being both an S2i leader and peer tutor has given me so many tools and characteristics that will help me immensely in all of my future endeavors. The continuous content review will help me for graduate school tests, the public speaking and answering questions on the spot will help me with interview skills, and the experience gives me so many examples to highlight personal skills and characteristics during interviews.

Jenny Connell

I value my time as a tutor because it was clearly academically beneficial to the students that sought out my help, but it was also beneficial to me in a variety of ways. I learned to be a more effective communicator and listener, I learned how to look at a problem from many different angles, I better honed my self-discipline and customer service skills, and I solidified my knowledge in the topics I spent time tutoring. Tutoring was a wholly rewarding job and I thank WSU for making that opportunity a possibility.

Sadie Neuman

SI definitely enhanced my resume for the CLS program and also gave me an edge and something unique to talk about at interviews. I not only gained leadership skills, but I also learned how to be more comfortable talking in front of large groups of people. It has also given me the chance to meet new people and it feels good to hear when you help someone out with one of their difficult classes.

Megan Larson

SI helps foster leadership, time management, and organizational skills. Also, it allows me to help others learn material I am passionate about while I can continue learning myself.

Josh T. Anderson (Josh was accepted into medical school and is now completing his Orthopaedic Surgery Residency at University of Utah Health

Being a Supplemental Instruction leader has had many benefits for me, some of which I never expected. First, the content of the classes I have led SI for has not only given me advantages in other classes, but also helped in preparation for the Medical College Admission Test. Furthermore, I have been able to get to know the students, and help to encourage them and excite them about their chosen field of study. Leading SI has enhanced my public speaking skills, and learning how to think of explanations and new ideas spontaneously has helped me in interviews and helped me to be more confident in large groups. As I enter medical school next fall, there is no doubt that I will be using these same skills I have acquired through being an SI leader at Winona State University. I believe that it has helped me stand out from the crowd, and given me a unique opportunity for which I am incredibly grateful.

Emmalie Severson

I am in my orientation at Texas A&M for my PhD in Chemistry. I will be doing teaching assistant (lab course) this semester. We had our training for the TA position this week and during the training, somehow, I recognize so much of the requirements, skills, and criteria of being a good TA has been rooted into me, thank to you and all of your training, Jill. If it was not for you, I would have not known these skills as well as felt so prepared for the job. So, I just want to say thank you, for teaching us so many useful and wonderful skills as well as giving me the opportunity to work with the Tutoring center and all of the great people at the tutoring center.

Khoi Van (Khoi has since earned his PhD from A&M)

Appendix E
Student Life and Development
2016-17 Goals

Student Life and Development

Goals for Academic Year 2016-17

Diversity Mapping

Goal 1 Diversity mapping environmental scan to engage appropriate stakeholders
Linked to Strategic Enrollment Plan Goals 2.A:1 and 2.B:1
WSU Strategic Plan Theme 2:A.5, 2:C.3, 4:A.2, 4: B

- WSU employees and designated Student Leaders participated in the creation of a diversity efforts ledger hosted by Halualani and Associates. Analysis of the data collected and final submitted May 9, 2017. The report indicated that over the last five years Winona State University has implemented 468 diversity efforts towards diversity and inclusion functions. Halualani stated the number of diversity efforts were “slightly higher than typically found for mid-sized colleges and universities that housed 8,500 – 10,000 students.” Actionable steps were recommended. The campus presentation planned for Fall 2017.

Recruitment Markets

Goal 1: WSU will identify and pursue expanded marketing niches to boost enrollment
Linked to Enrollment Plan Goals 1.A:1 and 5 Goal 2.D:3
WSU Strategic Plan Theme 2:A.3

- Expanded marketing niches: Admissions strengthened collaboration with the Marketing and Communication department resulting in rebooting marketing campaigns with a renewed focused. Enhanced efforts to monitor application submissions from MN – Twin Cities (Region 11), MN-Southeast (Region 10), WI, five other contiguous states (Iowa, Illinois, Indiana, North Dakota, South Dakota), and other states. A practice change resulted in an increase in admitted New Entering Freshmen and Transfer students across the board. In addition, to an increase in the number of International students admitted.
- Partnered with Greenlight to enhance Community Based Organization (CBO) exposure to lift qualified applications from underrepresented populations.
- A focus on New Entering Transfer students included a Phi Theta Kappa Luncheon at WSU from seven targeted community colleges in Southeast MN and contiguous states. The outcome created an opportunity to re-ignite interest in WSU transfer efforts.
- Expanded new entering student points of engagement that nudge commit to WSU through varies social media channels.
- We are closely monitoring enrollment wellness through scholarship enrollment, paid housing reservations and the new click to commit initiative.

Student Success

Goal 1: WSU will assess opportunities and challenges of u.direct implementation
Linked to Enrollment Mgmt. Plan Goal 2.A:2
WSU Strategic Plan Theme 2:B.3&4, 2:C.1

- Major Mapping to support students: Enrollment Management Committee meet throughout the 2016-17 academic year. The focus has been the Major Map Project with an eye toward gathering 4 year Pathways to degree completion; alignment of Major Maps with DARS; conversion of Major Maps to PDF file; posting of PDF Maps to the college catalog; engaging appropriate stakeholders in the u.direct contract process.

This timely idea continues to gain campus-wide support. Seven Phases to u.direct Fall 2018 WSU rollout. Currently, experiencing a bottleneck in the authorization to proceed with purchase of software from the System Office. We have been in a holding pattern awaiting the System Office approval to proceed since February.

Category	Number
Maps submitted	81 of 103
Maps Received but not Formatted	6
Maps Pending Alignment	13
Maps waiting to be finalized	17
Maps Converted to PDF	79
Maps posted to catalog	45

Goal 2: Impact student completion rates
 Linked to Enrollment Plan Goal 2.D:1
 WSU Strategic Plan Goal Theme 2:B.3&4

- Advising Task Force: Over the course of the Advising Taskforce’s tenure, several significant findings have emerged with respect to academic advising at WSU. It has been recognized that advising needs to go beyond course selection and registration guidance to include a model of advising that allows for, and supports, greater resource identification and relationship building. In addition, strengths and deficiencies in academic advisor preparedness were identified, with some variation in the strengths and deficiencies evident by college. Finally, satisfaction with advising at WSU was found to be associated with student retention.

Goal 3: WSU will enhance e-services to students by adding services such as e-transcripts, housing management software and automation of selected workflows.
 Linked to Strategic Enrollment Plan Goal 1.A:5, 1.B:4, 2.C:1 & 2.C:4
 WSU Strategic Plan Theme 2:A.5

- E- Transcript: WSU has partnered with the National Student Clearinghouse on the developmental phases of e-transcript. This solution will allow students to order transcript online 24/7. E-transcripts at WSU are scheduled to release July 1, 2017.
- Financial Literacy: [CashCourse](#) is a free, web-based resource for students and alumni to learn the concepts important to financial literacy and wellness. The tool is provided free of charge by the National Endowment for Financial Education, a non-profit organization with a mission to inspire educated financial decision making for individuals and families at every stage of life. Since we launched our users have participated in 385 active learning sessions. They spend on average 7

minutes per session; 29% of our user use this site on multiple occasions. The most popular pages students are looking at are the budgeting pages.

- Housing Management Software - Star REZ Housing Module designed to automate the housing application experience and integrated campus services. This software solution promises to enhance workflow and the student experience. Roll out scheduled for Fall 2017.
- Student Engagement – Student Senate was actively engaged in the selection, implementation of Involvio as a web-based tool that facilitates student’s engagement with campus events, student clubs and organizations, and learning opportunities outside of classroom. The initial phase focused on delivering to student club and organization leaders this application with basic functionalities. Scheduled roll out to all students Fall 2017.