Seven Principles
For Good Practice
In Undergraduate Education

A Special Emphases Self-Study Report and Request for Reaccreditation
to the Higher Learning Commission of the North Central Association of Colleges and Schools

September 2001
A Community of Learners Dedicated to Improving Our World.
The graphic elements on the cover and lead pages of each section of this publication were created from photographs of the in-laid terrazzo floor in the lobby of the Winona State University Library. The floor is a depiction of a compass surrounded by many of the elements that, from its beginnings, have combined to make Winona a unique and vital place: the Mississippi River, the bluffs, local industry, farming, and education.

The compass is an apt figure for this publication. It says something about the importance of "place" and the search for direction. Dr. Stephen Covey, author of several bestselling leadership books, calls the compass a symbol of the verities of life. "We must develop our value system with deep respect for 'true north' principles," Covey wrote.

WSU President Darrell Krueger said, "True North in our lives represents our core values and principles that guide us under all circumstances. They give meaning to what we do and give us certainty in our selected paths. They are change-less in a world where the pressures to change are constant."
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**Profile of the Institution**

**History:** The First Normal School at Winona was established by the Minnesota Legislature and approved by the Governor on August 2, 1858. In 1921, the legislature authorized the awarding of the bachelor's degree in education and a name change to Winona State Teachers College. The first bachelor's degrees were granted in 1926.

The Bachelor of Science and Bachelor of Arts degrees were authorized in 1939 and 1946 and followed by the Master of Science in Education in 1953. The first master's degree was granted in 1954. In 1957, to reflect the broadening of program offerings, the institution was renamed Winona State College.

Further expansion of the institution's role in Minnesota higher education resulted in the college being awarded university status in 1975. It is now part of the system of Minnesota State Colleges and Universities (MnSCU). From its beginnings as the first normal school west of the Mississippi River in 1858, Winona State University in 2001 has grown to be a multi-purpose institution:

- **Enrollment:** 7,300 undergraduate and graduate students from more than 30 states and 50 countries
- **Faculty:** Nearly 70 percent hold doctoral degrees
- **Students:** Average ACT score for new entering freshmen: 23
- **Student-to-Faculty Ratio:** 21-to-1
- **Average Class Size:** 20-29
- **Calendar:** Two semesters (August-December and January-May), one summer session optional
- **Financial Aid:** Over 70 percent of students receive average awards of $3,400 including scholarships
- **Housing:** Eight residential halls on Winona campus, student housing throughout the community
- **Activities:** More than 130 student organizations featuring extra-curricular and co-curricular activities
- **Athletics:** NCAA Div. II; 5 men's varsity teams, nine women's; intramural sports
Profile of the Institution

The mission of Winona State University is to educate and enlighten our citizenry at a distinctive institution: a community of learners dedicated to improving our world.

Located in the beautiful bluff country of the Mississippi River Valley, the Winona campus is largely residential and primarily serves a traditional student age population, while the Rochester campus serves primarily non-traditional students. The Institute for Lifelong Education, headquartered on the Rochester campus, meets the needs of the non-traditional student on each campus and provides the structure for outreach activities compatible with the mission of WSU. Commonly-held principles help Winona State University prepare undergraduate and graduate students on both campuses. We value differences and work collaboratively, continuing a legacy of a century-and-a-half of service.

We are an exemplary arts and sciences institution with select professional and graduate programs anchored in a general education core. As a mid-sized public university, we are committed to retaining small class sizes and to challenging students by maintaining rigorous academic standards. Faculty and administration are involved with students, facilitate cooperative and active learning, provide prompt feedback, emphasize time on task, communicate high expectations, and respect our students' diverse talents and ways of learning. Faculty are dedicated to creating an optimal learning environment for students by using contemporary technology and by building learning communities which help students maximize their post-graduation successes. Students acquire the disciplinary expertise enabling them to pursue careers or enter graduate or professional schools. They learn the value of aesthetics and ethical integrity, along with the importance of becoming community leaders and furthering the public good.

Winona State University recognizes that many of the learning experiences of college occur outside the classroom. It therefore is committed to building and maintaining a caring community. On both campuses, community members strive for amicable relationships based on shared values and an affirmation of the principle of freedom of speech within an atmosphere of civility and mutual respect. Governed by collective bargaining agreements and guided by principled leadership, we respect diversity and collaborate to resolve issues that affect us all. We celebrate our common successes and our distinctive heritage.

We are committed to measuring results against self-defined and national standards. Through this ongoing assessment, in which students, faculty, and staff participate, we will improve continuously and establish accountability for results. Thus, we shall reaffirm Winona State University's social contract to provide educational benefits to the people of Minnesota, the nation, and the world.
Statement of Affiliation Status

Description: Winona State University is a public institution. It is part of the Minnesota State Colleges and Universities system (MnSCU).

Status: Winona State University is accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. Accredited: 1913; 1916-29; 1940-present.

Educational Programs: The University offers programs leading to Certificates, the Associate (arts and sciences curricula) degree, the Bachelor’s (arts and sciences and professional curricula) degree, the Master’s (arts and sciences and professional curricula) degree, and the Specialist (professional curricula) degree.

Locations: The University’s programs are offered at its campus in Winona and its Rochester Center in Rochester, Minnesota. It also offers credit courses at other locations within its Southwestern Minnesota service area.

Stipulations: None.

Reports Required: None.

Focused Evaluations: A focused visit was conducted in 1994-95 on the institution’s progress in the development of its graduate programs. The recommendation stated that all requirements inherent in the focused visit had been met.

Comprehensive Evaluations: Winona State University’s most recent comprehensive evaluation occurred in 1990-91. Its next comprehensive evaluation is scheduled for 2001.
Summary of Accreditation History

The institution was first accredited in 1913 as a teacher training institution and was transferred to the list of colleges and universities in 1940. Preliminary accreditation for the specialist degree in Educational Administration was granted by the Executive Board of NCA in 1972 with continued accreditation voted by the Board in 1975, requiring a complete evaluation of the institution in three years and a progress report on the specialist’s degree program. The progress report submitted in 1977 was accepted by the Board and the next comprehensive evaluation scheduled for 1981. The comprehensive evaluation teams in 1981 and 1991 recommended accreditation of Winona State University be continued at the specialist degree-granting level.

The 1991 team also recommended that an evaluation be conducted in 1994-95 focused on the university’s progress in developing its graduate programs and that the next comprehensive evaluation be conducted in 2001. The judgment of the 1994-95 focused evaluation team was that the institution had resolved the concerns set forth in the 1991 visit and had demonstrated by its subsequent action that it was making further progress, and the focus was removed.
Objectives of the Self-Study

The Self-Study was undertaken for the purpose of demonstrating the qualifications of Winona State University for continued accreditation by the Higher Learning Commission of the North Central Association through the specialist degree level. Other important objectives of the Self-Study were to involve all campus constituencies in a collaborative, in-depth examination of the university’s effectiveness in fulfilling its mission and in planning for future quality improvement. The Special Emphases of the Self-Study are the Seven Principles for Good Practice in Education. Though written to guide undergraduate teaching and learning, WSU faculty have found the Principles appropriate for graduate education as well.

The Self-Study process began in the fall of 1998 with the appointment of a steering committee and a Self-Study coordinator. The eleven-person Steering Committee, composed of faculty representatives from each college and administration as well as the office of Institutional Research, was given primary responsibility for the study. The membership of the committee is provided in Appendix D.

In addition to the Steering Committee, five college task forces and task forces representing the support areas were created to assist in the collection and codification of data. The task forces were given the responsibility for synthesizing the reports of the departments into college and area self-studies; a team comprised of steering committee representatives was formed for the writing and publication of the Self-Study.

The Steering Committee developed a prospectus for the report and detailed timelines and procedures for completion of the study by Spring 2001. The timelines and process described in Appendix E illustrate the comprehensive nature of the study and the degree of involvement by all university units. A draft of the report was provided to bargaining units and departments for review before publication of the final report.
In April 1999, following a series of meetings with our campus liaison and considerable campus discussion, Winona State University proposed a “Special Emphases” accreditation Self-Study focusing on the Seven Principles for Good Practice in Undergraduate Education. Winona State had been actively involved in promoting the Principles for Good Practice over the previous ten years, and felt that a Self-Study emphasizing the Principles would be both beneficial to the university as well as allow Winona State University to demonstrate our compliance with the NCA criteria in a unique, meaningful manner.

Several considerations were taken into account in making this proposal to the North Central Association of Colleges and Schools.

First, Winona State meets the criteria for consideration of a Special Emphases Self-Study as outlined in the NCA Handbook of Accreditation. WSU has been continuously accredited by the North Central Association of State Colleges and Universities since 1913, with our last accreditation visit being in 1991. We have an ongoing program of evaluation and institutional research based upon our Leadership Emphases which support the NCA Criteria for Accreditation. Our assessment plan, submitted in 1995, was accepted by NCA and we have been implementing that plan.

Second, Winona State has a long and demonstrable history with the Principles. The Seven Principles for Good Practice have been the pedagogical model for the campus for both undergraduate and graduate education since their adoption by the faculty in 1991. These Principles are part of our Long Range Plan, our Mission Statement, and our recruiting materials. In addition, the Principles also influence our facilities plan, technology plan, and faculty development programming.

Third, the proposal that follows was developed by the NCA Steering Committee and approved by the President, the Long Range Planning and Assessment Committee, Deans’ Council, Student Services, and both Faculty and Student...
Rationale for the Special Emphases Self-Study

Senates. All of these areas are involved in the Self-Study. We view the Seven Principles for Good Practice as not just a classroom model but a cultural value which permeates every aspect of the university, from the first-year experience through graduate school, from residence life to health services.

Fourth, a Special Emphases Self-Study on the Seven Principles would afford us the opportunity to critically assess our efforts to implement the Principles across campus, in an effort to maximize student academic achievement.

Finally, a Special Emphases Self-Study would allow Winona State University to demonstrate the linkages between a number of our planning and assessment initiatives to demonstrate the degree to which we meet the NCA Criteria for Accreditation in a meaningful manner.

In the Self-Study Report, WSU has agreed to address each of the NCA Criteria for Accreditation.

NCA Criterion One: “The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.”

Through critical analysis of the university's mission statement and related documents, we will assess the institution's purposes and their consistency and appropriateness. WSU has adopted the Seven Principles as its prevailing pedagogical and cultural model.

For each of the Seven Principles, we will assess NCA Criteria Two, Three, and Four.

NCA Criterion Two: “The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.”

Through critical analysis of the university's organizational structures, resources, policies, and procedures, we will assess the ability of our institution to facilitate or implement each of the Seven Principles.

NCA Criterion Three: “The institution is accomplishing its educational and other purposes.”

Through critical analysis of student learning and student satisfaction at WSU, we will assess our educational and other accomplishments as they are achieved through the practice of each of the Seven Principles.

NCA Criterion Four: “The institution can continue to accomplish its purposes and strengthen its educational effectiveness.”

Through critical analysis of WSU's planning model (our Leadership Emphases, including the integration of technology, the efficacy of partnerships, the support of faculty/staff development, and the management of enrollment), we will assess


Rationale for the Special Emphases Self-Study

our ability to continue to accomplish our purposes and strengthen our effectiveness by practicing each of the Seven Principles.

Finally, this Self-Study Report shall, in its entirety, comprise an assessment of the final NCA criterion.

NCA Criterion Five: “The institution demonstrates integrity in its practices and relationships.”

In essence, the entirety of the Self-Study attends to this issue of integrity: the Seven Principles are part of our Long Range Plan, our Mission Statement, and our recruiting materials; they further our programming, technologies, and curricula. WSU views the Seven Principles as both a classroom practice and a cultural model which permeates all facets of university life.

Through critical analysis of our daily practices, then, as they are reported by students, faculty, and staff as well as by external agencies, we will assess the degree to which we are facilitating and implementing the Seven Principles, both in the classroom and in the community.

Winona State University has further agreed to work closely with the Commission in the development of the Self-Study and share related information with other institutions as requested and as appropriate; to plan the visit with the liaison and the team to ensure that consultation is a prominent role for each visiting team member; and to use the consultant/evaluator’s report as an agenda for further faculty development, planning, and assessment initiatives, which we will monitor and report to the Commission as may be deemed important, necessary, or appropriate.

In proposing this Special Emphases Self-Study, we have requested that the Commission allow Winona State to recommend up to three members of the visiting team based upon individuals’ specific knowledge of the Seven Principles.

We have also proposed this Self-Study with the understanding that for this special visit the Commission and Winona State University will share responsibility for preparing or training (as necessary) the team on the Seven Principles for Good Practice.

Winona State University believes that the opportunity to conduct a Special Emphases Self-Study focusing on the Seven Principles for Good Practice presents an exciting opportunity for us to grow and develop as a campus committed to promoting student learning, while at the same time affirming the Commission’s Criteria for Accreditation.

The request to conduct a Special Emphases Self-Study was approved in June 1999.
Winona State University was first introduced to the Seven Principles for Good Practice in Undergraduate Education in the Fall of 1989 by WSU's newly appointed president, Dr. Darrell Krueger.

The Seven Principles are research based; they are not opinion. Over 50 years of research in each of the seven areas justifies and demonstrates that when practiced, each principle produces great learning results. The Seven Principles are not the only principles that will produce excellent results, but they are seven that have been universally accepted.

More than ten years ago, Winona State University, through the Faculty Senate, adopted the Principles as those it would support and would practice. Winona State has translated those Principles into a prevailing cultural model for university interactions.

The Seven Principles for Good Practice have become one of Winona State University's Core Values and one of our Distinctives. They are part of our Mission and featured in our view books and recruiting videos. This focus on the Principles makes the fifth NCA criterion — Integrity — an important question for us and the central question to this Self-Study. Essentially, can WSU document its application of the Seven Principles? Are there patterns of evidence on our campus that support our public assertions that we practice the Seven Principles?

For the last ten years, the Seven Principles for Good Practice have been distributed to each job applicant by the university president, are a featured part of our faculty development programming, and play a major role in many faculty members' annual development plans and reports. A visitor to Winona State University would be hard pressed to find a faculty or staff member who is unfamiliar with the Seven Principles.

This is not to say that all Winona State faculty agree with or support the Seven Principles for Good Practice. Initial faculty reaction to the Principles when they were introduced was mixed. While many faculty immediately embraced the Principles as an effective model for teaching and learning, others were more skeptical.

While the Principles were written to be memorable, tangible, and portable, it was on these same issues that some faculty rejected them: They were seen as too simplistic to capture the complex undertaking of educating students. It was also easy to dismiss the Principles as something that faculty already do. And in fact, many faculty were already practicing the Principles in their classes. But there is also something inherently threatening about the Principles to some faculty in that they challenge many of the core traditional beliefs about knowledge and learning — such as the professor being the only one from whom students learn,
Seven Principles for Good Practice at WSU

that all learning happens in the classroom, that all students learn best through lecture ("The mind can absorb what the seat can endure"), and that competition in the classroom prepares students for the "real world."

A series of faculty development opportunities over the past ten years has allowed for a closer examination of the Principles, but like most optional faculty development activities, these have preached to those already converted. Over the years, talk of the Seven Principles between colleagues has increased to the point where faculty are familiar with the Principles — they may not personally "like" the idea of a list of principles of teaching, but even the faculty who most objected to the notion of the existence of Seven Principles of Good Practice as a concept may find it difficult to argue against, say, articulating high expectations or promoting time on task.

At this point, ten years after their introduction, the majority of faculty support the Seven Principles and evidence them in their classes. It has become part of the university culture and created a shared language for a dialogue on student learning. The Principles have been incorporated by faculty into a number of research papers and presentations, and are part of many faculty's course evaluations, promotion and tenure reports, and annual development materials. Furthermore, the Principles have been translated into a cultural model which fosters their support outside the classroom.

A small number of detractors remain. Objections range from simply the number of principles identified (which just happens to be the same as the number of habits of highly effective people, and the number associated with MnSCU's most recent quality improvement initiative), to the format of the Principles — a list — and the prescriptiveness that a list implies. Still others feel that the Principles are too Orwellian, an infringement on academic freedom, or that they are outdated. And there are a few faculty who feel that Good Practice is just another "fad" and they'll be able to hold out long enough until day after day lecturing comes back into vogue.

Still, it must be stressed that these objections are held among a minority of community members. The majority are able to view the Principles for what they are and what they are meant to be — a model from which to consider optimal ways to promote student learning.
History of the Seven Principles

First developed in by a team of renowned educators led by Zee Gamson and Art Chickering, the Seven Principles were designed to be accessible, understandable, practical, and widely applicable.

As Gamson (1993) recounts, the final version of the Seven Principles for Good Practice in Undergraduate Education appeared as the lead article in the March 1987 issue of the AAHE Bulletin (Chickering and Gamson, 1987). The article drew attention to criticisms of undergraduate education and moved quickly to an emphasis on campus-level improvement, listing the Seven Principles and then describing them in greater detail, with practical examples from a variety of campuses. The response to the article was immediate, and plans began soon after to re-publish it as a special section in the June 1987 issue of The Wingspread Journal, a publication of The Johnson Foundation.

Since then, over 700,000 copies of the Principles have been distributed internationally. Additional developments include the creation of inventories assessing the use of the Seven Principles for use by students, faculty and institutions, and the development of the Seven Principles Resource Center at Winona State University.
The Seven Principles for Good Practice in Undergraduate Education
Chickering and Gamson, 1987

1. **Good Practice encourages Student-Faculty Contact**
   Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students’ intellectual commitment and encourages them to think about their own values and future plans.

2. **Good practice encourages Cooperation Among Students**
   Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one’s own ideas and responding to others’ reactions improves thinking and deepens understanding.

3. **Good practice encourages Active Learning**
   Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. **Good practice gives Prompt Feedback**
   Knowing what you know and don’t know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.
5. **Good practice emphasizes TIME ON TASK**
   Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. **Good practice communicates HIGH EXPECTATIONS**
   Expect more and you will get it. High expectations are important for everyone — for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

7. **Good practice respects DIVERSE TALENTS AND WAYS OF LEARNING**
   There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in ways that do not come so easily.
The Principles Outside of the Classroom

While the Seven Principles are designed to optimize the effectiveness of teaching and promote student learning, these Principles can only flourish in a supportive academic culture. A university culture that supports the Principles must be created throughout campus, involving virtually all support units, programs, and offices. For instance, encouraging students to spend time on the task of learning will only be successful if the library, computer labs, and study areas are open and accessible to students, as well as perceived as safe, reliable, and well-staffed.

In order to capture this all-university approach to the practice of the Principles, it was necessary to translate the Principles from an academic/classroom based model to a cultural model which involved virtually all constituent groups on campus.

1. **Good practice promotes Interaction**
   - Successful interaction requires strong support from non-academic units, where the principle can be fostered either as the unit itself interacts with students, or as the unit provides a service that facilitates others' interaction. An example of the latter: the lone custodian who cleans the lounge at 4:00 a.m. may not interact with anyone, but the clean lounge facilitates interaction and cooperative learning.

2. **Good practice facilitates Win-Win Agreements**
   - For non-academic units, successful cooperation is a win-win agreement, whether it is a solution to a conflict that achieves the goals of both sides or a partnership between the two that benefits both mutually.

3. **Good practice provides Opportunities for Learning**
   - For non-academic units, supporting active learning means providing the students with opportunities to take action. Students need to be able to use problem solving and planning strategies, to use resources to explore topics, and to translate that knowledge into intellectual abilities and marketable skills.

4. **Good practice fosters Responsiveness**
   - Outside the classroom, the principle can be identified as responsiveness — a crucial element in higher learning, fostering cooperation and teamwork, making interactions successful and partnerships productive. Responsiveness helps the community manage resources efficiently, and it is also necessary to address long-term needs, providing equipment and other resources.
5. **Good practice provides SERVICES TO PROMOTE STUDENT STUDYING**

Outside the classroom, effective time on task is promoted by services that support student studying. Providing each student with appropriate resources, from time management skills to academic texts to health and counseling services, is crucial to successful student life. How an institution defines and supports time expectations for students, faculty, administrators, and other professional staff, then, can establish the basis for high performance for all.

6. **Good practice promotes STUDENT RESPONSIBILITY AND ACCOUNTABILITY**

Non-academic units can support high expectations in two ways — by promoting responsibility and accountability. First, they can call upon students to take responsibility for their actions. Second, they can demand accountability as they work closely with students to improve quality, either in the services the unit offers, or in the hiring of students as employees.

7. **Good practice provides SUPPORT FOR A VARIETY OF STUDENT NEEDS AND LEARNING STYLES**

Students’ diverse talents and learning methods do not end at the classroom door. Even while preserving the integrity of their essential functions, non-academic units must support the needs of individuals — by recognizing diverse styles of learning, accommodating those who are differently abled, and understanding multicultural perspectives.

The WSU Self-Study on the Seven Principles will not only examine the practice of the Principles in the academic realm, but also examine their translation in appropriate campus support services.
Assessment of the Seven Principles

Assessment is traditionally viewed in terms of inputs (average ACT scores, class rank of entering students, number of students) or outcomes (number of students who graduate from a program, success of graduates in seeking employment, student satisfaction with teaching, and the ability of students to perform specific skills). However, these approaches may not allow departments or faculty the opportunity to examine the processes involved in educating students (Gaither, Nedwek, & Neal, 1994). While the assessment of outcomes is certainly a critical, valid, and necessary component of an assessment program, it seems equally important that any department engaged in assessment must also examine the processes that occur between the time the student is admitted and s/he graduates (Ewell & Lisensky, 1988).

The Seven Principles provide this process-level model, and they have served as part of a larger, university-wide assessment initiative.

Assessment Results to Date

Winona State began assessing the implementation of the Principles five years ago with our first systematic study of the student practice of the Principles.

Student Practice of the Principles: Systematic student data on the Seven Principles were first collected in a pilot study in 1996, using the Seven Principles Student Inventory.

In this study, it was found that gender differences existed in the practice of most of the Principles, and that there were significant differences in the practice of the Principles dependent upon a student’s level of motivation, year in school, and to what degree they valued their success in college.

Subsequent study of students’ practice of the inventory was conducted on Assessment Day in 1999 and 2000, and many individual departments have utilized the Seven Principles student inventories. Original findings related to developmental and gender difference in the practice of the Principles have held up in subsequent studies.

WSU has moved to a web-based student inventory and has added questions pertaining to technology as it facilitates the practice of the Principles.
Assessment of the Seven Principles

Faculty Practice of the Principles: Faculty practice of the Seven Principles was first assessed in the spring of 1998, when all faculty were asked to complete a web-based version of the Seven Principles Faculty Inventory. Results indicated the following.

- Virtually all faculty were familiar with the Principles.
- Faculty who were teaching the longest were the most likely to be very familiar with the Principles.
- Faculty who used the Principles in the professional growth and development were more familiar with the Principles than those that didn’t.
- There were significant differences in the practice of the Principles by college.

Subsequent study of the Principles was conducted in the Fall of 2000 using a web-based module created as part of our electronic assessment initiative.

Student Perception of Faculty Practice of the Principles: A series of student focus groups was conducted by Jeremy Lord and Associates in the spring of 1999. The focus groups found that while students were able to report evidence of good practice in the areas of student-faculty interaction, cooperative learning, and active learning, they did not see consistent evidence of the other principles being practiced.

More systematic study of student’s perceptions of faculty practice of the Principles was conducted on Assessment Day 2000 when 202 sophomores and 200 seniors responded to a web-based survey module about their perceptions of instruction in general education and in their majors. Clear differences emerged in students’ perceptions of how the Principles were practiced by faculty teaching general education and those teaching in the major. Further data analysis supported the findings of the faculty pilot study in regard to the differential practice of the Principles between colleges.
Assessment of the Seven Principles

Data Sources for the Current Study

Through a variety of assessment initiatives conducted over the past decade, WSU has been collecting and assessing various kinds of data from a number of sources. Individual departments, programs, and units collect data and provide yearly reports, and the Office of Assessment and Institutional Research oversees university-wide assessment initiatives (a full range of institutional activities is described in Appendix F). Assessment at WSU is a continuous project, and thus we have been accumulating data relevant to this Self-Study for a number of years.

The Special Emphases Self-Study, then, triangulates data from a number of sources, including, but not limited to, the following.

Student Self-Report Behavioral Data: Winona State uses the Seven Principles Student Inventory and selected items from the ACT College Outcomes Survey, as well as items on the residence life survey and items from other independent surveys, to measure student practice of the Principles. As with all self-reported data, it is difficult to gauge the accuracy of the information gathered through self-perception. At best, such data provide us with an estimate of how students perceive their own learning.

Student Observational Data: Winona State has asked students to report their observations of the practices they’ve experienced in their classes and on campus through the web-based Assessment Modules and Focus Group Interviews. This type of data has the most potential to offer insight into the practice of the Principles in the classrooms across campus. Because of the cognitive confusion caused by asking students to single out the practices in a specific course (since many students are taking five or six each semester), observational data are collected based upon general education courses (as a group) and courses in the major.

Faculty Self-Report Data: Faculty have responded to a revision of the Seven Principles Faculty inventory. We are also developing a course strategies inventory (based upon the Seven Principles) which we have not yet implemented. Faculty self-report data must be viewed with the understanding that there is a social desirability element to the Principles. Regardless of what is actually happens in the classroom, faculty know that there are “right” ways to respond to the inventory.
**Assessment of the Seven Principles**

**Department, College, and Unit Self-Report Data:** All academic units and most support units participated in the Self-Study, reporting their applications of the Principles. A few non-academic units chose not to participate in the Self-Study; some others strictly classified as “non-teaching” units (e.g., Residential College and Library) indeed provide academic services (including course delivery), and thus may not be represented fully as academic units in the report. Other units, meanwhile, provided the Steering Committee with reports that were delivered more than a year later than the requested deadline, and data from these two units could therefore not be fully integrated into the report. The scope of data regarding the support of the Seven Principles by non-academic units, then, is less than fully complete. However, the data regarding the practice by academic departments is considerable and, in some cases, voluminous.
Purpose and Audience

As the Self-Study was undertaken primarily for the purpose of demonstrating the qualifications of Winona State University for continued accreditation, its primary audience is, of course, the Commission representatives involved in the Self-Study process: the liaison, team members, and the Commissioners. Also, albeit to a considerably lesser degree, the report is informative for other stakeholders in the institution’s continued growth and success: students, parents of students, graduates, and other community members.

But since the Self-Study synthesizes data from all campus departments, programs, and units, a second audience is as important as the accrediting agency. And that audience is WSU’s own institutional personnel — the administration, faculty, and staff who work to practice the Seven Principles in the classroom and across campus. As the Self-Study analyzes the patterns of evidence relevant to the WSU community’s practice of the Seven Principles, we believe the report’s conclusions and recommendations to be of particular importance to those most empowered to act on findings and chart WSU’s course of continued growth and change.
The organization of this report is designed to provide both the basic requirements of the Self-Study process as outlined in the NCA Handbook of Accreditation and to highlight and foreground the considerable change and progress at WSU since its last comprehensive evaluation in 1990-91. Furthermore, the organization of the report lends special emphasis to the focus of the Self-Study: the Seven Principles of Good Practice in Undergraduate Education, translated from a heuristic for good classroom pedagogy to a prevailing cultural model.

This introduction has provided a profile of the institution, a summary of its affiliation status, and its accreditation history. The introduction has further articulated the objectives of the Self-Study and a provided a comprehensive rationale for and overview of the Self-Study process.

As the progress made in response to the 1991 NCA Report and the changes on campus since the previous evaluation have been so considerable, each warrants its own chapter.

Chapter one details the WSU response to previous NCA concerns — in particular, those detailed in the most recent comprehensive report, which addressed general education, the long range planning process, the faculty research and scholarship produced, the state of the library, the graduate program, and the general fiscal health of the institution. Over the decade the institution has addressed each of these concerns, and it is proud to report considerable progress on each of these fronts.

Chapter two details the considerable changes at WSU since 1991, a constant at in every area of life at the university: the physical structure of the campus has changed significantly, as have its key technologies, academic calendar and curriculum, and its students, faculty, staff, and administration.

Chapter three — the center of the Self-Study Report — focuses attention on the Special Emphases of the Self-Study: the Seven Principles of Good Practice in Undergraduate Education, assessed both as a heuristic for good classroom pedagogy and a prevailing cultural model for administrative and interpersonal interactions at the university. In this section of the study, each of the Seven Principles is assessed: Student-Faculty Contact, Cooperation among Students, Active Learning, Prompt Feedback, Time on Task, High Expectations, and Respect for Diverse Talents and Ways of Learning. The summary and evaluation concluding the section on each of the Seven Principles articulates our success and points to concerns warranting further attention.

The concluding chapters are brief: chapter four offers a Proposed Plan of Action based on the results of the Self-Study, and chapter five offers a Summary of the study and states our Request for Reaccreditation.

The appendices include the General Institutional Requirements, Basic Institutional Data, accreditation summary, Self-Study committee membership and timelines, and an overview of assessment practices at the university.
When the North Central Association re-accredited Winona State University in 1991, it cited the university's dynamic leadership, appropriate mission, system support, and competitive faculty salaries and wages. The evaluating team also commended the university on its strong Student Affairs, academically-committed student body, commitment to cultural diversity, development of the Rochester Center, and its strong partnerships with regional businesses, industries, communities, and schools. The finding of the NCA team was that WSU had made changes, improved, and become stronger than it was at the time of its previous accreditation visit, and would continue to accomplish its purposes because of its well-defined mission, the quality of its academic programs, the strong leadership of its administration, and the dedication of the faculty.

However, the agency cited some areas of concern. These included aspects of general education, the long range planning process, faculty research and scholarship produced, the state of the library, the graduate program, and the general fiscal health of the institution. Over the decade the institution has addressed each of these concerns, and it is proud to report considerable progress on each of these fronts. This portion of the Self-Study addresses each of the following concerns in detail:

- General education (now University Studies)
- Planning processes
- Research and scholarship
- Library resources
- Graduate programs
- Fiscal issues
General Education (Now University Studies)

NCA Concern: “Courses have been repeatedly added to the general education program without concern for the overall definition of the program causing it to lack focus, direction, and an articulated set of goals. No office or official appears to have direct responsibility for the oversight of the general education program. The development of a new general education program must be based on themes and concepts reflecting current practice in defining this component of the baccalaureate degree, examining potentials of a CORE set of courses, prescriptive liberating studies courses and limited electives through upper division course work.”

The most difficult academic concern for the faculty to address over the past decade was the question of revamping the general education program. In 1991, the site team encouraged the development of a new general education program based on themes and concepts reflecting current national practices, and urged the faculty to examine the possibility of creating a core, some limited liberal studies, and some upper-division course work to meet general education goals.

The new “University Studies” Program has just gone into effect for the class of 2001, and although the faculty struggled with process of program design and implementation, the progress made on the new program is considerable. The university has appointed a faculty director with reassigned time to manage the program. Dr. Kerry Williams, a full professor in the Department of Psychology, has been involved with the general education committee for several years and has exercised sound leadership at critical junctures. A standing subcommittee of the university’s Academic Affairs and Curriculum Committee, comprised of representatives from each college and each Basic Skills area (Math, English, Communication Studies, and Physical Education and Recreation), oversees the approval and assessment of courses.

The new University Studies Program is structured differently from the old general education program. After considerable discussion about the efficacy of a common core, the wisdom of the faculty was to retain a modified version of the distribution requirement system that has been in place for years, and which is the common structure for general education nationally.

Structural changes highlight the new program. The revised distribution system eliminated the intellectually unjustifiable Allied Studies category. Within the Arts and Sciences Core area, the new program added a category for Fine and Performing Arts. The new major category, “Unity and Diversity,” supplanted Different Culture and Allied Studies, and allows for a broadening of the curriculum. In addition, the new program requires twelve hours of upper-division “flagged courses” that re-focus attention on the basic skills.
The required Basic Skills courses (College Reading and Writing, Oral Communication, Mathematics, and Physical Development and Wellness) remain the same, but the courses now have much more specific goals and objectives. English 111 is designed to promote students’ “critical reading, thinking, and writing skills” and features a new focus on critical reading, argumentation, and documentation. Communication Studies 191 teaches students “to become highly competent communicators... who are skilled at expressing their ideas... and interacting with others.” The Mathematics courses “help students develop an appreciation of the uses and usefulness of mathematical models,” while Physical Education and Recreation courses teach students “practical skills in the areas of lifetime physical activity, health awareness and wellness.”

The Arts and Sciences Core is very traditional, except for the addition of a Fine and Performing Arts category. The Humanities classes help students “understand... human experience and... the meaning and value of life by examining its expression in (Western) culture.” The Social Sciences courses are designed to have students learn about “perspectives regarding human behavior.” The Natural Science classes acquaint students with the “methods... of scientific inquiry which increases our understanding of the natural world.” The final category, the newly added Fine and Performing Arts requirement, offers students opportunities for appreciating and performing “creative expression.” These areas represent the traditional core areas of liberal studies, and are extremely valuable to Winona State because they also underscore the values that are contained in the university’s mission statement. In this sense, then, Winona State remains committed to core values that touch the lives of every student.

“Unity and Diversity” constitutes the third major category of the new University Studies Program, and it is designed in part to respond to the site visitors’ request that the faculty consider reflecting upon current national trends in liberal education as they make their recommendations for change.

For this section of the University Studies Program, students take one class in each of the following categories. One class must meet the objective of “develop(ing) students’ abilities to effectively use the process of critical analysis.” Another course teaches students to “improve their understanding of the interrelated concerns of society and the sciences.” A third set of classes meets the goal of improving students’ understanding of the “growing inter-relatedness of nations, people, and the environment,” or to develop “students’ understanding of diversity.” Finally, the last category of courses are those that promote contemporary citizenship or democratic institutions and get students to “participate as effective citizens.”
A gain, these new sets of courses are consistent with W inona State University's mission statement, and additionally, are grounded in contemporary issues. The faculty and administration strongly believe that introducing students to these new issues will make them more aware of contemporary issues and better citizens of our world.

A system of “flagged” courses is designed to meet one of the other concerns of the NCA site visitors. Flagged courses, usually in a student’s major field of study, are designed to reinforce the “basic skills” component of the University Studies Program. In their upper-division coursework, then, students will take two classes that offer an intensive writing experience; one class in which they have to undertake a significant oral presentation, and one class in which they have to demonstrate the use of data or critical thinking techniques in a meaningful way.

The University Studies Program has changed from a system that required all courses to be taken at the elementary introductory level to one which not only permits, but also encourages, greater depth of study. The flagged courses are but one example of how the university has moved from a system that required all courses to be taken at the elementary introductory level to one which not only permits, but also encourages, greater depth of study. Prerequisites are permitted so that a student may fulfill the requirements of a category from a single department. The new program discourages the compartmentalization of liberal studies and encourages its integration with the student's major area of study. This is especially the case in the Unity and Diversity area. For example, students may take their critical analysis course within their major or a biology student may take an upper-division major seminar to satisfy the science and social policy requirement while non-specialists may study similar issues at a more basic level in an introductory course. Thus the specialist and the non-specialist satisfy the same requirement at very different levels of sophistication. In the old curriculum the same solution had to fit every student.

As stated above, the faculty reached these goals through an arduous, soul-searching process. In 1998-1999, the faculty adopted a set of specific goals and outcomes that outlined the objectives of the general education program. During the next year, the faculty discussed the mechanics of the categories, and the rules by which departments could propose individual courses. In the 2000-2001 academic year, the faculty approved the courses that would become the University Studies Program. The administration encouraged the faculty to be consistent with their own guidelines and to follow the suggestions that NCA had made in its previous visit. In response, the University Studies Subcommittee (USS) spent
countless hours correctly placing courses within specific categories, and also not allowing courses to proliferate without thought.

In sum, the University Studies Program that is in place currently for this site visit is very different from the one that existed in 1991. The new program boasts not only of its internal coherence but also its consistency with national curricular standards and, to a reasonable degree, the Minnesota Transfer Curriculum. The faculty are particularly proud to have implemented one of the reforms that the NCA suggested in 1991; reinforcing essential basic skills in upper-division offerings. Not only does this fact demonstrate that these are indeed “basic skills,” but also our commitment to the idea that these are valuable tools every student ought to have when they graduate from the university. As the later sections discussing the Seven Principles will suggest, the success of the University Studies Program is vital to the WSU’s ability to deliver a sound educational experience taking advantage of the wisdom those Principles offer.
Planning Processes

NCA Concern: “Detailed analysis and planning needs to be conducted in order to develop infrastructures for supporting several initiatives at WSU. The Long Range Plan expresses WSU’s vision for the future and contingency-oriented analyses need to be conducted to identify resources for implementing these initiatives. Some low-priority current activities and programs need to be eliminated so that scarce resources can be reallocated to new initiatives. Research needs to be conducted expeditiously so that decision-making can occur to develop specific plans and timelines for implementing the long-range plan and outcomes assessment program at WSU.”

The university has begun to engage itself in much more sophisticated planning processes than those that were in place in 1991. Over the past decade, the university has committed to a philosophy of assessment and planning now integrated into the university culture. In fairness, however, we must acknowledge that we are much more consistent in using data to make ad hoc planning decisions than in using our assessment data to develop a long-range plan for the university. Nevertheless, within the past four years, the President has become more insistent upon using data-driven long-range planning processes than was the case during the financially difficult years of the early-to-mid-1990s.

The difference between the formal planning process and the informal planning process may perhaps be best understood by examining a specific case — the issue of facilities on campus. In 1997, at the behest of the MnSCU system office, the university made a determined effort to examine campus facilities issues by hiring a nationally known consulting firm, Paulien & Associates, Inc., to write the Master Academic Plan for Winona State University. The purpose of the plan was to make certain that the university’s bonding requests, whether for new construction or remodeling, was consistent with the needs of the academic mission of the university.

The Master Academic Plan recommended that the university pursue a bonding initiative to remodel Maxwell Library, no longer in use. The campus committee, Space Utilization, charged to examine and make recommendations on such matters, after considerable deliberation sent forward a plan for reusing the space. In the meantime, however, health and safety conditions had so deteriorated in the science building (Pasteur Hall), that in the judgment of the university, the construction of a new science hall took precedence over remodeling Maxwell. The decision to reorder campus priorities, however, was made based on data — data brought forward by the Dean of Science and by faculty and students using Pasteur Hall.
Planning Processes

Likewise, even though the campus committee had made suggestions about how Maxwell could be used in unremodeled form for a few years, data changed some of those recommendations. The campus needed a place for childcare and the nursery school that would be in closer proximity to the College of Education than the off-campus facility that had previously been rented. Data also showed that the campus desperately needed additional classrooms, especially those that would hold groups of 80 students. Institutional research had run out of space in Somsen Hall. We also needed a conference leadership center, and the students had long requested an improved wellness center. Therefore, although the decisions to reoccupy Maxwell were made on an ad hoc basis, they were made based on data. However, this is a classic example of how good ad hoc planning really helped satisfy campus needs in a way that a longer-range plan could not do.

Nevertheless, this is not to argue that the above situation is an ideal model. The university would like to be in a position to act more consistently based on data, and the administration has been moving in this direction. Two other specific plans have helped the university move forward tremendously.

The Market Plan authored by J. M. Lord and Associates is the second major plan in the past two years. President Darrell Krueger initiated the request for this plan, driven by concerns that the demographic data for new entering first-year students would begin to show a decline in 2008 in Minnesota, and that the university needed to position itself well for a more competitive marketplace. The consultants concluded that WSU is a “dynamic university hiding in plain sight,” and that we need considerable help in marketing the institution to our external audience in order to remain healthy.

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The results of this plan have been to restructure and rewrite nearly all of the publications of the university. External consumers of these publications include not only prospective students, but also parents, alumni, and businesses. The plan suggests that the university needs to be consistent in its message to external and internal audiences. We need to focus in on our strengths, and further our mission and leadership emphases. This planned effort is moving forward very effectively, with a reserve of funds earmarked for its implementation. Thus, the marketing plan will help us to accomplish our goal in terms of positioning ourselves for the challenges of the decades to come.
The Rochester Plan has informed partnerships between campuses since 1977. The overriding concern has been to partner effectively with Rochester Community and Technical College (RCTC) and with the University of Minnesota. For more than 80 years Winona State University has had a strong commitment to the students of the Rochester area, and currently, the Rochester Center serves over 2000 students. There is a formal 2+2 program with RCTC leading to 11 baccalaureate degrees. There are also four master’s offered by WSU in Rochester, including cooperative efforts with the U of M (Teaching Leadership) and Mayo Clinic (Nurse Anesthesia). In 1999 a cooperative Doctor of Education (Ed.D.) in Educational Leadership cohort program began.

The partners have established a governing structure in Rochester that consists of a cabinet that meets regularly. WSU recently appointed Dr. Christine Clements as our Associate Vice-President for Academic Affairs, whose position in part will be to look at how to better meet the needs of Rochester and Southeastern Minnesota. In addition, the partners have worked out a detailed agreement by which Winona State University agrees to take the lead in undergraduate education in Rochester. The Rochester Plan has helped the university commit itself to those undergraduate and graduate programs that have been established for years in Rochester, while at the same time offering the possibility of collaboration on new programming with partners.

The Long Range Planning and Assessment Committee has, in the 2000-2001 academic year, restructured itself to focus more on planning efforts. For much of the decade, the committee had spent the majority of its time working on assessment issues, and getting the assessment culture into place. Rather than divide the committee into two, the President persuaded the membership to continue as a single unit because it makes no sense to have assessment without planning, or planning without assessment. Thus, the committee has two sub-groups functioning effectively and working collaboratively on a process that will advance the university.

The committee has helped the university to build an assessment culture over the past decade. Over the past decade we have been very good at collecting data from many sources. The CIRP survey or its local equivalent is required of all new entering freshmen; all exiting seniors must also fill out a CIRP survey about their experiences. To measure progress in their academics, we have sophomore students take a CAAP test and a general writing test. In addition, almost every department participates in Assessment Day activities, which enables faculty to receive feedback about the perceptions that their majors have about the department. Thus, we try to assess both student satisfaction and their academic progress during key points in their career.
Planning Processes

The evidence is quite good that we do use data to improve student services. Two examples should suffice. First, when surveyed in 1999, the students reported being least satisfied with the food service on campus. Fortunately, it was a year to re-bid contracts, and the university awarded the contract to a new provider. The result was a dramatic improvement in that response the following year. Another example was a concern from students voiced on many questionnaires that they “received the run-around” on campus. The university decided to create a “Student Answer Service” located in the student union, based on a successful model adopted at Iowa State. Here again, the university provided a response based on student satisfaction data.

It is less clear that the university provides measured responses and does planning for academic program changes. In part this is because faculty are on campus for longer terms of service than students, and so reallocating faculty positions, particularly in a union environment, is a difficult task. However, in the past year or so the university has begun a dialogue to talk about what positions and new programs ought to be supported. Our relatively good times are permitting the building of new programs that seem responsive to student interest and which will hopefully better position us for 2008.

In short, while not perfect, the planning processes have improved over the past decade. Some of our planning strength remains with the ad hoc variety (campus beautification is another example of this). In recent years, however, there is an increased interest in planning, and the university expects that more of these processes will be regularized as the university continues to mature.
NCA Concern: “The research and scholarly activities of the faculty do not sufficiently support the commitment to the exploration and dissemination of knowledge as stated in the MSUS mission statement; nor do they support commitment to scholarly and creative activity which enhance instructional programs and teaching excellence as stated in Winona’s general goal statement. An increasing number of faculty do participate in such activities, but the data, reports, and vita reviewed by team members indicate that for a significant number of the faculty, scholarly, creative, and research activities are not reflected on faculty records at a level normally expected of graduate degree-granting institutions.”

The 1991 report expressed concern about the low level of faculty scholarly productivity, especially for faculty teaching in graduate programs. While it is clear from the university’s mission statement and classification as a master’s-level Carnegie II institution that our primary focus is properly on undergraduate education, we are pleased to report that the level of scholarly productivity has increased over the past decade.

We believe that the previous NCA concern regarding faculty productivity was motivated, at least in part, by an inconsistent method of data collection. The university has now implemented an electronic system for collecting data relevant to faculty, and the NCA team will be able to access this database for an up-to-date, comprehensive summary of faculty research and scholarly activities. We acknowledge that we need to continue to make strides to encourage the widespread practice of doing scholarly and creative work on campus. Nevertheless, Winona State can point with pride to some cultural changes that have occurred over the past decade that have encouraged the growth of scholarly and creative activity on campus.

The presence of new faculty, most fairly fresh from graduate school, is one dynamic change. Having just completed a primarily research-intensive experience, many of these faculty continue to do research and publication despite the heavy teaching load that Winona State demands (four courses per semester on the average). Nevertheless, WSU faculty produce books, articles, and make scholarly presentations on a regular basis. Faculty in the Fine Arts write novels and poetry, compose new pieces of music, and exhibit sculpture and paintings both locally and internationally. The College of Liberal Arts Research Support Group fosters a community for sharing work-in-progress and scholarly achievements with colleagues.

Requirements for promotion are more concrete. Although the IFO/M nSCU agreement allows for a great deal of latitude when interpreting criterion two, scholarly research and creative work, in the main faculty achieve goals set in this
Research and Scholarship

category via research and publication. Any candidate for promotion must demonstrate accomplishment in this area. And in nearly all instances, a candidate for full professor would need both a terminal degree and significant achievement in criterion two.

The Professional Development Plan/Report process has helped to create a greater emphasis on research. This process, which occurs annually for junior faculty and on a more limited basis for senior faculty, requires planning and reporting cycles on a faculty member's professional development. Faculty understand that as their colleagues and deans review these plans, they have expectations for scholarly activity. These expectations are, generally, determined and articulated by individual departments, and departments are expected to provide mentoring for junior faculty. And although there is some variability around the university, generally faculty recognize that research is an important activity. As mentioned previously, junior faculty have fairly impressive records of keeping up with their research and creative work even when facing the heavy load demanded at the university.

Limited funding and sabbatical leaves, finally, help faculty pursue their scholarly activity. Biannually, the deans distribute Professional Improvement Funds whose highest priority is to go to faculty conducting pure research. In addition, the university has instituted a program of summer research grants and summer travel grants to facilitate faculty improvement in this area. And, as the focused visit team noted in 1995, an increased number of sabbatical leaves since 1990 promoted support for faculty research and scholarly activity. The team found that most faculty teaching in graduate programs were engaged in research or creative activity that was both appropriate to the programs in which they were involved and leading to appropriate publication.

In short, the heavy teaching and advising load that most faculty face is a disincentive to publish much. On the other hand, the fact that the faculty turnover has been so great over the past decade has meant that more faculty dedicated to research have joined the university community. These faculty find exciting opportunities and encouragement through the professional development process, and some financial support for their work. As a result, the record demonstrates that faculty are engaged in appropriate scholarship, research, and creative work on a level appropriate to their teaching.
Library Resources

NCA Concern: “An institution’s library is the heart of academic quality. The library at WSU has experienced slow progress due to current budgetary restrictions. With future budgets promising to be even more restricted, the team is deeply concerned about the library and about deferral of collection-building at a time when the institution is focused on enhancing the quality of the learning environment.”

Winona State University is proud to report that most of the concerns that the NCA expressed with regard to library issues have been resolved. In Rochester, Goddard Library serves the students, faculty, and staff of Rochester Community and Technical College, Winona State University-Rochester Center, the University of Minnesota-Rochester Center, St. Mary’s University Rochester Center, and the local community. In Winona, a new state-of-the-art facility considerably enhances the living-learning atmosphere on campus. Because of improved financial conditions in the late 1990s and the commitment of administration, legislators, faculty, and students, collections have rebounded significantly from their low point in the early 1990s. In general, then, library facilities and resources are significantly improved.

The new library has become the showpiece of the campus. It has been designed to be user-friendly, so that one can find library materials in a straightforward way, without resorting to elaborate maps, as was the case in the old building. In keeping with the Second Principle, Cooperation among Students, the new building has over twenty small group study rooms, up from the old building’s four. These rooms are heavily utilized for study groups and collaborative projects. Further, the new library has many times more computers to provide access to the campus’s growing collection of online resources; it has significantly more seating for individual study than the old one; and most of the building’s study spaces have computer network connections, so that students can connect to online resources and the Internet through their laptops.
A rough estimate indicates that library usage has increased about 30% since 1997. Staff members report that “waves” of students enter the library after dinner and spend their evenings working there. The Student Senate requested and received approval for expanding library hours to 2:00 a.m. Mondays through Thursdays. The Library’s Information Gallery, which has 48 personal computers and 35 laptops available for check-out, often has all personal computers occupied from 9:00 a.m. till late in the evening, and has occasionally had all laptops checked out. The laptop check-out program is one of the first in the nation.

Tremendous electronic and online full text resources to researchers are but one attraction for the WSU community. In the mid-1990s, the library formed a partnership with Computer Information Services, the Library Technology Task Force, to license or purchase electronic resources. Through Minitex, a state agency dedicated to coordinating services among libraries, state-wide collective licenses have made electronic databases more affordable and have allowed the university to license more citation-only and full text databases than otherwise would have been possible. JSTOR, Lexis-Nexis Academic Universe, and Nursing Collection Online are among the many services that allow patrons to search for and read online journal articles. PsycINFO, MLA Bibliography, and Engineering Index are among the citation-only databases to which the university community has access. Access is provided throughout the campus and via authentication servers to faculty and registered students world-wide.

Considerably expanded inter-library loan services are a second attraction. More library positions were dedicated to inter-library loan in the early 1990s, allowing more reliable service to more patrons. Thanks to the state-wide PALS integrated catalog, patrons from the mid-1990s onward have been able to request items directly from other libraries online without local handling. The Minitex courier system ships materials state-wide from a hub at the University of Minnesota, delivering most cross-state shipments within three working days. Since the late 1990s, Minitex has spearheaded the use of the Ariel electronic document transfer system, which provides articles within 48 hours. Inter-library loan has become increasingly important with the increased availability of large citation-only databases. Also in the late 1990s, Winona State retrofitted the PALS inter-library loan system to provide our own materials for our distance education students, a first-of-its-kind design being emulated across the state. Due to these improvements, inter-library borrowing by university members has grown exponentially, from 3,544 in FY88 to 7,617 in FY93 to over 10,103 in FY2000.

The library, then, is another example of the ways in which technology is enhancing learning on the campus. Students enter the university with a greater understanding of the technological possibilities, and, through careful planning, the university has the facilities, the staff, and the resources to accommodate their
Library Resources

research. This enhanced access to materials allows faculty to have higher expectations for student research.

The state of the collections, however — more so than the physical state of old Maxwell Library — was the focus of NCA concern. The development of good collections depends on two factors. First, a university needs knowledgeable personnel to develop collections. Second, the institution needs resources to make the appropriate purchases. Both of these issues have changed for the better during this decade.

The administration added a collection development librarian position to the library in the early 1990s. This librarian has worked closely with departments and faculty members to build strong collections in certain areas consistent with the mission of the university, and to strengthen collections in areas that were previously weak.

Second, library resources have increased significantly. First, the legislature has recognized the importance of libraries to education. Our local representative, Gene Pelowski, an alumnus of Winona State University, sponsored a bill that provided supplementary library funding to each of the state universities for collection building. In our case, Winona State received about $210,000 annually for the past three years which has gone into building specialized collections in Great River Studies, American Labor History, and Women's Studies, among others.

The administration has seconded the legislature’s commitment to collection building. President Krueger pledged to spend more money on library requests, and because the budgets have been better in the late 1990s, the university has been able to make additional commitments. Annually, the commitment is in the neighborhood of $320,000. These funds support the ever-increasing cost of periodicals.

Finally, in 1999 the students made a major contribution to this effort by agreeing to raise their own tuition. Part of the tuition surcharge paid for inflationary increases, but a significant amount ($350,000) went to pay for library materials. This money largely went to shore up collections in areas of great student interest where improvement is badly needed, such as nursing.

In sum, the library has made great strides over the past decade. Instead of being a place that was shunned, as was the case in 1991, the library is now the showpiece of the campus. Funding and collection development have greatly improved, although with the rising costs of materials, the university is still dependent upon the largesse of the legislature and students to make certain that we keep pace with needs of the twenty-first century.
Graduate Programs

NCA Concern: “The team notes the steps taken recently to strengthen the quality of all graduate programs yet is still troubled by several aspects of the graduate program. (1) There are still several graduate programs with enrollments low enough to seriously jeopardize their continued viability. This situation is especially acute at the sixth year educational specialist degree level, and in the master’s programs in English, history, and physical education. This is a pervasive long-standing problem. (2) The role of the graduate council as a primary recommending body regarding graduate program policies and programs seems ambiguous. (3) Annual election of all members of the graduate council offers the potential of a lack of continuity. (4) Some members of the graduate council are new to the institution, and have but limited previous experience in graduate level programs. (5) The role of the assistant vice president for academic affairs for graduate studies is not clearly defined by the institution.

As the focused visit of 1995 proved, the university has taken steps to resolve most of the issues that the 1991 report described. Since that time, we have continued to improve the quality of graduate education, and we have even created a new program that should draw increased enrollment in Rochester consistent with our mission there. Specifically, the university has addressed the five issues identified by the team in 1991 and has made clear recommendations to improve those situations. We believe that in each instance the graduate programs have been strengthened as a result of these changes.

Three low-enrollment graduate programs have been discontinued. The sixth-year certificate has been discontinued to improve enrollment in the Educational Specialist (Ed. S) degree program. Both the Master’s in History and the Master’s in Physical Education have been eliminated. Instead, teachers in these areas are encouraged to pursue a Master’s degree in Education, one implementing focused coursework in their content area. Furthermore, because of another concern that NCA cited, faculty scholarship, the College of Business has decided to drop its MBA program and pursue AACSB accreditation for the undergraduate program.
The English Department's Master's program, on the other hand, is in the process of growing slightly. This year the administration has decided to allow the program to grow to include ten assistantships. Presently the program is extremely focused, designed to produce individuals who will become teachers of composition and/or literature at the secondary or community college level. As such, the curriculum is very specific, and after a certain period of coursework and apprenticeship, students gain experience in the classroom by teaching two sections of English 111 and tutoring in the Writing Center. As the 1995 team found, the program is designed to provide a steady stream of students as part of a student-oriented scholarly community, and it has a good record of placement of graduates in post-secondary teaching and doctoral programs. Thus, we believe that this focused program meets the needs of students, is cost effective, and of high quality.

The Master of Science degree in Nursing, located in Rochester, has experienced considerable growth. The program began in 1987 when 21 students were admitted part-time to the program. The Master's Program received NLN accreditation in 1991. A series of federal Advanced Nurse Education Training grants helped to implement the family nurse practitioner focus and develop distance learning courses within the master's program. The program continues to receive federal traineeship funds for full-time students in the Clinical Nurse Specialist, Nurse Educator, and Nurse Practitioner. As of 2001, 255 students have graduated from the program.

The Graduate Council does indeed, as the NCA stated previously, need stability in its membership. Currently, faculty commit themselves to a two-year term, and are elected by their departments on a staggered basis. In practice, there is even more continuity because many members of the Graduate Council remain. However, the university concedes that it does have some fresh faces on the Graduate Council since 1995. While Winona State would not want to advocate that the Graduate Council is comprised entirely of junior faculty, we believe that these two new members who arrived from other universities bring an important perspective and new ideas to the council, and so we welcome their membership.
Graduate Programs

Consistent with university objectives, the Graduate Council acts harmoniously as a team for the betterment of the graduate program. Members of the council work collaboratively with each other and the Director of Graduate Studies. A relationship of trust exists within the Council that is refreshing. The Council continues to report to the Faculty Senate and remains a committee of that body. However, Graduate Council recommendations are given great weight, and by policy, can only be overturned by a two-thirds vote in the Senate. During the decade from 1991 to 2001, there has been no instance where the Senate has rejected an academic, programmatic recommendation from the Graduate Council.

A Director of Graduate Education now directs the program. (It was an Assistant Vice President of Academic Affairs who had this responsibility in 1991.) This responsibility has fallen on the shoulders of a faculty member for most of the decade. Dr. Pauline Christensen, who has been at the university for many years and has been in charge of our Adult, Continuing Education and Extension Division (ACEED), has become the director of the program. As such, her responsibilities include coordinating its business functions (admission, budget, publicity, programming) and reporting these activities to the Vice President for Academic Affairs.

In sum, the graduate program has strengthened itself considerably by extending its strengths and eliminating its weakest programs. Probably the biggest change in the graduate program is the creation of cohort groups of graduate students in the Rochester area. These are in-service teachers who are interested in gaining a master’s degree at a convenient time and place. The cohort works together collaboratively. This program has allowed us to greatly increase the enrollments in graduate programs in education.

The newest program — a Master’s in Software Technology to be based in Rochester — has recently been approved by the MnSCU Board. We are in the process of hiring a faculty member to teach in the program, and expect to admit our first students in the fall of 2001. Because of the heavy presence of high technology in the Rochester community, this program should meet a demand for more skilled workers in the Rochester area, and will be consistent with our mission in Rochester to serve the community.

Thus, the graduate programs have improved in many ways since NCA last visited the campus. We believe that these programs are headed in the right direction, and now build upon the existing strengths of the university.
Fiscal Issues

NCA Concern: “The team is genuinely concerned relative to the proposed $3 million budget reduction which has been recommended by the Governor. If passed by the legislature, it could have a devastating effect on the university’s ability to maintain academic quality and integrity in its programs. That concern is intensified because the institution seems intent on promoting its growth stature of recent years and is reluctant to reduce programs or personnel. The team is concerned that with the severity of the proposed reductions in the next biennium, WSU might have to forego its Residential College, delete course and programs with low enrollments, and curtail much needed library book and equipment purchases. If the cuts are imposed, Winona State can no longer ‘be all things to all people’ and difficult decisions will have to be made based on their long range plan.”

In 1991 the site visitors were particularly worried about the Governor’s proposed three-million-dollar reduction of the budget of Winona State University, fearing that the proposed cut would seriously damage programmatic initiatives such as the Residential College, low-enrollment programs, library acquisitions, and the purchase of scientific equipment. Minnesota has prospered since 1995 and the state allocation has increased. Through the latter half of the decade, a number of factors have led to an improved budget situation. The most recent budget proposal from the Governor’s office, however, raises concerns that the generally improving fiscal situation of the 1990s may not sustain itself beyond 2001.

To look at the situation historically over the decade from 1991 to 2000, at the beginning of the decade the crisis was so serious that WSU laid off a few personnel, though no faculty. Another crisis occurred in 1994 when as a result of further discussions of a reduced allocation by the legislature, the system office decided to mandate the creation of a $1,000,000 campus reserve. The importance of the financial crisis of 1994 was that it forced the institution to think creatively and devise the new partnership for financial responsibility that has characterized WSU’s operations since then. In addition, other factors have combined to lessen the financial pressure on the institution.

First, the MnSCU system had decided to make the budget system more equitable than it has been in the past. For the past three years, Winona State has received an annual supplement of approximately $500,000 as an “historically underfunded” institution. Beyond that, the system has been working on creating a new allocation model that treats us better. The new model looks at funding basically on a FTE student count basis, but eliminates the special factors that resulted in some institutions in the system, like WSU, being historically underfunded. We are not certain, at this point, that the new model will be adopted; nor are we certain that, if adopted, it will treat WSU better than the previous model has.
Fiscal Issues

Minnesota continues to fund at a per-pupil rate much lower than many of its neighboring states, even though the budget is certainly in much better shape than it was a decade ago. Negotiations for higher education's share of state dollars promise to be contentious, despite the relatively stable status of the state's coffers. WSU will need to convince its maverick governor — and the people of the state — that ours is a quality institution deserving funding. As the special emphasis of this Self-Study suggests, delivering on our promise to practice the Seven Principles would be severely compromised by lower budgets, limited resources, and staffing cuts.

The university has benefited immensely from the partnership with its students over the past decade. To hold ground in the mid-1990s and survive the budget crises described above, the institution had to ask the students to tax themselves in order to maintain programs in place. In all instances, the students voted themselves large tuition increases so that the university could keep functioning in a normal way.

In the past two years, the students have voted to raise their tuition in order to improve the condition of the university. Thus, students voted an additional two percent tuition to go towards the purchase of library materials in 1999, and an additional one percent tuition in 2000 to upgrade technology in the library. Student fees have also improved the university. The technology fee has allowed for the creation of the infrastructure that has been essential for the realization of the laptop university project. Students are also paying for their own leased laptops. And now that the university leases laptops for faculty and staff, these programs lend stability to the budget, making expenditures more certain than they have been in past years.

The need to create greater certainty in our lives has also led the President and the MnSCU system to create a significant reserve. Thus, the university is moving in the direction of creating a reserve of some five to seven percent in case the good times do not continue. Likewise, the university has committed a steady sum of money to the campus beautification project. These moneys often come from private sources, but are essential, as the university has been able to close internal streets, creating a mall and several fountains and gardens. The beauty of the campus is something that helps us in our mission to improve the lives of our students.

The need to regularize the financial system has led to the adoption of a direct cost center budget initiative, where every expense is attributed directly to the cost center (usually a department) that received the money. The good accounting practices have led to three awards for surviving state audits.
Finally, it should be noted that beginning in 2000, the university has elected to spend some additional money in high-enrollment programs such as nursing. Given the need to provide health care services in this area of the state, the university has felt a mandate to expand upon its very popular and successful nursing program. Some low enrollment programs that could not be satisfactorily staffed, such as the MBA program and the Management Information Systems and Health Management undergraduate majors, have been dropped from the curriculum.

Finally, the university has also received some recognition in terms of changed funding for its Rochester campus. The system has received a special allocation for Rochester, which has allowed the level of programming to continue there. In addition, the university receives some benefits from the shared space at the UCR (University Center-Rochester) which helps us to save money on costs and facilities.

In short, the concern that the NCA identified in 1991 is less dire. Because of the partnership with the students, the rosier financial situation in the state, and some careful planning on campus, WSU enjoyed reasonable fiscal health in the 1990s and managed to avoid budget crises. While the university is unable to predict its long-term financial future, since the economy’s future is unknown, we do believe that Winona State University is in better condition financially than it was during the visit of 1991.
Summary

After analyzing the concerns that NCA expressed in 1991, Winona State University embarked on a voyage of challenge and change. As a result, over the decade the condition of the university has improved markedly. While obviously not all problems have been resolved, we believe that the university has taken large strides to remedy the six issues that concerned the NCA.

First, the new University Studies Program promises a much more coherent and academically sound general education program. While remaining true to the liberal arts and sciences tradition, the program contains innovative ideas consistent with developments nationally. Thus, although the program has been slow to develop, University Studies offers some exciting changes for the future.

The university’s planning processes have improved considerably, especially in the past few years. Given our initiative to become a national leader on assessment issues, it was inevitable that the university would also come to focus in on the importance of planning. Good planning now pervades almost all areas of the university, and we are hoping to make planning such an important part of the culture that we will be making even fewer ad hoc decisions in the future.

The turnover of faculty will continue in the next decade as it has done in the past one. As a result, the university will be able to renew its commitment to scholarship. Our faculty development processes now place a greater emphasis on scholarship, and the faculty as a whole has endorsed the idea that they ought to be fully involved in creative or scholarly work as part of their role at the university.

The new library is the physical keynote of the university. But the facility is not an end to itself. In addition, the library encompasses the university’s new leadership role in technology, making the entire world of learning available to our students. Traditional resources have not been abandoned; in fact, the partnership of student and university resources has allowed our collections to grow.

Winona State’s graduate programs have sharpened their focus and built on their strengths. We have enjoyed stable leadership in the program, and programs have evolved in new areas, particularly Rochester, in response to growing demand. The graduate area continues to be a dynamic part of the university.

Many of these results have been achieved because of the improved financial condition of the university. Resulting in part from the booming economy of the late 1990s, the remainder of the improvement should be attributed in part to the effective planning processes that enabled the university to ride out the worst of the storms, and the meaningful financial partnership that has evolved with the students. This cultural change has made Winona State University a far better place in 2001 than it was in 1991.
Since the last NCA site visit, change has been a constant at WSU in every area of life at the university: the physical structure of the campus has changed significantly, as have its key technologies, academic calendar and curriculum, and its students, faculty, staff, and administration. Overarching all the rather tangible changes to be cited in this section, however, is the significantly strengthened clarity of vision and sense of community at the university at large. WSU’s growing sense of identity, of “self,” reaffirmed in its recent unified mission statement — a community of learners dedicated to improving our world — has touched all facets of campus life, clarifying focus, raising esteem, and sending a message to the state and the wider service region that WSU has something special to offer.

Over the decade the institution has improved in many ways, and this chapter of the Self-Study Report details each of the following key areas of change:

- The physical campus: facilities, development, and planning
- Technological improvements, resources, and initiatives
- Semester conversion
- Academic programs and support services
- Staffing and enrollment
Physical Campus

Perhaps nowhere else have the changes been more immediately apparent than in the significant changes to the campus itself. A campus master plan has been developed, already resulting in major changes on the main campus. The closing of several major streets, indeed, has made the main campus feel more like a true campus. Walkways, gardens, fountains, sculpture, informal outdoor gathering places, and green spaces have replaced the streets. Gifts and purchases have supported a forestation program of trees and shrubs, some unique to the region, further enhancing the inviting nature of the campus itself.

WSU’s new Library is, undoubtedly, the centerpiece of the changes on campus over the past decade. A primary goal of President Darrell Krueger from the moment he arrived on campus, the library’s dedication involved the Governor, legislators, and representatives of every area of university and Winona community life. With 108,000 square feet of floor space, over 10 miles of shelves, 800 study carrel and study table seats, 20 group study rooms, a high tech electronic classroom, and over 700 Internet connections for laptop access, it is a university, community, and regional focal point. Earlier in the decade, another major campus building, Stark Hall, housing the Engineering Department and the College of Nursing and Health Sciences, was dedicated in 1992.

The launch of the innovative Residential College in Lourdes Hall on the West Campus in 1991, then solidified with the purchase of Lourdes Hall in 1994, not only changed the face of the university, but also has provided the opportunity for major program innovation and community building. The Residential College has grown tenfold — from 53 students in 1991 to 588 in 1999 — and may be one of the most visible symbols of the university’s ongoing change and growth.

A number of improvements are more recent. A unified Child Care Center was completed in September 2000, as a support service for students and faculty. Located in the renovated Maxwell Library building, the new center consolidated all daycare and preschool activities under one roof for the first time. The Student Answer Center, a cooperative effort between Academic Affairs and Student Affairs established in 2000-2001, now provides improved student service for a number of queries, both with its physical center in Kryzsko Commons and its companion website. The $150,000 Wellness Center, in Maxwell Hall, was
Physical Campus

funded by Student Senate and marks a substantial improvement over old facilities, contributing to wellness and morale. And investments in the Leadership Center, also in Maxwell, have produced a new conference facility already in heavy use by campus groups and slated for use by external agencies, including a regional economic conference in spring 2001 and a Youth Leadership conference for high school students in summer 2001.

All of these, as major university construction and acquisition projects, involved lengthy planning and funding processes. The campus master plan continues to move forward, having identified serious space and facilities concerns for the College of Science and Engineering, and then in 1999-2000 designating a new science building as the university priority in its request for State-funded capital improvements.


Technologies

Though not initially as apparent as the physical changes on campus, an equally significant change has characterized the infusing of technologies at the university over the past decade.

While some of the changes have come as a result of Minnesota State Colleges and Universities (MnSCU) systemic initiatives (e.g., the centralizing of record-keeping on uniform software systems), WSU has been out in front of the technological explosion with campus initiatives impacting all students, faculty, support staff, service units, colleges, and residential life.

As noted, the new Library is a state-of-the-art high-tech facility, featuring easy access to the Internet through over 700 data ports throughout the facility. Previously, over a period of several years, a Laptop University initiative made leased IBM or Mac laptops available on a continuous cycle to every student and faculty member on campus.

The colleges have assumed much of the leadership for the infusion of technology for their own students.

The College of Science and Engineering was in the forefront of the university’s laptop computer initiative as well as in integrating technology into university classrooms. Besides the implementation of the laptop initiative, it is important to note that the College has continued to promote a vigorous, candid (at times heated) dialogue about the myriad issues tied to the effective infusion of technology in the classroom. A physics professor secured a major grant to implement multimedia computer-based instruction possibilities for departments campus-wide. Yearly trainings (“computer camp”) for faculty still are provided within the general framework initiated through the initial grant. The first university departmental web page was in Geoscience, and at this point most departments have heavily-used web pages extant.

The Residential College’s technological changes include the development of an IT V/N et meeting teaching room used in partnership with the University of West Indies-Trinidad, as well as a Long-Term Improvement Grant to improve broadband high-tech imaging capabilities across the Internet for additional course development and delivery with other international universities. The College also has a 24-hour computer lab and a variety of technological and media resources for student and faculty use.

In the College of Business, technological initiatives include classrooms with mounted projection screens, smart boards, computer teaching stations, video recorders, and mounted video monitors. The College of Education has designated a faculty technology coordinator and has a computer lab with Mac desktops and a variety of state-of-the-art equipment, funded by a special State allocation. In the College of Nursing and Health Sciences, the Department of Health and
Human Performance already has refurbished its lab with the support of an NSF grant.

In the College of Liberal Arts, faculty adoption of new technologies has been mixed, ranging from leadership in Music and Mass Communication to reluctance in other areas, in part a reflection of the ongoing debate about the most appropriate role of technology in education. In the voluminous university-wide data for this report, one reference was made to “the usual quota of troglodytes” regarding the adoption of technology, and most faculty can conjure up an anecdote or hearsay of some individual using a computer as a desk ornament. In the colleges and academic departments, however, if the infusion of technology were a weather forecast, it would have to read “sunny skies — with widely scattered troglodytes.”

Technological change is equally evident in the service areas of the university. In the Registrar’s Office, basic services have remained constant over the decade, but the ways that these services are provided have changed significantly, primarily through the use of new technologies. In 1991, the student records system was driven by software over a decade old, with changes in student records keypunched by separate data-entry staff. New software adopted in 1998 now makes possible broader and more secure access to student records, yet also now moves data entry responsibilities to Registrar’s Office staff themselves, adding significantly to their workload because staffing levels have remained stable. In addition, the Integrated Student Record System database was developed centrally by the MNSCU system, creating opportunities for uniform record-keeping system-wide, but also creating challenges on campus because it was not designed to meet specific data management needs here. Registration has also shifted from periodic arena scheduling to 24/7 web registration over a period of several weeks.

In Career Services, policies regarding the retention of credential files have been revised and streamlined, and through the late 1990s the addition of technology advances (e.g., an electronic portfolio production computer) have provided services for WSU students and graduates which are available to very few college students in the nation. One office on campus, now housed in the new library, specializes in assisting students in the creation of electronic portfolios.

In the Print Shop and Publications, as one final example, operations have become more automated and technology centered on electronic rather than hard copy data. A webmaster position has been added, and new computers, software, and faster presses have cut production times for most printing jobs.
Semester Conversion

A huge structural change impacting teaching, learning, and university life in general was the conversion from quarters to semesters, commencing in the fall term of 1998. Several years of preparation undergirded this change, felt in every corner of the university.

For the Registrar’s Office, as one prominent example of the impact of semester conversion on non-academic areas, the conversion meant a change in all student scheduling and record-keeping, including official transcripts. In addition, major Commencement ceremonies at the conclusion of both the fall and spring semesters replaced the Spring-only Commencement under the quarter system.

A major University Semester Conversion Task Force guided the overall process, with a faculty member assuming coordination responsibilities for the curriculum conversion. Needless to say, this was a very time-consuming, labor-intensive process. On the other hand, it did provide a unique opportunity for departments and colleges to take a hard look at the ways they were structuring and delivering their curricula to students, reaffirming what was working well, replacing what was not, all with the ultimate outcome of converting courses and programs from three ten-week terms to two fifteen-week terms in meaningful ways.

The timing of the semester conversion, coming as it did in the midst of the aforementioned university-wide technological initiative, created an atmosphere of genuine excitement and anticipation, given the once-ever opportunity, and at the same time not a small measure of anxiety, given the enormity and open-ended nature of the task at hand. While some departments experienced the transition as a minor speed bump, others have continued on a path of continuous mid-course correction during and subsequent to the semester conversion. All, however, seem to have been further reinforced to be self-regarding, in the spirit of the university’s ongoing assessment initiative.
In addition to the lengthy process of conversion from quarters to semesters, it should be noted that the full first half of the decade was spent adjusting to the 1991 State Legislature mandate to merge the State Universities, Community Colleges, and Technical Colleges into one centrally-administered mega-system, Minnesota State Colleges and Universities (MnSCU). Although a significant measure of the work had to be done at the System level, the impact on planning, resources, and sheer energy expended on each campus to implement the merger mandate was enormous. WSU was no exception, and numerous specific changes have impacted programs throughout the university, both in non-academic and academic units.

In Alumni Affairs, budget constraints have necessitated more creative programming (e.g., coordinating events with other departments to share expenses), and more events are scheduled at the Alumni House to promote university-community partnering.

The Campus Dining operation brought in a new food service provider, Chartwell’s, in July of 1999, which placed greater emphasis on international foods, name-brand fast foods, and open serving areas.

The Counseling Center, in the division of Student Affairs, has become a department of three full-time counselors, one of whom serves as department chairperson. Early in the 1990s, educational and career counseling assumed a greater proportion of the caseload, but in the late 1990s the demand for personal counseling appointments has increased, as have outreach activities and consultation services, all of which have placed additional demands on staff. Increased collaborations with the Counselor Education Department have resulted in more dependency upon counselor interns. The Testing Accommodations Center is newly remodeled and features separate quiet rooms for students who require an isolated environment during testing.

International students programs and services have increased markedly with outreach contacts up from 600 in 1990 to over 1000 in 1999 and increased attendance of national meetings and recruiting conferences.

In Cultural Diversity, at the time of the promotion of the Assistant Vice-President for Student Affairs/Cultural Diversity, the daily operations of Cultural Diversity Office were assumed by a former advisor/recruiter, whose job title changed to Cultural Diversity Office Coordinator. Two faculty members also have responsibilities for minority student development activities. In 1991 the
Academic and Support Programs

Faculty association approved the formation of a Curriculum Committee for cultural diversity. During 1999-2000 an internal institutional audit was conducted to assess multicultural curriculum initiatives. Also, minority student recruitment shifted from Cultural Diversity to Admissions.

Other units have changed, if less demonstrably. International Students programs and services have increased markedly — e.g., outreach contacts up from 600 in 1990 to over 1000 in 1999, and increased attendance at national meetings and recruiting conferences. The addition of state-of-the-art Astroturf to the athletic field has increased usable space for a variety of intramural activities. In Parking Services, several new student and faculty parking lots were added throughout the 1990s, as part of the campus master plan, and Parking Services student workers increased from four in 1991 to 10 in 1999. And in Student Health Services, a full-time Nurse Practitioner Director has been added, along with a medical records clerk. From 1995-1998, with state grant funding, an AIDS education and prevention program was implemented. Smoking cessation classes and support were added in 1999.

Academically, numerous changes were noted in college and department programs and are summarized below.

In the College of Education, Counselor Education successfully sought and implemented a new Minnesota Board of Teaching licensure initiative. Post-conversion changes include the elimination of two courses in 1998 as well as a major curriculum review and overhaul in 1999-2000, reflecting department involvement in the Transforming School Counseling national initiative through the Education Trust.

Educational Leadership developed four new courses at the time of semester conversion, and significant course content and structural changes have been adopted to address state and national competency guidelines for school superintendents and principals.

In Education, changes have been significant and continuous throughout the 1990s: program admissions standards were increased; infusion of the Minnesota Graduation Standards is now reflected in all courses; three new majors, along with minors and concentrations, were developed to meet the new Minnesota licensure rules; major curriculum redesign has been completed, reflecting increased technological expertise, increased field experiences, and increased experience with diverse student populations; and a new M.S. Learning community program was launched.
Physical Education and Recreation has added several new courses, is developing a new coaching minor, and instituted a successful Adventure Education/Eco-Tourism study abroad program in New Zealand.

In the College of Business, several programs have been suspended (Administrative Information Systems Management, Production and Operations Management, Master of Business Administration, Training and Development) or eliminated (Health Care Administration). These changes have occurred due to declining enrollments, accreditation issues, and the need to reallocate resources for competitive faculty salaries. The Finance major has been significantly revised, and the Associate of Science degree in Office Systems was eliminated in 1996. In a reorganization, the Marketing Department (formerly a major housed in Business Administration) was formed in 1992. In 1995 the Business Education and Office Systems Administration department changed its name to Administrative Information Systems. Business Administration and AIS added minors.

In the College of Science and Engineering, the fast-changing nature of science and technology has led to significant changes in the curriculum. The Engineering Department (formerly a program), home of the Composite Materials Engineering Program, moved into a new building, Stark Hall, in 1992. Around 175 majors, with an average graduation class of 22, are enrolled. Research continues to be a highlight of the College, and continues to grow. Early in the 1990s an average of 40-50 student research projects were approved yearly; in 1998-99 and 1999-2000 that number has almost tripled. Of particular note are the numerous projects focused on local environmental issues, serving the region and building positive partnerships with local communities in the process. In 1996, the Medical Technology and Cytotechnology programs returned to the Department of Biology from the College of Nursing and Health Sciences. A new inter-disciplinary Environmental Science program in Biology, Chemistry, and Geoscience was approved in 1999. Two programs were moved administratively to another college, and another minor was suspended.

In the College of Nursing and Health Sciences, a significant reorganization of the former Health, Physical Education, and Recreation program in the College of Education resulted in the 1999 addition of the Health and Human Performance Department. At that same time, the Medical Technology and Cytotechnology programs moved to the College of Science and Engineering. In the Department of Nursing, significant changes in programs, program delivery, and partnerships have occurred throughout the 1990s, including the following: addition of a graduate program emphasis for Adult Nurse Practitioners in 1994,
a new undergraduate curriculum in 1996, major grant funding for three advanced practice programs, formal academic and community partnerships in Wisconsin, Iowa, and Minnesota, and implementation of web-based and interactive television course delivery. The arrival of the Department of Health and Human Performance also has resulted in collaborative course offerings with the Department of Nursing.

In the College of Liberal Arts, new majors (e.g., Spanish, Law and Society, Music Business) and minors (Art History, Dance, Women's Studies, Global Studies) have been implemented, and other new programs are under consideration. Several majors (History master's program, Social Science) licensure programs (English: Teaching Major, Speech: Theater Arts Teaching Major), and programs (Rhetoric) have been eliminated during the 1990s. Several departments, including Art, History, Women's Studies, Music, and Dance, have added capstone experiences to their programs; others, including English, Mass Communication, and Sociology, have incorporated the use of portfolios in a variety of ways.

The Residential College has revised its initial concept of delivering clustered courses for first-year students, and now is a high-profile, highly successful incubator for both campus programs (First-Year Orientation) and interdisciplinary cluster themes (including Wilderness Studies, Women Involved in Living and Learning, and Latin American-Caribbean Studies). The Residential College further hosts and sponsors periodic symposia (such as series in International Films, Great River Writers, and International Music) and campus events (the annual Leadership Retreat). A campus-wide steering committee, including the directors of Women's Studies, Admissions, Advising and Retention, as well as both faculty and administration, is guiding the revised mission of the College towards one that serves as an incubator and disseminator for interdisciplinary and collaborative projects.

General Education has — finally — been revised and reorganized. Although progress has been slow, the last NCA report's sharply critical assessment of the (now University Studies) program has been addressed by faculty. Mission and goals are clear; specific categories will have limited numbers of courses to meet specific educational objectives; a Director of University Studies has been appointed, and a representative committee has, in 2000-01, begun the approval process for new and existing courses. The program, which is discussed in greater detail both in the “Response to Previous Concerns” and the “Seven Principles Special Emphases” sections, takes effect in fall 2001.
Staffing and Enrollment

Several key changes in university leadership occurred during the past decade. A new Vice President for Academic Affairs was hired in 1999. In University Relations/University Advancement and Development, a new Vice President was hired in 1998. And in 1996, the Assistant Vice-President for Student Affairs/Cultural Diversity was promoted to Vice President for Student Affairs and Facilities.

In the College of Education, staffing has been stable, with one tenure-track FTE increase in Educational Leadership, and the conversion of three fixed-term Education positions (maintained from 1993-1999) to tenure-track in 1999. In Physical Education and Recreation — until 1998 Health, Physical Education, and Recreation — the departmental split involved both some faculty members’ moving to the new Health and Human Performance department in the College of Nursing and Health Sciences and some department restructuring following faculty retirements. Two 2000 hires with doctoral degrees will build the Recreation program, and represent a major step to realize the department goal, recommended by an outside consultant, to hire only qualified tenure-track faculty with terminal degrees.

The College of Education experienced stable enrollments in Counselor Education and Physical Education and Recreation, and increased enrollment in Educational Leadership (particularly in summer sessions) and Education (due largely to the launch of the successful Learning Community Master’s Program.
Staffing and Enrollment

In the College of Business, paralleling national trends, enrollment declined in the mid-1990s, as have the number of business majors, both in undergraduate majors (from 1,262 to 978) and graduate majors (from 62 to 26). However, the number of undergraduate majors increased to 1,115 in fall of 2000.

In the College of Science and Engineering, enrollment has remained strong, in part because of the addition and growth of some programs, but also because the College is the second-largest provider of the University Studies core of the university. Ninety-three percent of the faculty hold the terminal degree in their field. Many faculty have been hired because of their commitment to undergraduate teaching as well as their specific interest in developing student and community research projects.

In the College of Nursing and Health Sciences, overall enrollment has increased during the decade, with undergraduate nursing majors remaining stable, graduate nursing enrollments increasing, and Health as well as Exercise Science majors burgeoning following the move of the Health and Human Performance Department from the College of Education (e.g., there were no Exercise Science majors in 1990, and between 230 and 300 yearly in the late 1990s).

Enrollment in the College of Liberal Arts has remained stable and strong, with the College graduating the most students in the university. It provides the bulk of the University Studies core curriculum, and faculty also provide instruction and leadership in professional programs, including collaborative support in teacher preparation. The size of the faculty has remained constant, but faculty credentials and quality of work has been significantly improved during the decade.

Among non-academic support units, changes also are noted. In the Registrar's Office, new software adopted in 1998 now makes possible broader and more secure access to student records, yet also now moves data entry responsibilities to Registrar's Office staff themselves, adding significantly to their workload because staffing levels have remained stable.

In Advising and Retention, the number and type of accommodations for students with special needs has increased significantly since 1991. New programs include a Testing Accommodation Center and Interpreter Services, and the New Student Orientation program is now administered out of this area.

In Career Services, several directorial changes occurred in the 1990s, culminating in the hiring of a full-time Director and the consolidation of responsibilities.
Staffing and Enrollment

The Library has eliminated several professional positions (e.g., Reference/Bibliography Librarian, Archivist), mainly through retirements, and has hired and/or created new positions through the merging of assignments as a result of the reorganization of library units by function rather than format. Similar changes have occurred among classified support staff.

Technological improvements have positively impacted efficiency, but the net impact of unit budgets over the decade reflects a decrease, even as the number of projects and responsibilities has continued to increase and diversify. The Director of Annual Fund in 1996 took over the previously-vacated responsibilities of the Director of Major Gifts position; and a new position, Director of Fund Development, was added in May, 2000. A new Public Information officer was hired in the fall of 2000, and student help in that area has increased from four to ten workers since 1991, after the 1992 addition of Photo Services to the office’s (previously called News Services) responsibilities. In Publications and Printing, two full-time positions have been lost since 1991 due to a retirement and a resignation that were not refilled. Finally, in Grants and Sponsored Research (formerly the Grants Office), staffing changes have been confined to a reduction in student work-study hours.
Summary

In summary, during the 1990s WSU has both actively sought positive change as well as adjusted to significant externally-imposed changes. From the 1991 legislatively mandated creation of a mega-system of State universities, community colleges, and technical colleges (MnSCU) to semester conversion in 1998, from burgeoning technology to campus building projects, from continuous staffing to programmatic changes, indeed change has been our constant. Fortunately, we can report that the majority of these changes have been for the betterment of university life.

• Beautification efforts and building improvements have contributed to a significantly more hospitable physical campus climate. In particular, the new Library is the physical and intellectual centerpiece of the campus. The Residential College has grown and matured, and a number of other recent changes across campus — the Child Care Center, the Wellness Center, the Leadership Center, and the Student Answer Center — all contribute to an improved quality of life.

• Technological improvements have provided all faculty and entering students with leased laptop computers, and the campus network has been consistently upgraded to meet demands.

• Legislatively-mandated semester conversion forced many programs to condense, improve, or otherwise reconsider their curricula.

• New academic programs have developed, while under-enrolled programs have been discontinued; support services for academic programs have grown and matured.

• Staffing has remained stable or grown slightly across the colleges, with more faculty holding terminal degrees. Retention from first to second year is at its highest percentage ever, as is the overall full-time enrollment at the university.
Seven Principles for Good Practice

This section of the Self-Study Report focuses on our Special Emphases: the Seven Principles for Good Practice in Undergraduate Education.

To begin, each of the Seven Principles is defined — as it practiced both inside the classroom and in the wider university community. We have then assessed the practice of that principle, both as it relates to our organizational structures and policies and as it relates to our Leadership Emphases (technology, partnerships, general education, faculty/staff development, enrollment, student learning, and student satisfaction). Each of these Leadership Emphases is addressed separately for each principle, with attention to the principle as it is supported by both academic and non-academic units.

In assessing each principle, we have relied on four primary sources of data (as detailed in the introductory section on the rationale for the Special Emphases Self-Study):

• student self-report behavioral data;
• student observational data;
• faculty self-report data; and
• department, college, and unit self-report data.

Furthermore, brief anecdotes, testimonials, and vignettes are set off from the main text as one means of illustrating some of our “best practices” of these Seven Principles for Good Practice. Finally, the summary and evaluation concluding the section on each of the Seven Principles assesses our success and points to concerns warranting further attention. Each section then, follows this general pattern of organization:

1) Definitions and introduction of the principle
   a) Classroom model
   b) Cultural model
2) Anecdote(s), testimonial(s), or vignette(s) illustrating the principle (set off from main text)
3) Organizational structures, resources, policies, and procedures that support the principle
4) Assessment of each Leadership Emphasis as it supports the principle
   a) Technology: WSU will strive toward a seamless integration of technology into academic objectives at every level of instruction.
   b) Partnerships: WSU graduates will meet or exceed the educational expectations of businesses who employ them and communities in which they live.
   c) General Education: All WSU students will receive a solid foundation in general education.
d) **Faculty/Staff Development:** WSU will develop the human resources to accomplish the goals of the university.

e) **Enrollment:** WSU will manage enrollment so as to achieve its objectives.

d) **Student Learning:** WSU graduates will possess the knowledge, skills, competencies required for proficient performance in career choices and an appreciation for lifelong learning.

e) **Student Satisfaction:** WSU students and alumni will report a high level of satisfaction with their experience at WSU.

5) Summary and evaluation of the principle.
Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

Successful interaction requires strong support from non-academic units, where the principle can be fostered either as the unit itself interacts with students, or as the unit provides a service that facilitates others' interaction. An example of the latter: the lone custodian who cleans the lounge at 4:00 a.m. may not interact with anyone, but the clean lounge facilitates interaction and cooperative learning.

Student-faculty contact, a cornerstone of sound educational practice since the days of Socrates and Plato, thrives today at WSU. Individual relationships between students and faculty enhance the transfer of information. Furthermore, students feel a sense of belonging to a learning community when they have strong intellectual ties to professional teachers, mentors, role models, and advisors. By means that range from the contractually obligated to the socially interactive to the technologically innovative, a majority of departments and programs have worked to promote close and frequent contact between students and faculty, and many non-academic units help facilitate such interactions.

**Organizational Structures and Policies**, across a number of levels, either foster or allow for student-faculty contact. Nearly every academic unit cites the posting of ten or more office hours per week, as required by the IFO/MnSCU agreement, as one incentive for student-faculty contact. Today, each faculty member can be reached by voice mail and email as well as by a trip to the office, and the recently revised electronic registration system requires student-faculty contact for completion. The campus' new green space (a handsome mall between Minné, the Library, Kryzsko, Gildemeister, the PAC, and Somsen) and smoke-free dining area provide more common space for faculty and students to share moments and ideas between classes and offices.

Nearly all departments and programs offer structured student advising, with some innovative initiatives for mentorship, group advising, and internships. Twenty-two of the 35 academic departments and programs sponsor informal student-faculty gatherings during the academic year. All-university committees include student representation, as do some — though not all — college, program, and departmental committees. In particular, most departmental assessment activities actively engage students in opportunities to participate in departmental business
and planning, either directly or indirectly. Many departments and programs in Liberal Arts make every effort to offer classes in buildings that also house faculty offices, and most provide students independent reading courses on special topics. The College of Business, meanwhile, offers a wealth of student organizations that initiate and foster student-faculty contact. The College of Nursing fosters such contact through its small student-teacher ratios in upper-division and graduate classes as well as through its array of practica, internships, clinical and campus labs, and other initiatives.

Non-academic units provide services that foster academic and other kinds of interaction. Security, among other units, offers customer-service training for student employees so that interactions will be as positive as possible. Dining Service has a committee that meets to discuss concerns customers have with their serving food. Computing Services has organized a team of student employees to assist faculty with their use of computing technologies. University Advancement and the Grants Office, among others, rely heavily on publications and communication to encourage contact and interaction. In the Library, public service desks work with patrons regarding their particular needs, and each librarian serves as a liaison for an individual academic departments’ collection development and library needs. Advising and Retention offers training for both first-year students and for faculty, improving student-faculty interactions.

**Technology** initiatives at WSU are both wide-reaching and widely-distributed, making a summative analysis of the degree to which they help foster student-faculty contact difficult. On a basic level, the WSU Laptop initiative has provided each faculty member and all incoming students with laptop computers, making email a common, efficient method of student-faculty contact. Most instances of technology integration are, appropriately, designed to enhance student-faculty contact, and few efforts seem destined to preclude it. The university has resisted some trends (“packaged” courseware, multimedia “tutorials”) in technology while embracing opportunities to increase contact between students and faculty, even when that contact is technologically mediated.

Although the physical facilities for many faculty, especially in the College of Liberal Arts, do not support sophisticated integration of technology in the classrooms themselves, email allows both faculty and students to initiate communication, discussion, and advising. Most departments and programs now host websites, and many offer listservs for informal student-faculty discussion. An increasing number of faculty also have incorporated listservs and websites into their classes. Particularly for the reticent student, email and other electronic interactions provide opportunities to develop faculty contacts with less social risk.
Student-Faculty Contact

So while it might be tempting to assume that electronic communication can obviate, or even preclude, student-faculty contact, departments and programs generally report the opposite: new technologies have been helpful in fostering and maintaining such interactions.

Most non-academic units report the same, as many use web publishing and email to facilitate interaction. Computing Services also uses databases to automatically create student email accounts so that students do not have to fight red tape to interact via the campus network. Admissions and other units use customized database management systems to track and maintain contact with prospective students. Most units over the last decade have rushed to leverage their staff with electronic technologies that facilitate interaction.

Partnerships between programs and community organizations, as well as multidisciplinary partnerships among departments and programs, foster student-faculty contact outside of the classroom. Such partnerships abound across the university, with every college reporting numerous examples. Nearly all programs in the university now feature academic clubs and pre-professional organizations that provide additional learning opportunities. Student clubs regularly collaborate with faculty on performances and presentations, and others, like the Association of Student Paralegals, bring in practicing professionals to discuss post-graduation careers. Twenty-two of the 35 academic departments on campus report sponsoring student-faculty research opportunities or faculty-student mentorships. Some — in particular, Women’s Studies, but others as well — create partnerships between programs and resources that bring students and faculty together in service to the community. And still others sponsor student-hosted lecture series and annual receptions. All of these foster close student-faculty contact, especially as students progress beyond general education and into the major.

Many non-academic units create partnerships with outside organizations or with other WSU departments to enhance interactions. The Grants Office and the Residential College creates a living-and-learning environment beyond the classroom. Instructors and students form a learning partnership in a supportive atmosphere. Located at Lourdes Hall, or the “West Campus”, twelve blocks from the main campus in Winona, the Residential College houses 400 students in large rooms, mostly single accommodations. Living there, first-year students through graduate students participate in social and cultural activities and enjoy a closer relationship with faculty and advisors.

Academic life at the Residential College has included world forum dinners, a salon lecture series, a visiting Fulbright scholar program, and an International Music and Film series. Over one hundred faculty have taught at the college over the past decade, a number of them in residence from a single semester to up to three years. Residential College faculty are located at Lourdes Hall and hold office hours there. Studies are enhanced through consistent use of forums, discussion groups, newsletters, tutors, seminar rooms, computer facilities, reading and study rooms, field trips, guest scholars, and intensive advising from faculty as well as peers — all of which allow the Residential College to function as an incubator and sharing mechanism for innovative interdisciplinary programming.
Student-Faculty Contact

Library work with WSU academic departments to provide instruction relative to using resources in those units. University Advancement works with many other units to organize and publicize events. Student Affairs units such as Career Services, the Counseling Center, and Cultural Diversity have all formed partnerships with outside organizations that enhance interactions with students. The International Student Office partners with regional school districts so that area school children may interact with WSU students from other nations. Little data arose through the Self-Study process, however, as to the effectiveness of these partnerships: while departments, programs, and units routinely assess the effectiveness of the programs for which they are solely accountable, few, apparently, rigorously assess the effectiveness of their partnership agreements. In sum, though, the frequency and variety of partnerships supporting successful personal interactions is remarkable.

General Education is, as all stakeholders know, under revision, with the new University Studies Program to begin implementation in fall of 2001. Traditionally, many general education electives have been too large in enrollment to provide good student-faculty contact. Despite the articulated weaknesses in the previous program (which are addressed elsewhere in this report), however, WSU departments and programs offer many general education courses that encourage student-faculty contact, and retention from first to second year is now at its highest: 76 percent. Required Basic Skills courses in English and Communication Studies, along with the “Introduction to Higher Education” sections that continue summer orientation through the first semester — three courses taught nearly primarily by full-time faculty members — provide opportunities for first-year students to experience close contact with their faculty. In these courses and some others, student-centered classrooms, small-group discussion, and scheduled conferences encourage student-faculty contact. WSU sophomores who responded to questions about the quality of student-faculty contact reported that faculty in most or all of their general education courses responded to them as an individual (52%), were available during office hours (70%), were approachable (63%), and encouraged students to speak up in class when they didn't understand something (58%).

Non-academic units, for the most part, do not interact with students specifically in regard to general education. But Career Services and the Counseling Center offer presentations aimed at students in general education classes, and the bulk of tutoring done by the Academic Assistance Center and the Writing Center serves students in these same courses. These services are immensely helpful for students in large courses, where sizes range from 40 and 50 students to levels that discourage faculty-student contact. Such high-enrollment electives have helped
to resolve a shortage of courses in general education, but at the same time such offerings are less likely to provide meaningful individual interaction between students and faculty. Most departments have managed enrollment successfully enough to facilitate close student-faculty contact consistently in their majors, and many have implemented small-enrollment capstone requirements that further encourage close student-faculty collaborations. But by and large, general education is not the locus of most student-faculty contact on campus.

**FACULTY/STAFF DEVELOPMENT** initiatives further enhance opportunities for student-faculty contact. Students and faculty from a number of departments and programs regularly travel together to conferences and participate in field trips, just as many faculty members have taken advantage of university-sponsored workshops focusing on pedagogy that supports close student-faculty contact. A few departments/programs host discussion groups that bring faculty and students together to address issues in pertinent field of interests, particularly in the Colleges of Nursing and Health Sciences and the Liberal Arts. According to the demands of the IFO/MnSCU Agreement, each faculty member must articulate “contributions to student growth and development” as part of the evaluation process. For some, this is demonstrated through academic advising, and for others, participation in first-year orientation. Many faculty expend considerable energy in advising student clubs and organizations, supporting student research activities, and supervising independent studies, senior/graduate theses, and capstone projects.

Interestingly, student practice of this particular principle appears to be a developmental construct, as evidenced by the self-report data of over 1000 students on Assessment Day, 2000, which clearly showed more frequent practice of the principle by seniors than by first-year students. Engaging students in interaction in lower-division classes should be the focus of some future faculty development efforts.

Individual non-academic units have undertaken staff development specifically to improve the quality of interactions between unit staff and those with whom they interact. The university as a whole has sponsored motivational training, such as the Transformational Leadership seminars and the Stephen Covey workshops, that improves faculty and staff work habits and social interaction skills. At the department level, development activities also foster interaction. In the library, both librarians and support staff participated in development to foster interaction. Non-academic units also interact with faculty and staff in order to facilitate the development of those faculty and staff, assisting with grant funding and obtaining resources for research.
**Student-Faculty Contact**

**ENROLLMENT** at the university has increased to its highest number ever: 7,318 students in fall 2000. However, increasing enrollment demands additional faculty and staff to maintain the kinds of close interaction for which WSU wants to be known. Careful management of enrollment should allow reasonably small class size in most instances, with large lecture sections the exception rather than the rule. While large classes tend to cloak students in anonymity, smaller classes provide a more personalized experience, where faculty can learn student names and students can feel a part of the learning community. The quantity of interaction between student and faculty member is almost certain to increase in a small class.

As such, sophomores report significantly less frequent practice by faculty of the principle of student-faculty contact in their general education courses (which tend to have larger enrollments) compared to courses in the major. The differences are particularly striking in two areas. While 74% percent of seniors reported that faculty encouraged students to speak up when they didn't understand a concept in most or all of their major courses, only 58% of sophomores reported this happened in most or all of their general education courses. Likewise, while 76% of seniors reported that professors in their most or all of their major classes responded to them as an individual, only 52% of sophomores felt this was happening by most or all of their professors in general education courses. Clearly, larger enrollments in general education courses seems to adversely affect the practice of this principle by faculty. Should retention continue to increase, Winona State will likely see larger enrollments in upper division courses, and this phenomenon could trickle up the curriculum.

Although not every student can be expected to encounter close, meaningful contact with every course professor, the overall infrastructure of most programs and departments provides multiple opportunities to personalize a course of study and encourage close interaction among students and faculty with similar interests. With a student-to-faculty ratio of 21 to 1 and the average class size less than 30, Winona State takes great pride in the quality of classroom interaction.

The need to provide sufficient numbers of classes, given staffing limitations, however, is of serious concern. As the university's enrollment increases, so too do does the need for available classes. If the size of the student body were to increase dramatically, opportunities for individual interaction would decline, as is noted by several units. Additionally, some departments face considerable retirement issues that are certain to impact student-faculty contact adversely if existing lines are not filled, while others make do with inadequate space for small-group meetings. At the very least, it seems important to minimize the number of large-enrollment courses that first-year students experience, to continue providing them with low-
enrollment courses where student-faculty contact is encouraged, and to support the efforts of major programs to work closely with students both inside and outside the classroom.

**STUDENT LEARNING** is tied so closely to student-faculty contact as to be inseparable from it. Across the College of Liberal Arts, for example, student-faculty research projects, portfolio projects, and emphases on labs and independent studies create increased opportunities for faculty-student contact. Like the College of Business, the College of Nursing and Health Sciences emphasizes collaborative work with students on conference presentation and attendance. Thus, students benefit from close faculty contact in very tangible ways — for example, highly personalized letters of recommendation and close relationships with those who are leaders in their learning communities — and in not-so-tangible ways, such as feeling that they are cared about as individuals and that they can talk to faculty members about professional as well as personal issues. Departments and programs provide numerous examples of their students winning travel grants, research awards, graduate assistantships, fellowships, and other academic awards, in part due to the close mentoring relationships faculty can provide students in the major.

The interaction between non-academic units and student success occurs in several ways. Some units work directly with a majority of students in ways that aid them in their academic success. Advising and Retention coordinates the New Student Orientation which was begun in 1993 and modified in 1997. The Orientation attempts to create an experience that helps students get off to a good start, which helps them succeed. Advising then works with tutoring and with students on probation. The Library interacts with students who seek scholarly materials and research, and success at obtaining those materials will help them succeed academically. Other units, such as the Residential College and the International Student Office, monitor the success of their focus populations through such measures as their GPA.

**STUDENT SATISFACTION**, like student learning, is clearly linked to student-faculty contact. Data from surveys of student satisfaction are only beginning to emerge from individual departments as they refine their original...
I am particularly happy with the student-faculty contact I experienced as a graduate student at Winona State. While many universities expect their teaching assistants to begin with little more than a roster and a room number, Winona State’s English Department provides thorough, individualized instruction for its graduate students.

During my first semester, I took a course in writing pedagogy, where I developed a syllabus grounded in my particular teaching philosophy and sound pedagogical principles. After I designed my course, I had the opportunity to present it to seasoned faculty, and I received additional individualized feedback.

The support did not end there. The department paired me with a faculty mentor to answer questions, and faculty visited my classroom to observe my teaching and provide formative evaluations.

My thesis advisor read through a number of drafts, gave me constructive criticism, and met with me on numerous occasions; other faculty members shepherded me through tutorials and invited me into their homes for more relaxed conversations about language and literature.

My one-on-one experiences with faculty at Winona State have given me a solid foundation for my career.

— Tracy Helixon, M.A., 2000

Some degree of dissatisfaction can and should be welcomed, however. There is a crucial distinction between a student who is dissatisfied because of a process which should be improved and a student who is dissatisfied because of a requirement that safeguards a goal of the university. The new computerized course
Student-Faculty Contact

registration system highlights both types. In the first year of its operation, the system’s computer server could not handle the expected load. Faculty were expected to use the system while advising students, but they had not been trained. Registration was a frustration for everyone involved — faculty, students, registration staff. Since that time, the system has improved, and the dissatisfaction has abated. The Registrar’s office reports, however, that in addition to that legitimate dissatisfaction with a faulty system, some students also articulate dissatisfaction because the new system effectively prevents them from forging their adviser’s signature (a common practice in the past) and forces them to consult with their advisers. So the source of the dissatisfaction is a safeguard to ensure a minimum level of faculty-student contact.

The non-academic units report a variety of surveys, evaluative meetings, and suggestions from students which have been adopted toward the end of improving interaction. Although some units have not presented evidence of having evaluated their efforts, others, such as the Grants Office, are systematic in their efforts to evaluate the impact of their interaction: student satisfaction is, after all, one of the primary means by which the quality of interaction is measured.
Summary and Evaluation: Student-Faculty Contact

This principle is seen at WSU as desirable, purposeful, and attainable, a goal for good practice in the university culture. In general, close and frequent student-faculty interaction has proven to be a hallmark of the educational experience at the university, providing far-reaching and lasting benefits for individual students as well as the university at large. Most Leadership Emphases support student-faculty contact, and nearly every academic unit can provide multiple examples of purposeful student-faculty interaction. While individual faculty members, classes, programs, and even colleges vary in their ability to provide students with opportunities, STUDENT-FACULTY CONTACT is, without doubt, a principle for good practice well woven into the university culture, to the benefit of the students, the faculty, and the institution alike.

Strengths

• Almost all departments, programs and units provide strong evidence and examples of purposeful interactions between students and faculty, and those few that report a lack of success have already identified the weakness and revised their assessment plans and curricula appropriately.
• WSU students are well-served by faculty who come to know them as individuals and who are able to identify their strengths and understand their learning styles.
• Individual departments and programs have begun to implement satisfaction surveys in their assessment plans, and this data attests to general satisfaction with opportunities for interaction in the student’s major program.
• Because the culture at WSU is one that nurtures active student involvement in the classroom, on campus, and in the community, students are presented with models of life-long learning in many contexts.

Concerns

• Among the few sources of dissatisfaction with student-faculty contact raised by both college-level reports and the Jeremy Lord report were …
• Some instances of individual professors’ inaccessibility (despite email and voice mail messaging and the 10-office-hour per week requirement)
• The ability of faculty to communicate to students, on a timely and accurate basis, impending changes in curricula and licensure (and the anticipated impact of such changes on students)
• Occasional inconsistency in advertising, particularly during periods of curricular change (e.g., the semester conversion of 1996-98)
• A second concern is the ability to provide purposeful student-faculty interaction during the period between the small sections of basic skills courses in the first year and the students’ introduction to the major. Programs and departments that contribute courses to the University Studies Program will need to consider whether or not their approach to enrollment provides not only “needed seats,” but also some meaningful opportunities for successful student-faculty contact.
Cooperation Among Students

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one’s own ideas and responding to others’ reactions improves thinking and deepens understanding.

For non-academic units, successful cooperation is a win-win agreement, whether it is a solution to a conflict that achieves the goals of both sides or a partnership between two that benefits both mutually.

Winona State University is devoted to the practice of cooperative learning, the second and perhaps most self-explanatory of the Seven Principles of Good Practice in Undergraduate Education. This principle, a theory of learning supportive of group work and dialogue, varies markedly from the predominant earlier philosophy of education that viewed learners as isolated individuals in competition with each other. Cooperative learning also contributes to building community spirit in the college; students learn that by working together in group projects they are engaging in win-win agreements where all participants learn—or accomplish—more than they would individually.

Cooperative learning is widely, if not universally practiced, across campus. Encouraged by the support of peers, faculty, and staff, students are able to engage in deeper critical thinking than would be the practice in an individual, competitive environment. As a result of the broad dissemination of this principle, WSU students have numerous opportunities to work with others in purposeful intellectual activities, and non-academic units provide many means of support for these efforts.

Organizational Structures and Policies, according to the data presented by departments and programs, are less determinant of cooperative learning than of other principles. In other words, faculty, department, and programs have taken the initiative in creating opportunities for students, sometimes in spite of policies, facilities, or structures that might daunt cooperative learning activities. The “proscenium” classroom layout of an earlier era—individual, unmovable desks aimed in straight rows at the lectern—has given way to alternatives as classrooms are redesigned and retooled to make student-student interaction more possible. Even if most classroom buildings offer few places for “breakout” sessions during and after classes, the new Library building offers over 20 study rooms for small groups. Finally, even though the institutional requirement is that each individual student earn an individual grade in each course, faculty have studied and refined methods for evaluating collaborative projects.
Cooperation Among Students

Winona State’s strong faculty and staff governance structure means that there is a high cost to both the employees and the administration if satisfactory solutions cannot be found to contentious issues. This high cost encourages both sides to seek win-win agreements. The Meet and Confer process allows the unions and the administration a forum for communicating and exploring issues so that acceptable solutions can be found. Many non-teaching units point to student employees as an example of a win-win situation: the unit employs students with fresh perspectives and the students get valuable experience. Other non-academic units try to foster creative win-win solutions, such as the Registrar’s stated policy of trying to understand issues “from the perspectives of all major players.” Winona State’s Appropriate Computer Use policy is a Win-Win Agreement between individuals and the community at large, whereby individuals are assured a degree of freedom and privacy, yet the community is assured that individuals will not abuse and damage the shared resources and services of the university.

The International Student Office organizes two programs, one with another WSU area and one with the community, that provide a win-win situation: the first structures meetings between Masters’ Level Practicum students and international students, and the second, the Friendship Family Program, invites an international student into a local family home to experience American culture. These programs are cooperative ventures that foster cross-cultural understanding — one strong example of a win-win agreement. The Professional Studies program allows students to design their own majors to meet their individual needs and career goals.

Technology has provided WSU students a number of opportunities for collaborative learning. With the university now substantially richer in support for teaching-with-technology initiatives (the “Web Camps” of 1996-99, TeachNet, Fall Faculty Development Days devoted to technology issues, the Educational Technology Center, and Faculty Technology Fellows), faculty have incorporated technology as one means of initiating and facilitating collaborative work amongst students. Many departments now regularly use asynchronous communications (threaded forums, listservs, and email) as a means of enhancing the quality and quantity of class discussions: such communications provide numerous opportunities for dialogue. Technology also helps facilitate group work in large classes. Some classes offer students innovative approaches to technologically-mediated collaborations: in particular, students studying in selected sections of music, film, mythology, and education have created multimedia projects, either for class presentation or for web publication. And, of course, the university’s high-speed network facilitates the sharing of work-in-progress for collaborative purposes, making collaboration more possible across time and space.
All non-academic units note the ability of technology to improve the unit’s delivery of services. For example, web pages are now available at all times to provide information to potential clients of a unit’s services. The improved availability is a “win” for the user and the reduction in staff time needed to deliver the service or information about the service is a “win” for the area. Other win-win agreements discussed by non-academic units focus more on achievement of shared goals rather than on resolving conflicts.

**PARTNERSHIPS** also foster cooperation, both on campus and off. On campus, Political Science has successfully partnered with former politicians in order to broaden students’ perspectives. The English Department’s Great River Writers series allows students to study in workshops with producing literary figures from across the country. Departments and programs engage in partnerships with a wide array of local, regional, and national entities, in the process providing opportunities for students to collaborate not only with each other, but also with professionals in their chosen field or discipline. The Colleges of Nursing and Health Sciences, Education, Business, and Liberal Arts all report numerous examples of such partnerships, from Music’s with the Winona Symphony Orchestra and the Oratorio Chorus to Business’s with the Internal Revenue Service. Additionally, other departments and programs make extensive use of service-learning projects as part of their curriculum, and the new University Studies Program will offer electives in “Contemporary Citizenship” that will encourage collaborative and community activities. Finally, of course, the university’s many professional programs partner with local agencies for student internships.

For non-academic units, numerous partnerships promote successful cooperation. As the Grants Office commented, “Partnerships, by definition, are meant to create ‘win-win’ situations.” The Business Office has signed a contract with Winona State College-Southeast Technical to provide services. The agreement is advantageous to both institutions.

**GENERAL EDUCATION** provides at least some opportunities for cooperation among students, beginning with the use of group learning theories in Communication Studies and peer-critiquing groups in English as essential elements of classroom pedagogy. Cooperative learning, although often an upper-division phenomenon, does also occur in some other courses, as students participate in small-group discussions, activities, and exercises, in order to practice techniques, evaluate cases, determine problems, propose solutions, and/or achieve mastery. History, Music, and Psychology use in-class discussion groups as a way to energize deeper student analysis of difficult material and concepts. The practice
Cooperation Among Students

occurs even in some of the larger section classes. Furthermore, the technology-enhanced collaborations mentioned (under “Technology”) above come from general-education electives.

The Self-Study, however, did not provide data that suggests multiple or consistent opportunities for productive cooperative learning in general education. Fewer than half of the sophomores participating in Assessment Day reported that cooperative learning was part of most or all of their general education courses. Only 33% of sophomores reported that faculty members in most or all of their general education classes helped students in the class get to know each other (a necessary prerequisite to cooperative learning), while 42% reported that faculty in most or all of the general education classes encouraged students to prepare for class and exams with other members of the class. Forty nine percent of students reported that they were given the opportunity to work with other students on projects or assignments in most or all of the general education courses. The new University Studies Program articulates goals for students that, in many instances, should engage WSU students in purposeful collaborative enterprises. Part of that program’s ongoing assessment, once implemented, should attend to the frequency and success with which students collaborate as they progress through the program.

Only a few non-teaching areas report promoting cooperative win-win agreements specifically in general education classes. But collaborative efforts allow two or non-academic units to work together for a general education class so that each unit satisfies some of its own goals. For example, Advising and Retention focuses their tutoring efforts on the General Education classes, where students have the most problems. This creates a “win” for the academic department (more students succeeding in their classes) and a “win” for Advising and Retention (maximizing their efforts to assist struggling students).

Establishing effective group learning goes beyond “study groups.” It must create positive interdependence and demand individual accountability of students. Self-evaluation methods as well as peer evaluations form a major component of the “cooperative learning community” established in upper division courses in the College of Education at Winona State. Students in these collaborative learning groups work individually to learn concepts, and then teach them to others.

Each member of the group is responsible for his or her own learning, sharing it with others, and learning what others are teaching. Group exams reflect the combined effort of the entire group and a single grade is given on selected projects. While the opportunity exists for personal creativity and accomplishment, the outcome depends on the entire team doing well – just as it would in an actual setting for the overall reputation and effectiveness of a school.
Cooperation Among Students

Faculty-Staff Development occasionally features workshops to further cooperative learning projects. In 1994, the Communication Studies Department sponsored a campus-wide workshop on cooperative learning. A series of Fall Faculty Days throughout the 1990s focused attention on the Seven Principles for Good Practice in Undergraduate Education, and the early 1990s saw numerous presentations by WSU faculty at system-wide conferences focusing on classroom pedagogy. Professional Improvement Funds are frequently used for conference attendance where cooperative learning ideas and techniques are discussed, particularly in Nursing, Foreign Languages, Business, English, and Communication Studies, all disciplines in which collaboration is seen as a key component of developing and articulating knowledge. The momentum of those early years of faculty development aimed at better delivery of the Seven Principles, however, seems to have waned, either because most faculty had, by the mid-1990s, successfully achieved a synthesis of collaborative pedagogy with their own disciplinary knowledge, or perhaps because the university's overall attention shifted towards technology initiatives and curricular reform. The most recent faculty developments sessions have focused on using technology as a means of supporting active-learning and collaborative pedagogies. Overall, the last decade has seen numerous examples of faculty development supportive of collaborative classroom work.

Work still needs to be done, though, in helping faculty understand and facilitate effective collaborative learning groups in their classes. Simply having students count off by fives, moving into the same location in the classroom and being assigned a common task hardly constitutes collaborative learning. Group process and collaborative skills need to be continually emphasized by faculty in order to help transform a set of students into an effective group in which collaborative learning can thrive.

Development activities affect non-academic units as well. At a university-wide level, most of the development efforts mentioned above under “student-faculty contact” include promotion of win-win agreements — the Covey seminars and the transformational leadership workshops, to name two. Providing faculty and staff training in the use of services constitutes another example: the unit “wins” by getting higher utilization of services with less confusion, and the trained users get the service delivered more easily with less misunderstanding. Faculty and staff who are comfortable using the services of a particular unit are more likely to cooperate successfully with that unit.

Enrollment is, once again, the largest perceived detriment to cooperative learning. With the university’s enrollment at an all-time high, class sizes are at
Cooperation Among Students

risk of rising, which threatens the quantity and quality of collaborative activity. Faculty report that the potential of collaborative learning activities is compromised by the size of individual sections, even though some instances of strong student-student interaction exist in a few large-enrollment classes, suggesting that further Faculty Development might focus on innovative techniques for collaborative pedagogies. Finally, crowded classrooms and study space should make it clear that some facilities will have to be redesigned, and some furniture replaced, if the university hopes to provide consistent opportunities for purposeful collaboration.

STUDENT LEARNING is, the faculty report, generally enhanced by productive cooperation. There is always the threat of cooperative learning activities being used to lighten a heavy burden (e.g., "Write a group paper"), to drain class time (e.g., "Get in groups and discuss"), or to preserve the status quo (e.g., the "groupthink" that threatens to dominate discussion between participants of similar background and experience). But across the university, several very different types of cooperative learning opportunities exist. In some classes, small groups may pursue intellectual questions, while in others, such as laboratory classes, students work with peers on specific projects.

Other types of cooperative learning experiences occur outside of class. Most commonly, instructors encourage students to form traditional study groups for the purpose of learning material for a specific purpose (usually a test). Other instructors require students to form groups to create a project that is later shared with the class. Finally, some departments encourage involvement with outside experts from the community, whether in an on-campus experience or in a service learning project or internships that involve cooperation with community-based resources. There are many opportunities for student learning to be enhanced by productive cooperation. The faculty's commitment to the approach is perhaps the most compelling testimony, but other data from Nursing, Educational Leadership, Physical Education and Recreation, and Business supports the conclusion: WSU students do best in learning communities, and those departments that create them in the ways articulated above are the most successful in furthering student learning.

Data from university-wide assessment initiatives suggest avenues for further study. Despite the wide range of examples surfacing in the departmental studies, only 45% of seniors report that faculty in most or all of their major classes facilitated the formation of learning communities in their classes, and even a smaller percentage (35%) report faculty encouraged students to prepare for class and exams together in most or all of their major classes. Preliminary data seem to
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indicate dramatic differences in the use of cooperative learning across colleges and departments. This will be one of the issues which we study further during our 2001 Assessment Day.

Regardless of the frequency with which students perceive faculty encouraging cooperative learning, over half of the sophomores (51%) and seniors (69%) surveyed rated both general education courses and courses in their major as contributing significantly to their ability to work on teams and work collaboratively with others. These same students were not quite as convinced of the significant contribution of general education or major courses to their conflict resolution skills, which are considered by many to be essential to successful cooperative learning endeavors. Only 36% of sophomores rated general education courses as making a significant contribution, while 55% of seniors rated courses in their major as making a significant contribution to their conflict resolution skills. This data could be interpreted two ways — first that students simply do not perceive these skills as being developed significantly in their classes, or secondly, that they have come to college already equipped with the conflict resolution skills that they need and don’t see their coursework as significantly enhancing of their already developed skills in this area. Further study needs to be done by modifying the survey module for the next Assessment Day in February, 2001. Additionally, these results need to be triangulated with objective departmental data provided related to student skills in this area.

Cooperative learning ventures have a parallel in non-academic units, where partnerships between functional units and academic departments usually contribute to the academic department’s student success. For example, the Grants Office’s collaboration with the Social Work department has produced grants for student research, furthering student success at learning. Furthermore, when successful cooperation amongst non-academic units allows the business of the

I worked with three other students on a collaborative web page project as part of Humanities 140, Approaches to Film, a general education elective. The four of us researched and discussed Schindler’s List, and we were able to incorporate not only our research, but also images, hyperlinks, video, and audio into our presentation. Our collaborative learning process was very beneficial. Everyone had an area of expertise that was valuable to this particular project and that allowed us to submit a final product we were all proud of.

Because of distance (I commute from Rochester), the use of e-mail was invaluable in this process to forward work-in-progress, discuss parts of the project, and gather input from everyone on the team. We compiled everyone’s contributions into the final web page. Working in a group of four or five persons divides the workload to more manageable tasks and allows everyone to focus on their areas of interest or expertise.

— Leisa Leisen
Cooperation Among Students

university to be done more smoothly, faculty, staff, and students can all focus their energies more exclusively on student learning.

**STUDENT SATISFACTION** is highest in departments that practice cooperative learning. In the Social Work program, where cooperative group work is a key ingredient of the program, students learn in their groups about the realities of social work practice. As a result, conflict resolution skills are developed. Study groups provide satisfaction in that they often lead to personal friendships that endure. Most importantly, students believe that they learn more from the collaborative learning experience, which is, of course, one of the basic reasons that they attend the university. Of course, not all students find cooperative learning a likable experience: some complain of group work being overused, others of the unevenness of the distributions of workload. Yet 75% of our student report feeling part of a community of learners at Winona State, and eighty-five percent of the students reported feeling that they would make life-long friends at Winona State. And every department in the Self-Study reports that in general, students are satisfied with the pedagogy of the classes in their major, and that collaborative learning activities are, generally, both personally and academically satisfying.
Summary and Evaluation:
Cooperation Among Students

Although not universally adopted, cooperative learning is one of the University’s most valued principles: it is seen predominantly as a positive good, and most faculty try to include it in their pedagogy, even while acknowledging that cooperative learning is only one part of a fully theorized approach to student learning. Furthermore, most non-academic units support successful collaborations by fostering win-win agreements between students, faculty, staff, and the University community. Overall, cooperative learning opportunities abound across the University, from classrooms and study groups to technologically-mediated partnerships and internships.

Strengths

• Fully three-fourths of WSU students report feeling part of a community of learners at the University, while 85% reported feeling that they would make life-long friends at Winona State.

• Every department in the Self-Study reports that in general, students are satisfied with the pedagogy of the classes in their major, and that collaborative learning activities are, generally, both personally and academically satisfying.

• There are numerous examples of the ways in which technology and partnerships are used to foster collaboration, to some extent in general education but even more frequently in the upper division, to the benefit of both student learning and student satisfaction.

• Numerous classes provide opportunities for collaborative discussion and projects, which by their very nature require cooperative learning.

• Outside of the classroom, many courses require additional cooperative work.

• Finally, students also engage in numerous cooperative projects with experts and groups in the community.

Concerns

• Organizational structures, policies, resources, and procedures do not always support team-teaching or even in-class collaboration, and pragmatically, several factors have hindered the adoption of collaborative learning.

• First, some extremely large classes make collaboration difficult, and some faculty note that classrooms and furniture are designed for lecturing, not interaction, and the very physicality of the classroom makes the collaborative approach difficult.

• Second, some students are simply resistant, either unwilling or unable to contribute in meaningful ways.

• Third, no established procedure has been developed for supporting or governing team-teaching efforts.
Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

For non-academic units, supporting active learning means providing the students with opportunities to take action. Students need to be able to use problem solving and planning strategies, to use resources to explore topics, and to translate that knowledge into intellectual abilities and marketable skills.

The principle of active learning is an integral part of the educational experience. Students who can learn by doing have the advantage of greater attention, comprehension, and retention, as well as valuable experience. Winona State embraces the principle of hands-on, active learning across nearly all departments and programs, engaging students in activity from the laboratories to the research library, from the art and design studios to the athletic fields.

**Organizational Structures and Policies** reinforce the active-learning approach. Each department or program has clearly articulated goals for its students, most of which provide an emphasis on active, hands-on learning. Not only do the university’s support services and facilities provide the basic infrastructure for students to engage in appropriate field work, research, design, projects, and presentation, but faculty regularly require and guide students in these and other active-learning tasks. Many programs, obviously, exploit the hands-on nature of their discipline, especially in the fine arts, the social sciences, the health sciences, and the natural sciences. Practica, internships, research method courses, and capstone experiences are offered or required in many majors, giving students invaluable experience in their respective areas.

Support services such as the Student Success Center, the Academic Assistance Center, and the Writing Center all provide students opportunities for guided active learning in their study. The new library building has expanded the number of study spaces, while the improved funding for book collections and online resources allow students to explore many topics in depth. The Residential College offers poetry readings, lectures, and other activities. Student Affairs provides facilities and budgets for student organizations, managed by the Student Senate, for student organizations which provide opportunities for planning, problem-solving and exploration of new topics. The Grants Office assists students, faculty, and staff with obtaining funding for advanced learning outside of the classroom.
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Undergraduate research and travel awards support the activities of students and provide a valuable, tangible incentive for the active student researcher. The Student Union provides meeting rooms and study areas.

Other areas help students shape their overall curriculum: the Registrar’s Office explains to students how to fulfill degree requirements, and Advising and Retention helps students plan their college careers. All units that offer students employment provide students with an opportunity to learn job skills and solve problems in the work environment. The opportunities for learning outside the classroom are rich and varied. The active role of student organizations, the richness of intellectual and cultural activities, and the structured availability of resources for exploration challenge students as active learners.

Technology might often be accused of fostering a passive approach to student learning, but most examples from the Self-Study suggest the opposite. Students are engaged in a variety of activities providing them with hands-on experience, and technology provides one means of doing so. In fields that require the use of technology as a tool, whether as statistical research, computer-based music, or use of the Internet to gather information not available in the local library, students use the new technology as would apprentices: learning by doing “what a professional does,” on a smaller scale, and with risks minimized. Perhaps rather obviously, but not unimportantly, students using computers to compose papers, access databases, and evaluate or use class resources are engaged in technology-enhanced active learning. Aside from engaging in the kinds of asynchronous communications listed above under “student-faculty contact,” which also frequently constitute active learning in and of themselves, WSU students also routinely use the Web for accessing information, multimedia for class presentations, and word-processing software for papers. The WSU Laptop pilot departments provide impressive examples of students engaged in active learning.

Faculty do express concerns, however, about the ability of students to discern the quality of information accessed online, just as they are — understandably — concerned about inappropriate uses of technology, ones which run counter to the basic principle of engaged active learning. And while all entering first-year students now have laptops, there is yet much to accomplish in terms of redesigning classrooms and buildings for active learning activities that make use of new technologies. Lack of reliability, lack of faculty knowledge, and lack of wired classrooms continue to keep some professors from integrating technology with pedagogy and taking full advantage of the resources the campus has to offer.
Many non-academic units report using technology as a communication medium to make opportunities more widely known to students. The Grants Office web page facilitates the discovery of funding sources: technology can be used as the delivery mechanism of the learning itself. The Library’s growing online resources allow the student to find material and use it to learn anywhere on campus at any time of the day, while in the building itself, the number of network connections and computer workstations has greatly expanded. The Student Union’s addition of computer labs and network connections for laptops has successfully allowed students to access online resources and services in all meeting rooms and study areas. Throughout the decade, Computer Information Services has used student technology and residence hall technology fees to provide labs and network connections for students. In 1990, the ratio of microcomputers to students was 22:1; by 1994, it was 6:1. By 1997, all residence hall rooms were wired for network access. Altogether, technology has allowed students to discover opportunities for learning more easily and to access learning materials more readily than they have in the past.

**PARTNERSHIPS** facilitate active learning, as numerous examples across and beyond campus suggest. Student laboratories, internships, practica, clinical, capstone experiences, and the like are an option or requirement in most departments. Political Science, History, Women’s Studies, Nursing, Business, Education, Social Work, Marketing, and Mass Communication all cite ongoing partnerships as vital to providing active-learning experiences for their students. Partnerships among faculty and among departments also foster an increased sense of active learning across the campus. For example, the Women’s Studies program acts in partnership with many departments and community organizations to co-sponsor a diverse range of field experiences and co-curricular events on campus and in the community. The Mass Communication Department works together with the Marketing Department on marketing and advertising campaigns for active and interactive student learning experiences. Education cooperates with a number of other departments on licensure requirements and field experiences. While much “active” student
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learning takes place in the classroom, WSU programs and departments make extensive use of partnerships in the local community to provide richer, more fully contextualized experiences for students, particularly in the upper division.

Non-academic units, meanwhile, foster learning outside the classroom. The Counseling Center works with Residence Halls to provide programs for students on a variety of day-to-day issues. Other units work with other departments and organizations, and as a result, the student employees working in the units gain valuable experience. For instance, the Public Information Office works with the Mass Communication Department to share equipment and expertise: students working for that office gain practical knowledge of Mass Communication issues. Alumni Affairs has student employees help organize events that result from their partnerships with campus departments and external organizations.

General Education provides numerous, if inconsistent, opportunities for active learning. Clearly, some classes operate on a lecture-study-test principle which, while not necessarily “inactive,” nonetheless provides few opportunities for active, close engagement as a learning apprentice in the discipline. The required Communication Studies 191 course requires students to give speeches and participate in and evaluate group interaction and interpersonal dyads; English 111 courses require series of papers written through multiple drafts and critical readings; Foreign Language and theater courses are by nature learning-by-doing courses; and numerous Biology courses involve students in hands-on laboratory work. Business Administration, Counselor Education, Physical Education and Recreation, and Nursing all provide examples of active learning in current general education electives.

WSU students, though, do not report consistent opportunities for active learning in their general education classrooms. Sophomores surveyed regarding the use of active learning in their classrooms were less sanguine about the scope of the practice. Forty-eight percent report that faculty teaching most or all of their general education courses encourage students to connect classroom learning to events outside the classroom, yet only a third report that most or all of their general education courses encouraged students to challenge the ideas of their instructors, other students, and the books used in the classes, and only one-fifth reported that in either most or all of their general education classes instructors helped them understand how new material related to “real life” through the use of case studies or role playing. Clearly, students and faculty seem to understand the value of active learning in the classroom, yet active learning opportunities in general education are, apparently, either occasional or extramural.
Active Learning

It should be noted, though, that the new University Studies Program will require such active learning in classes not only in the Basic Skills, but also in its Fine and Performing Arts, Critical Analysis, Contemporary Citizenship, and “Flag” requirements (for writing, oral communications, critical analysis, and mathematics). As envisioned, the new program articulates the need for multiple hands-on activities as students progress through the program. Since the university’s 1999 Report on Writing Assessment demonstrated that 36% of WSU juniors had had little or no writing required of them since their freshman-level Basic Skills courses, the new program’s emphasis on active learning is one that is much needed.

The increased emphasis on active learning in the new University Studies Program may well increase the demand upon support services that currently work with students in general education classes. There is some support for students in general education classes: the Counseling Center helps train New Student Orientation leaders who work with students outside the classroom; the Library provides instruction focused on General Education classes; and other tutorial services expend considerable energy in assisting students in these courses. All of these opportunities help support students as active learners in the classroom.

Faculty/Staff Development plays an important role in the successful integration of active learning, particularly the continuing education undertaken by faculty and staff. Such efforts play an important role in keeping abreast of one’s field, learning the latest educational techniques, and making connections with other faculty on campus. Faculty from a number of departments have attended and/or presented at Bush Grant conferences on pedagogical practice. Locally, Women’s Studies hosts the Feminist Pedagogy discussion group which focuses on creating active learning environments both in the classroom and across campus. Graduate assistants in English observe experienced classroom teachers, write narratives based on their research, and then incorporate what they’ve learned into the design of the courses they will teach in the future; these GAs participate further in active learning by tutoring in the Writing Center as they prepare to teach their own classes. Other academic departments provide numerous examples of their faculty’s study of active-learning pedagogies.

Still, additional work needs to be done to assist faculty in considering incorporating active learning activities into their classrooms in spite of the seemingly prohibitive structures which seem to make active learning impossible — large class sizes, poor classroom layout, and the perception that active learning takes away from the time needed to “cover” essential content material.
Active Learning

Upper-division students in the Department of Physical Education and Recreation routinely engage in active learning projects that take them from the classroom to the larger community for hands-on work in the “real world.”

In PER 331, Developmental/Adapted Physical Education, majors work with the WSU Childcare Center children for a project on motor development, using the Test of Gross Motor Development (TGMD) with the children. In PER 337, Perceptual-Motor Development, our students work with toddlers and pre-schoolers, observing and working on their abilities. The students observe play patterns, initiate developmental activities, and study motor development over a three-month period. These active-learning opportunities require students to act as professionals-in-training, applying their knowledge to real-world contexts.

In PER 426, Recreation Facility and Design, students study tourism development through active learning. Last semester, they developed a master plan and scale model to present to the Nasharo Council of the Pawnee Nation in Oklahoma. They depicted a living history of the Pawnee during the 1860s and provided further opportunities for visitors to learn more about the contemporary lives of the Pawnee people. The plan and model were well received by the Nasharo Council. Presenting their design to a community that may incorporate their ideas was the catalyst that challenged students beyond the norm of typical classroom activities.

Students participating in these kinds of active learning opportunities report that the class enhanced their professional demeanor, engaged them more deeply in their work, increased their critical thinking skills, and motivated them to become team players. Overall, students indicate that active learning created an atmosphere for greater responsibility and achievement. – James Reidy and Christa Matter, Department of Physical Education and Recreation

The Grants Office and Library have both offered faculty and staff presentations that enhance the ability to use their services — to apply for grants and to use library resources, which can be used for learning outside of the classroom. These examples highlight the various ways in which faculty development, both formally and informally, supports active learning on campus.

Enrollment which permits active learning is the standard in many classes across the college, but the university cannot reasonably be expected to provide small sections — and active-learning opportunities — for every occasion. On one
Active Learning

level, each department addresses its own concerns. History maintains low enrollments in its general education courses to better facilitate active learning. Business Administration and Communication Studies both work to limit enrollment at the upper divisions, but enroll too many students in some courses to make use of active learning strategies. Although exceptions exist, the higher enrollment in these courses reduces the amount of active learning that can be accomplished. The new University Studies Program has articulated its expectations for WSU students' active learning, from the Basic Skills to general electives to the upper-division, and college deans will need to monitor course enrollments so that every student has opportunities, both in general education and in the major, for multiple hands-on experiences.

Another concern: as the number of students goes up, competition for limited services and resources reduces the ability of students to utilize them. Both Intramural Sports and the Library see fewer resources available per student as the number of students goes up. Active learning is one area where enrollment clearly impacts the ability of non-teaching units to support the principle.

STUDENT LEARNING is facilitated in many ways through the use of active learning activities. While some departments may use more active approaches (and with greater frequency and/or efficacy) than others, the endorsement of active learning is universal across the campus. Even traditionally lecture-oriented classes such as History and Philosophy are seeking out and implementing new ways to actively engage their students, and one music professor claims "I have never seen anyone on stage not performing," illustrating that the principle is deeply embedded in many programs and disciplines. In many courses, students are engaged in constructing meaning through term papers, cooperative group study, simulations, journals, responses to examinations, and individual research, and no shortage of opportunities exist for students to engage in apprentice work in their field. Each individual department and program assesses the successes of its own students' learning, and most provide evidence of their students' achievement.

Active learning opportunities allow students to transfer what they've learned in the classroom into other university and professional settings. Fifteen of the 35 academic departments on campus require internships in some or all of their programs, while five other departments offer internships as electives. Students in fourteen academic departments are actively involved in the creation of portfolios demonstrating their learning, while virtually all academic departments sponsor student organizations.
Active Learning

The work of non-academic units is essential to showing students that knowledge is not something that stops at the classroom door. Student support and other services challenge students to learn and motivate them to be active participants in whatever tasks that they undertake. Learning academic topics outside of the classroom contributes to academic success; learning important work habits and skills on the job contributes to future career success. If, as a member of an organization, the student learns team building and cooperation skills, then those skills will help the student succeed in future group situations. These kinds of extracurricular activities, many of them provided by non-academic units, provide opportunities for learning outside of the classroom and help promote student success.

Student Satisfaction, as reported by departments and programs participating in the Self-Study, is high when courses involve active learning components. Unquestionably, students appreciate the opportunity to engage in the numerous kinds of apprenticeships and field experiences the university offers. Nearly all programs in the Self-Study, particularly those from the Colleges of Nursing and Health Sciences, Liberal Arts, Business, and Education, report high to very high degrees of student satisfaction with the kinds of activities that take students outside the classroom walls and engage them in the work of the active practitioner.

A number of non-academic units report using surveys to evaluate student satisfaction with the opportunities offered. The Residential College, the Grants Office, Career Services, the Child Care Center, the Counseling Center, the Library, and Student Health Services all use survey instruments to measure the satisfaction gained by the students from learning outside the classroom. Student satisfaction is carefully measured, and these opportunities give students a sense that the university is more than a delivery vehicle for courses. Only a few units offered evaluations of how well they were providing opportunities for learning. The Grants Office found areas where it could improve. The Public Information Office noted that its opportunities were limited by space and equipment. The Cultural Diversity Office noted that indirect indications such as employment of former interns showed that their efforts were successful. Intramural Sports indicated that responses from all participants were positive. By and large, though, non-academic units that employed students did not offer objective assessments of how well their student employees were learning work skills.
Summary and Evaluation: Active Learning

Although it cannot be said to be either universally prescribed or always carefully assessed, active learning is readily apparent in numerous venues across and beyond campus. Like student-faculty contact and cooperative learning, the principle of active learning is one that is carefully integrated into the university culture. The Lord study concludes that these three Principles are the three most consistently practiced at WSU, and the Self-Study date provides confirmation: **WSU academic programs are rich with multiple, compelling examples of ACTIVE LEARNING, enhanced by an array of support services.**

Strengths

- Overall, it is clear Winona State University is committed to the principle of active learning: the Self-Study abounds with numerous examples of departments, programs, and units supporting active learning.
- The new University Studies Program articulates a commitment to, and the requirement of, active learning, particularly in the Fine and Performing Arts and upper-division flag requirements.
- The principle is generally supported by organizational structures and policies, enhanced by technology, practiced in general education and the major, and enriched by key partnership and development opportunities.

Concerns

- Some departments and programs note that the heavy faculty workload limits their ability to provide active learning opportunities. The teaching load spreads their talent and energy thin, sapping resources away from creativity and engagement.
- While the new requirement for a Fine and Performing Arts elective to be completed by every WSU student is commendable, it is not clear that the departments have the physical or human resources to accommodate every WSU student – nor is it clear that every student will be able to choose from a reasonable range of available electives.
Knowing what you know and don’t know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

Outside the classroom, the principle can be identified as responsiveness — a crucial element in higher learning, fostering cooperation and teamwork, making interactions successful and partnerships productive. Responsiveness helps the community manage resources efficiently, and it is also necessary to address long-term needs, providing equipment and other resources.

Prompt feedback is crucial to the efforts of Winona State University. Whether in the form of comments on student work, performance evaluation and development materials, student critiques of course or program evaluations, transcripts, or work orders, for many at WSU, the act of providing prompt response constitutes a significant part of any given day’s efforts. In evaluating the implementation of this principle, we have tried to assess not only the promptness of the feedback, but also its purposefulness: productive feedback is that which is not only prompt, but also instructive, helpful, and/or explanatory.

Organizational Structures and Policies provide a basic infrastructure of prompt, continuous feedback for WSU students. Nearly every department and program contributing data to the Self-Study Report emphasizes prompt feedback as essential to student learning. Most examples of such feedback occur in the classroom, where the simple structure of the educational endeavor itself supports the potential for prompt feedback: faculty responding to student work. Furthermore, the university’s support services and facilities provide the basic infrastructure for students to receive prompt feedback on their efforts, nearly every program provides multiple opportunities for students to benefit from both formative and summative critiques. Course grades, an example of an institutionalized requirement, demand summative assessment of student learning, but the majority of programs and departments cite many more innovative methods of providing prompt feedback. Practica, internships, research method courses, and capstone experiences are offered or required in many majors, giving students additional opportunities for evaluation; support services such as the Student Success Center, the Academic Assistance Center, and the Writing Center all provide students opportunities for feedback on their work-in-progress.
Promt Feedback

A number of functional units provide services that must be timely in order for the university to meet its academic needs. The Public Information Office writes press releases, develops photographs, and organizes publicity; Health Services responds to acute illnesses; the Registrar's Office produces transcripts; the Grants Office manages deadlines; Computing Information Services provides technology solutions for users. All of these areas have mechanisms that facilitate responsiveness. The Library handles service requests and staffs public desks which provide specialized services to walk-in patrons: for example, the Interlibrary Loan service has added staff to maintain timeliness despite an increase in requests. Other units try to respond to the long-term needs of students by providing adequate facilities and services. Career Services provides WINGS work-stations and tutorials for electronic portfolios, for instance, and the Print Shop provides needed course catalogs, bulletins, and other materials.

Technology provides both provocative applications of prompt feedback and some untapped potential. Nearly every academic unit reports considerable use of email for the purpose of providing prompt feedback. Among the more provocative applications are the use of electronic discussion forums for comments on student work (English, Paralegal, Women's Studies, Education, Educational Leadership, Counselor Education); self-directed laboratory exercises and practica (Business, Philosophy, Sociology); test-data analysis (Economics/Finance, Psychology); and performance recording and archival (Theater and Dance, Art, Communication Studies). Additionally, technology has been used across campus to provide examples of model work, to distribute course materials, and to facilitate online research. However — whether due to the preparedness of the faculty, to the instability of the infrastructure support network, or to a "distrust" of technology in general as a force that inhibits, rather than supports, richly interactive human communication — some faculty make little use of any technology beyond email. Certainly, there are opportunities to provide more technologically-innovative feedback than this brief list suggests.

Students in Marketing classes in the College of Business use a computer network and laptop units to complete assignments and turn them into the instructor(s) via email. The instructor responds to the assignments within 24 hours of the deadline allowing the students a quick turnaround time for evaluation and improvement.

This system allows the students to complete work anytime their schedule permits and turn it in at the push of a button, even in the middle of the night, rather than having to deliver hard copies to an office site by a prescribed time. It also allows the instructor closer monitoring to track student work and measure progress.
Prompt Feedback

The spread of technology has had considerable impact for services as well, and a number of units now use online transactions instead of paper to handle business. The Business Office streamlined the actions of their users with a paperless receiving system. Students now review their grades through a web interface to the Registrar’s database system. Residence Life and Computing Services have implemented electronic databases for work order tracking. Library patrons can request interlibrary loans, renew books, and ask reference questions via web interfaces. In general, technology has been well integrated into the university’s support services, providing prompt response to requests for assistance, transcripts, work orders, and other services.

Partnerships that support prompt feedback for WSU students were not addressed by academic units in the Self-Study. However, numerous partnerships exist that provide opportunities for prompt feedback: for example, students in site-based experiences have multiple opportunities to solicit and receive feedback on their work; intra-university partnerships also provide opportunities for prompt feedback. The lack of data in this section of the report seems to suggest either that academic units are unaware of the means by which students can receive prompt feedback motivated by partnerships, or that some partnerships are so woven into the fabric of the university culture as to be nearly invisible. For example, a student interning off-campus receives the benefit of a mentor’s expertise, but the academic department may be unaware of the means and content of the feedback; conversely, departments may take for granted the kinds of feedback their off-site partners provide, and simply eschew providing examples or assessment.

A few units report partnerships that facilitate responsiveness. The Counseling Center partners with Health Services and the Residence Halls so that there is a counselor on call 24 hours a day in case of emergency medical or mental health situations. The Residence Halls and the Library partner with Computing Services to meet the long-term needs of users of computers in their buildings. The Residence Halls work with many other units on campus (among them, the Counseling Center and Health Services) to be responsive to student needs.

General Education electives across the university have faculty experimenting with a number of strategies for providing students with feedback on their performance, from cooperative learning groups to whole-class assessment to technology-enhanced audience critiques. In the spirit of cooperative learning, there are many opportunities for students to benefit from their faculty and their peers’ feedback, especially in the set of first-year basic skills courses, where the practice has become institutionalized. Students report having received consistently prompt and purposeful feedback in those courses, from both their colleagues and their teachers. In some other general education courses, there
are similar opportunities, but the Self-Study provides only a few instances of purposeful feedback from general education. In Communication Studies courses for instance, students receive prompt, purposeful critiques from their peer audiences, and students enrolled in a variety of general education courses make use of the Writing Center, which provides student writers prompt feedback from trained graduate student and undergraduate peer tutors, both in face-to-face tutorials and in online exchanges.

Most departments report providing prompt feedback on tests, etc., in their general-education offerings. And 65% of sophomores report receiving feedback from the instructor in most or all of their general education courses within the first three weeks of class. Yet the practice could be more widespread. Fewer than half of sophomores seem satisfied with the feedback they receive in most or all of their general education classes: 31% report receiving feedback from their peers; 45% report receiving feedback within one week; 42% report that the feedback provided was useful for improvement; 48% report that multiple feedback opportunities exist in their classes; and 40% report that feedback helped them know how they were doing. A number of first-year student focus groups reported that they seldom know “how they stand” in their courses because of the limited feedback opportunities and extended amounts of time between when material was submitted and when it was returned.

Further assessment and faculty development efforts will need to attend to the general inability of general education electives to provide occasions for prompt, purposeful feedback. The new University Studies Program will encourage feedback on work-in-progress as students complete “flagged” courses in their major programs; as it is implemented, there will be opportunities to gauge the promptness and effectiveness of feedback more accurately.
**Prompt Feedback**

**Faculty/Staff Development** is driven by prompt feedback. Winona State University students are not only the recipients of prompt feedback; faculty too benefit from prompt feedback, both in evaluation of their own development and in review of their programs. Faculty development is thus driven by prompt feedback as well. The Professional Development Plan/Report process for retention, promotion, and tenure encourages departmental and administrative feedback both as faculty articulate their goals and again as they assess their progress. New instructors typically are provided with detailed critiques of their performance, not only by their college dean, but also by their colleagues, some of whom typically visit and report on the faculty member’s classroom teaching. A new mentoring system also provides opportunities for new faculty to receive feedback on their work, both from colleagues in their own department and in others, and, finally, a number of informal support or discussion groups (CLA Research, Parker Palmer, Feminist Pedagogy, “Dissertators Anonymous”) provide faculty with opportunities for feedback on their teaching and scholarship.

**Enrollment** concerns make detailed feedback more arduous and time-consuming in some courses, but overall, the university’s commitment to full-time faculty and to generally small class sizes makes prompt feedback possible. When enrollment is carefully controlled, individualized feedback on student work becomes possible; such is far less likely to happen, of course, in larger classes. But reasonable enrollment caps in the required Basic Skills courses allow extensive advising on individual papers and presentations: assessment data provided by students suggest considerable satisfaction with the helpfulness of the feedback. (For instance, 87 percent of juniors surveyed in 1999 reported that they had received helpful feedback on their work in their Basic Skills writing courses.) Enrollment in the University Studies “Flag” requirements for writing, oral communications, mathematics, and critical analysis will need to be managed carefully enough to provide opportunities for meaningful feedback supportive of the program’s objectives. Few non-academic areas, meanwhile, report that the number of WSU students has an impact on their responsiveness. However, if a service offered is labor-intensive, and if an increased number of students means an increase in requests, then an increase in the number of students should cause either a drop in the unit’s responsiveness or a change in the nature and quality of the service. Again, managing enrollment carefully is crucial to the success of the University’s ongoing mission.

**Student Learning** is assessed primarily through soliciting and providing prompt feedback. Some of this feedback occurs in the form of what one might call standard academic courtesies: prompt grading of homework, posting examination results, providing sample model answers, answering course queries,
Prompt Feedback

e. Though it can be mundane and sometimes tedious work, providing such feedback seems demonstrably recognized by all departments and programs. Few departments have taken the trouble to articulate policies requiring such prompt feedback, though those that actively assess the promptness and purposefulness of faculty feedback report strong results: for instance, Physical Education, Nursing, Foreign Languages, Women’s Studies, English, and History all report a “turnaround time” of one class period to one week for assignments and papers; many other departments across the college report near-immediate posting of exam results and course grades, and more than a few provide evidence of that feedback having contributed to student learning in demonstrable ways.

Oftentimes, academic feedback serves much more than a mere courtesy. In many cases in many classrooms, prompt feedback is the cornerstone of Socratic dialogues and constructivist and feminist pedagogies. In these classrooms, feedback serves not merely a summative purpose for numerical rankings; instead, the critiques provide students with purposeful formative assessment and ongoing intellectual dialogue. Traditionally, such feedback has been an integral part of rhetorical instruction, both in classroom discussion and in response to student work, and it seems to be in considerable practice in the upper division at Winona State.

In the upper division, some programs provide compelling examples of constructivist pedagogies for student learning based on prompt feedback. History’s Senior Seminar, for example, provides its students with feedback on successive drafts of research papers as they are developed in sections, allowing students the full benefit of their instructors’ critiques. In Political Science, instructors’ comments on research drafts are incorporated into students’ final versions. Students make use of their instructor’s formative assessments in a number of majors, particularly in the humanities and fine arts, but in the social and natural sciences as well.

Some departments encourage and even require what one might call metacognitive self-assessment, both in capstone portfolios and in performance reviews: there, students critically evaluate and reflect upon their own work. Students also benefit from faculty feedback outside the classroom, of course, in the kinds of advising and mentoring activities discussed above, under student-faculty contact. And many students give and receive prompt feedback to and from each other: student publications, for example, depend upon feedback from student editors and editorial groups, just as theatrical, artistic, and more purely academic student endeavors depend upon students’ critiquing and assisting each others’ work.
Some non-academic units can play key roles in fostering student learning. The International Student Office, for example, has many immigration procedures and regulations to handle, and failure to be responsive to those special needs could lead to serious impediments to success for their focus populations. The Library, in giving assistance and delivering resources when needed, allows students to do their research and succeed academically. These kinds of responsiveness provide prompt feedback for student learners.

**STUDENT SATISFACTION** is, when solicited and assessed, a form of feedback from students to WSU. Although the MnSCU/IFO Agreement prohibits any single measure of teaching effectiveness to be required, it now also demands that student assessment of classroom teaching be accounted for in demonstrating teaching effectiveness. The evidence from departments suggest considerable satisfaction with the promptness of response by faculty, and students suggest that they benefit greatly from opportunities to incorporate critiques of their work. Departments in Liberal Arts report that their students genuinely appreciate the considerable efforts made to provide extensive commentary quickly and constructively. The Colleges of Nursing and Education report that students are satisfied with the formative assessments they receive in their classes. Finally, most departments have incorporated student feedback into their program assessment. Sociology, History, English, and others conduct exit interviews, while Nursing and other departments conduct surveys, and still others read student assessments of their learning in capstone course and experiences. Somewhat counter to the conclusions of the J. M. Lord study and the 2000 Assessment Day first year student focus groups, which suggests that WSU students do not see prompt feedback as a consistently practiced principle, academic units report that prompt feedback is widely practiced and generally

Prompt feedback on work in progress is essential to student learning. My research students frequently present their work at the North American Benthological Society and at the Mississippi River Research Consortium. These professional gatherings provide opportunities for students to demonstrate their knowledge of their discipline, and they also provide opportunities for constructive feedback on their work.

Often these presentations precede the completion of the research paper for the course; therefore, they are a good way for students to receive feedback about their project from a broader perspective. The students are aware that they will be asked questions by their peers and by professional biologists, and they want to be able to present themselves well. So we meet to discuss what should be in the presentation. We discuss multiple drafts before they begin practicing their formal presentation. They practice with others in the lab, and I provide them with “practice runs” before they present the talk to me. I help them add ideas or cut things back, and question them on their developing ideas. This give-and-take continues until they are comfortable with their presentation.

My students have received support both from WSU and from external agencies for their presentations, this continual feedback they receive helps them rethink, revise, and polish their work for professional audiences.

— Mike DeLong,
Department of Biology
successful. This difference is hardly surprising, in that for students feedback is never provided soon enough, and for faculty, it is provided as soon as it is practically possible. Our further assessment efforts might focus more specifically on the promptness and the purposefulness of the feedback students receive.

Students on Assessment Day were asked to evaluate their satisfaction with the responsiveness of staff in support offices across campus. At least half of the student respondents expressed satisfaction with the responsiveness of the staff in the Child Care Center, Housing, Cashier’s Office, Counseling Center, Cultural Diversity Office, Study Skills Center, Advising and Retention Office, Bookstore, Financial Aid Office, Admissions, Library, Computer Services, Writing Center, Athletic Programming, Non-Traditional Student Office, Security, Health Services, Affirmative Action, and Career Services. Fewer than 50% of the students reported satisfaction with the responsiveness of the Food Service, Registrar’s Office, Parking, and Veteran’s Services.

Some units — Grants, Housing, Student Health, Intramural Sports, Computer Information Services, and the Library — report using their own satisfaction surveys to measure satisfaction with their responsiveness in providing services. The Public Information Office, on the other hand, based its assessment on the frequency with which it meets its deadlines, an objective measure of performance. Most non-academic units in the Self-Study Reported successful response practices based on satisfaction surveys and their own self-assessment measures.
Summary and Evaluation: Prompt Feedback

Providing prompt feedback is integral to the mission of the university. In evaluating the implementation of this principle, we have tried to assess not only the promptness of the feedback, but also its purposefulness: did the feedback prove instructive, helpful, explanatory? It is not enough for feedback to be quick (ad there can be such a thing as too quick, given today’s technologies) – it must also serve a purpose.

Whether in the form of comments on student work, performance evaluation and development materials, student critiques of course or program evaluations, transcripts, or work orders, for many at WSU the act of providing prompt response constitutes a significant part of any given day’s efforts. Prompt feedback is, thus, a hallmark of pedagogy and development in the university; clearly, WSU is committed to and engaged in the practice of PROVIDING PROMPT FEEDBACK on a daily basis, and in a number of ways.

Strengths

• Reporting data from individual departments, programs, and units revealed scores of good practices for prompt, purposeful feedback.

• The principle is clearly supported by organizational structures, technology, partnerships, and development opportunities – all of which function to provide response and feedback in ways that contribute to student satisfaction and student learning.

• At the level of individual courses, the quality of feedback is relative to the student-faculty ratio; despite some high enrollment general education electives, students do not lack for opportunities to receive careful critique of their work – especially in basic skills and in the various major programs, but also in advising, mentorships, and support services.

Concerns

• The principle is unevenly practiced. When students report dissatisfaction with feedback, as they did in both the J.M. Lord study and in the 1999 Writing Assessment Report, as well as in our own assessment instruments, it is with either the consistency or the timeliness of the feedback. Therefore, the consistency and quality of feedback on student work could be more consistently measured and assessed, especially in concert with the new University Studies Program.
Time plus energy equals learning. There is no substitute for time on task. Learning to use one’s time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty.

Outside the classroom, effective time on task is promoted by services that support student studying. Providing each student with appropriate resources, from time management skills to academic texts to health and counseling services, is crucial to successful student life. How an institution defines and supports time expectations for students, faculty, administrators, and other professional staff, then, can establish the basis for high performance for all.

Essentially, Time on Task consists of two distinct elements. First, time on task requires that each student spends a considerable quantity of time studying in order to maximize learning. Compared to national norms, the university, while not unusual for its classification, has considerable work to do to encourage more studying. Second, time on task requires time management skills and effective support services. The quality of time spent pursuing the academic endeavor may be as important as the quantity of time spent studying. During First Year Orientation, the university introduces new students to the techniques of effective time management. Yet despite the general agreement that the WSU community need to be devoted to time on task, it is one of the most difficult of the Seven Principles of Good Practice in Undergraduate Education to implement and measure.

Organizational Structure and Policies would seem to encourage time on task. In terms of curriculum, at least 128 semester hours are needed for a bachelor’s degree, and another 30 hours for most graduate degrees (with some graduate degrees requiring as many as 48). Nearly every academic program has clearly articulated goals for students that either imply or demand time on task, and many have implemented demanding capstone projects (a requirement of most graduate degrees). Technologically, all incoming first-year students and all faculty have laptop computers. All have access, via a dial-up modem or an ethernet port, to the campus network. All have access to multiple databases and a number of support services, as well as email and the Internet. In terms of support, the new Library provides a wealth of resources to support time on task; students have access not only to all the information resources of the Internet, but also to nearly any book or journal article through an efficient interlibrary loan service. Student Senate recently led a successful campaign to extend library hours.
Many functional areas — the Student Union, Computing Services, the Residential College, and the Alumni Office — report providing numerous places for study (even if academic classroom buildings, save for their computer labs, typically do not), and academic support systems are numerous and accessible. The Cultural Diversity Office has an Early Warning System to spot when a member of their focus population is in need of academic assistance, as well as a mentoring program to provide that help to students who need it. Although Residential Life did not report in this category, their staffing, facilities, policies and programs have some impact on student studying, and later sections address their activities.

**Technology** supports time on task. Certainly, the immediate access to networks and databases provided by laptop computers encourages time on task: students can work with course materials from any location with Internet access, and at any time. The kinds of collaborative- and active-learning projects mentioned above are, obviously, time-intensive. The simple acts of composing course papers or presentations on a laptop computer are as well. But at the same time, the emphasis on technology can create time poorly spent: the university community is now so dependent upon computers and the network that glitches and gremlins can bring time on task to a screeching halt. Every student and faculty has a horror story to share about time wasted when the network went down, a hard drive crashed, a file was found corrupted, or a software program misbehaved. Computer support services have continually been upgraded to meet demand, but the university's technology initiatives demand reliable hardware, software, networks, wiring, and support in order for students, faculty, staff, and administrators to be able to make efficient use of time on task.

Those areas that already provide services to promote studying have, over the years, increased the use of technology in that effort. The Student Union, the Library, and Residential Life all have added computer labs and network connections for laptops. The Library has invested heavily in online resources that students can use if they have campus Internet access. Computing Services has expanded computer labs, strengthened the campus network, and upgraded the campus modem pool to allow students to access electronic resources for studying while off campus.
PARTNERSHIPS that support time on task include the kinds of practica, internships, field experiences, and clinicals that are mentioned above. In particular, the Education Department’s partnership with thirteen area schools for teacher training places a premium on time-on-task, as future teachers serve their apprenticeships under a supervising classroom teacher. And the many departments that provide opportunities for students to participate in professional conversations beyond classroom walls, at conferences, symposiums, and the like, provide another incentive for time spent on task.

Partnerships between non-academic units that support time on task are the same as those addressed under student-faculty contact and active learning above. The units mentioned above which added computer labs and network connections did so in partnership with Computing Services. Computing Services also partnered with the Library to maintain a proxy server, so that distance education students can access the campus Internet and use library resources remotely.

GENERAL EDUCATION finds many instructors discussing time on task with their students. Certainly, the faculty’s expectation is that students need to spend two hours outside of class for every hour in class. Some departments explicitly discuss this expectation with students in general education classes; others encourage time on task by making classes reading- and/or writing-intensive; others by requiring significant research or collaborative projects. In the 1999 Report on Writing Assessment’s survey of WSU juniors, 82% reported that their instructors in Basic Skills writing courses discussed strategies and resources for completing writing assignments successfully, and 91% reported that class activities helped them complete writing their tasks successfully. Slightly less impressive, however, were the percentages on those two indicators from other general education and introductory major courses: there, 74% reported that they had received helpful discussion of strategies and resources, and 70% reported that class activities were helpful for completing their tasks successfully. Although many departments provided evidence of good examples of their general education courses’ demanding time on task, the new University Studies Program should assess its students’ use of time on task directly.

Featuring a collection of 500,000 volumes, over 800 individual study spaces, over 20 group study rooms, and hundreds of available connections to the Internet and the campus network, WSU’s new Library provides a cutting-edge resource for time on task. Open over 100 hours per week, with a staff of 16 library faculty and full-time staff, the Library provides both an efficient Interlibrary Loan service for the WSU community and an Information Gallery with 48 personal computers and 35 laptops available for check-out.

The Library also houses the Academic Assistance Center, which provides subject-matter peer tutoring for students, and TeachNet, which offers faculty training in technology. Computer assisted instruction, mastery learning, in-depth research projects, and contract learning are methods for requiring additional time outside the classroom beyond note-taking and textbook reading, and the WSU Library offers its community of learners multiple resources and opportunities for time on task well spent.
**Time on Task**

**Faculty/Staff Development** could attend to time on task more explicitly than it has. No department or program was able to provide evidence or examples suggesting that faculty development was in any real sense devoted to improving students’ use of time on task. In another sense, however, faculty and staff do see many opportunities to devote their own time on task to development efforts, not only in the kinds of professional conference attendance supported by IFO monies, but also in a variety of local activities offered by Faculty Development, Advising and Retention, Computer Information Services, the Library, and others. More training for faculty and staff in how to use software and computers might have increased the amount of technology-enhanced student studying on campus. Beginning in 2001, faculty from each college will serve as Technology Fellows, a plan designed to provide discipline-specific support for faculty who wish to undertake or refine their use of technology in the classroom.

**Enrollment** directly affects student studying. For non-academic areas that provide facilities for student studying, an increase in the number of students will decrease the availability of study spaces per student. Overcrowding in the dorms inhibits studying in rooms and lounges. However, some technology-related services are less directly impacted by enrollment. Online resources are not necessarily less available with changes in the number of students; resources purchased with student technology fees increase in proportion to the number of students and so are not inhibited by changes in enrollment. When students can register for the classes they most desire, as the Registrar’s Office points out, student studying is promoted. As enrollment increases relative to classes offered, then, the number of students will inhibit these efforts to assist student studying. Once again, support for the principle is directly related to the ability to manage enrollment successfully.

**Student Learning** is obviously enhanced by time on task. Complex reading and writing assignments, field research, performance and publication, and ongoing classroom assessment activities are all used to help students make good use of their time. In the History Department, a 35-60-page research-based senior thesis is required, and in many liberal arts departments, a heavy reading load is the norm. In the social and natural sciences, lab assignments are a vital part of classroom pedagogy. Music requires additional hours of performance before a student can participate in an ensemble. Theatre students involved in the production of shows also spend an equivalent amount of time with set design or costuming. Other departments encourage out-of-class time on task activities in other ways. Foreign Languages urges students to speak with native speakers and to watch foreign films to improve their language ability. Communication Studies uses intermediate deadlines on papers (a calendar of activities for every week) and frequent presentations to make certain that students are making progress on their
projects at mid-term. And Master's candidates in English complete both a comprehensive written examination on literary history and a thesis of original scholarly work (to the satisfaction of both the supervising committee and the graduate faculty), defending that thesis in a public forum.

Departments thus report numerous, commendable instances of time on task well spent. Unfortunately, students do not consistently or unanimously report a similar devotion to the practice of the principle. Over 90% of students report attending class on a regular basis, and 84% report proofreading work before turning in assignments. But less than 70% report keeping a regular study schedule, less than 60% report conferring with faculty if they miss a class or practicing presentations before delivering them in class, and — perhaps most distressingly — less than 50% report completing their assignments promptly and accurately. Clearly, much work needs to be done, in orientation, in classrooms, and in faculty development — to help students understand that learning is more than a “seat time” requirement.

Supporting time on task is crucial to academic success, as the above examples are intended to indicate. Some services, meanwhile, like the Cultural Diversity Early Warning and Mentoring programs, have an immediate impact on student success because they are targeted toward preventing failure. Others, such as the academic support services mentioned throughout this Self-Study, provide assistance for students as they engage in labor-intensive academic tasks.

**Student Satisfaction** is mixed in assessment of time on task. There are many reports of high satisfaction from individual departments and programs’ assessment initiatives: many students report that time-on-task-intensive projects were among the most satisfying and productive they experienced, and many departments report satisfaction with the amount of time students spend on their studies in the major. However, when broader groups of students are surveyed, by the university or by external agencies, they report less consistent practice of the principle. Perhaps students who are engaged in labor-intensive projects while straining to juggle a number of assignments and responsibilities are less likely to see the value of any one such project until well after its completion. Interestingly, when the curriculum is challenging, students report being satisfied: for example, Nursing, Health and Human Performance, History, and English report that their students are very pleased with the rigor of the curriculum. The Paralegal Program reports that its students are satisfied that the labor-intensive nature of their semester-long internships is time on task well spent.

On Assessment Day 2000, 391 first-year students responded to a survey on the availability of learning support structures across campus. More than half of the
Time on Task

students reported satisfaction with the availability of services in the Child Care Center, Housing Office, Cashier's Office, Counseling Center, Cultural Diversity Office, Study Skills Center, Advising and Retention Office, Bookstore, Financial Aid Office, Study Spaces, Library, Computer Labs, Writing Center, Athletic Facilities, Security, and Health Services. Students were least satisfied with the availability of Food Service, the Registrar's Office, Parking, and Non-Traditional Student Services. Further investigation will be done during Assessment Day 2001 to explore the source of the student's dissatisfaction in these areas.

Additionally, some non-academic units use surveys to measure student satisfaction with the availability of their services. The Library's surveys have included questions about how satisfied students were with studying facilities. Other areas that provide study facilities and services did not report that they have assessed satisfaction with those facilities and services. Some areas objectively demonstrate improvements in services to promote student studying, although such improvements are subject to increasing demand. Despite the fact that the new Library building has five times as many group study rooms, for instance, often all of them are occupied. And computer lab usage continues to be high despite their continual increase on campus. Finally, the Student Senate was candid about doing a poor job in this area, but pledged to take action on this principle in the future.

In the History Department, where majors write a 35 to 60-page primary research-based senior thesis, the time-on-task principle shapes pedagogy and student learning in two broad ways.

First of all, the process of constructing the thesis is as important as the final product. Because the project is a daunting challenge, we break down the writing into discrete chapters submitted at regular intervals throughout the semester. By breaking the thesis into smaller and more manageable projects submitted in a timely manner, we greatly increase the chances of students applying themselves steadily throughout the term – as opposed to cramming most of the work into the last few weeks of the semester. Timely completion of the chapters, in turn, greatly increases the likelihood of finishing the thesis on time and, no less important, of writing an excellent thesis.

Secondly, this time on task also promotes learning as a dialectical process of revising and rethinking. Students go through the back-and-forth process of hypothesizing-researching-thinking-writing repeatedly for each chapter. Then, when integrating each chapter with the whole, they go through another dialectical process of seeing how each chapter relates to the others, revising and rethinking each as they work them into a coherent whole. Our faculty firmly believe that the timely completion of chapters promotes this dialectical process of revising and rethinking – to experience, in fact, what intellectual work is all about.

– John Campbell, Department of History
Summary and Evaluation: Time on Task

Time on task is less well implemented across the university than the Principles of student-faculty interaction, cooperation among students, and active learning. WSU students do not spend the kind of time on task that faculty and administration expect. Part of the difficulty no doubt stems from the changed attitudes and demands of the early twenty-first century, where multiple jobs and activities are encouraged even at the expense of long-term learning.

Thus, the university faces a significant challenge in the future: how to increase the amount and efficacy of time on task in light of all other demands and diversions students face. Though the university faculty, staff, and administration support the principle, then, TIME ON TASK appears to be too frequently resisted by those that would benefit from its application most: WSU students.

Strengths

• WSU’s buildings, resources, and facilities are designed to support time on task, although the laboratory sciences remain an exception.
• The variety and availability of resources available to support student studying are considerable.
• Major programs all emphasize time on task. Some programs assign heavy reading lists or require a great deal of writing; others use laboratory exercises, field experiences, practica, internships, and clinicals as means encouraging time spent on task; still others encourage performances, publications, and other public efforts that demand additional time outside of class; and, finally, many use mastery learning activities and capstone projects that support the principle.

Concerns

• WSU students report spending just 11.5 hours per week on their studies outside the classroom. Less than 70% report keeping a regular study schedule, less than 60% report practicing presentations before delivering them in class, and less than 50% report completing their assignments promptly and accurately. It is clear that students do study, and that some students study routinely and rigorously. But on the whole, students do not meet the faculty and administration’s expectations for time spent on task.
• Despite widespread endorsement of time on task, the faculty have not universally adopted strategies that would require students to spend more time on academic pursuits. Clearly, much work needs to be done – in orientation, in classrooms, and in faculty development – to help students understand that learning is more than a “seat time” requirement.
High Expectations

Expect more and you will get it. High expectations are important for everyone — for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts. Time on task alone is not sufficient to guarantee quality.

Non-academic units can support high expectations in two ways — by promoting responsibility and accountability. First, they can call upon students to take responsibility for their actions. Second, they can demand accountability as they work closely with students to improve quality, either in the services the unit offers, or in the hiring of students as employees.

Raising admission standards at Winona State has effectively raised the level of academic performance of students over the past decade. High admission standards contribute to the overall philosophy of “high expectation equals quality education” for students. Faculty and students alike must constantly focus on the importance of a high quality education through continual high expectations. Similarly, the university articulates high expectations for itself, in particular with its Four-Year Graduation Guarantee, its commitment to the Seven Principles for Good Practice in Undergraduate Education, and its Laptop Initiative.

Winona State University students recognize this commitment to high expectations. Seventy-eight percent of WSU students agree with the statement “WSU is committed to academic excellence.” Nearly every department and program in the university strives to maintain high expectations for both faculty and students. High expectations convey confidence in the students’ ability, which leads to higher student achievement. While there is always work to be done, the vast majority of departments and programs demonstrate the maintenance and enforcement of high expectations for WSU’s community of learners.

Organizational Structure and Policies support WSU’s goal of high expectations in a variety of ways. Every academic and non-academic unit has articulated goals and provides yearly self-assessment reports, a plan that in itself denotes an ambitious agenda for continuous improvement: every unit has been able to articulate at least one programmatic change as a result of assessment, and many report that the ongoing self-evaluation has provided the occasion for significant improvement. Aside from each program’s stated goals, high expectations are encouraged in many other ways. Some academic programs have clearly stated high expectations for entry; others impose minimum grade requirements; still others employ demanding assignments to express their high
High Expectations

expectations; and, finally, many are fully accredited. Education and Nursing, for example, have entry requirements that articulate high expectations. Psychology, Mass Communication, and Theatre/Dance, among others, require a minimum 2.5 grade point average for all majors, with grades lower than a ‘C’ not fulfilling the requirements for the major. History’s senior thesis requirement constitutes a rigorous capstone experience; many other programs have established ambitious capstone projects for their students. Finally, Education, Nursing, and other programs are accredited by regional and national agencies.

Non-teaching units support high expectations by promoting responsibility and accountability, both as students request services and as they work as employees. The Grants Office, for example, expects students who apply for grants to adhere to the same expectations as faculty. Affirmative Action teaches students to conduct training sessions for first-year students on sexual harassment and discrimination issues. As users of Print Shop services, students must meet the same copy deadlines that other users must meet. The Library has policies in three areas that promote responsibility for not just the students, but for the faculty and the general public as well. And the Student Union and offices in University Advancement report promoting responsibility for their student employees.

Technology has helped to enhance and reinforce the university’s high expectations. Although no clear standard for competence has emerged across campus, expectations for students have risen, just as have their abilities. Nearly every WSU student routinely uses computer technologies for email, word processing, internet searching, and online registration systems, of course, but others are expected to use technology to meet high expectations in a variety of other ways as well. Many classes require formal multimedia presentations; others
High Expectations

routinely incorporate web research, web page building, and multimedia design; a few use computer-aided instruction as means of individualized, self-paced learning; many demand use of specialized software for specific applications; and some programs require or encourage multimedia “WINGS” portfolios. For non-academic units, including the International Student Office and the Library, modern database technology helps track the progress of students toward completing tasks and requirements.

With the laptop initiative in its second phase (Fall 2000 being the first semester of universal adoption by first-year students), the university’s expectations for student learners are not clearly articulated: although its class of 2004 will have used computers throughout their curriculum, what abilities they will have as a result of the program is not yet determined. However, it is clear that technology can be, and is being, used as one means of maintaining and enforcing high expectations.

PARTNERSHIPS, both external and internal, encourage the high expectations of WSU’s programs. Because of internships and community-service projects in Social Work, Paralegal, Women Studies, Mass Communication, and Communication Studies, the curriculum demands that faculty prepare students for the demands of work. Mass Communication’s Public Relations courses adopt Winona area businesses and organizations as clients for class projects; Counselor Education sponsors a regional schools conference; and Nursing partners with health institutions. In each of these instances outside professionals from the public and private sector are able to evaluate the work product of WSU students, helping to provide support for these programs’ high expectations. The interdisciplinary nature of other programs (Teacher Education, Paralegal, Law and Society, Global Studies, Honors, and Women Studies) bring teachers and learners from different departments together to understand a variety of approaches, problems, theories, and methods. Few non-academic units, however, report partnering with other areas to promote student accountability. The Business Office, for example, partners with the Registrar’s Office to prevent students with unpaid bills or fines from registering for classes.

GENERAL EDUCATION, at least in the incarnation critiqued by the NCA in 1991, provides only occasional opportunities for students to meet high expectations. The critiques of the old program were not limited to its structure, but also to its lack of clearly articulated goals and substantial educational experiences. While faculty report many instances of challenging general-education electives that expect and demand much of students, the program itself worked against high expectations by discouraging sequences of courses, courses
High Expectations

with prerequisites, and upper-division courses — all sites of advanced learning. Many departments are confronted with the problem of relatively large classes in their general education courses, and only a few profess having found ways of helping students meet high expectations under such circumstances. Despite the class size, faculty work closely with students in General Psychology to improve study skills and time-on-task in order to succeed. The History Department, on the other hand, recognizes the importance of keeping even their lower-level electives capped at 30 students, enabling the professors to require writing assignments instead of multiple-choice exams.

The Honors Program at Winona State aims at the development of high potential students. Faculty and students form a community of learning in a program consisting of courses in an interdisciplinary focus in humanities, natural sciences and social sciences. Small class sizes in the Honors Program increase learning through participation and discussion, as well as integration of knowledge from multiple sources. Students complete core courses, special seminars, designated “H” courses in their majors, and a senior project. Some academic departments at Winona State provide their own Departmental Honors programs for upper-level majors. These include biology, computer science, English, geology, physics, mathematics, psychology, and nursing.

Expectations for students in general education courses are generally communicated through the course syllabus, which is increasingly viewed by both students and faculty as a class contract. WSU sophomores consistently report receiving a syllabus in most or all of their general education courses early in the semester (94%), and that the syllabus outlined the course assignments and their weighting in the overall grade for the course is outlined in most or all of their general education courses (88%). Furthermore, they report that most or all of their general education course syllabi accurately reflect the expectations and requirements for the course (88%). Seventy percent reported that in addition to the syllabus, performance standards for major assignments were provided in most or all of their classes.

While Winona State has identified a set of core skills to be developed by students in various university documents, students in general education are much less confident of the contribution of those courses to the development of these core skills than are seniors. Sophomores report that courses in general education had a significant contribution to their skill development in only 13 of the thirty outcomes, while seniors reported a significant contribution by courses in their major in 29 of the 30 skill areas. Certainly, we would hope that the new program could accomplish more in terms of students’ liberal education.

The new University Studies Program not only articulates clear objectives on the programmatic level, but for each course offered in the program. The review of
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courses to comprise the new program has focused on each course’s ability to promote specific objectives. Furthermore, the new program should provide a more rigorous academic experience, as it allows and encourages students to take courses in sequences, with prerequisites, and/or in the upper-division for University Studies credit. Upper-division writing-, speech-, and mathematics-intensive courses across the curriculum are designed not only to reinforce the “basic skills,” but also to help students in every program understand and meet the expectations of professionals in that community. Although the program is in its infancy, and long overdue, its design and intent is clearly to articulate higher expectations.

Faculty and Staff Development is an important ingredient in maintaining high expectations. Whether by attending conferences, participating in technology workshops, presenting papers, publishing articles and books, or performing concerts and recitals, opportunities and support for faculty and staff development are rich. Faculty can expect academic excellence from their students if they demand it of themselves, and more faculty across campus are prepared with terminal degrees and active participants in the scholarship of their field. In short, faculty who expect the best from themselves can rightfully continue to expect the best from their students. While it is much easier to place high expectations on others, most faculty accept the challenge by actively participating in professional development: the PDP/PDR process encourages faculty to articulate clear goals for their development, and the university and the IFO/MnSCU Agreement alike provide multiple resources for pursuing that development. Clearly, WSU students recognize the excellence of the WSU faculty, with 65% agreeing that “professors at WSU offer high quality instruction.”

Enrollment supports high expectations for students when classes are small enough to provide quality opportunities for the above Principles: student-faculty contact, cooperative learning, active learning, time on task, and prompt feedback. Most departments and programs report that supporting student achievement in high-enrollment classes is problematic. Conversely, nearly all programs offer relatively small classes in the upper division, important to the on-going effort to reinforce high expectations. Careful oversight of enrollment prerequisites (classes, grade-point averages, etc.) helps high expectations to be enforced in the classroom.

Student Learning is the most important indicator of high expectations. From all indications, students at WSU are benefiting from the high expectations their departments and programs place on them. Foreign Language students, for
example, attend conferences, lead discussions, and make presentations. In 1998, one such student was awarded the Congress Bundestag Scholarship by the German government, and the German Academic Exchange Service (DAAD) awarded another student a grant. In assessment of English Basic Skills, writing students at the conclusion of the course scored, on average, a full letter grade higher on nearly every scored feature than did incoming first-year students. (However, they also scored higher than junior-level students on the same assessment, indicating clearly the need for writing across the curriculum to further reinforce and refine students’ writing skills.) The Psychology Department expects that many of its students can and will go on to graduate school, and student research projects are expected to be of a quality high enough for publication or presentation at a professional conference; furthermore, over a third of the department’s graduates successfully completed post-graduate work in over 45 different universities, including some rated as the very best graduate psychology programs in the United States. In Nursing, students are introduced to the expectations of the profession upon entering the major; these expectations for student learning are reinforced throughout the curriculum. And Education demands considerable accomplishment in its Professional Educator Sequence, both for entry to the program and in its completion.

Students in 22 of the 35 academic departments are required to take a capstone course, and a like number of departments require a capstone project. Students in 12 departments are required to complete a portfolio, while students in two departments can elect to complete a portfolio. As but one example, the English Department’s majors complete a capstone portfolio that demonstrates their accomplishment with six goals, five of which are adapted from the national Association of Departments of English: consistently, its majors have demonstrated accomplishment with each goal. Four other departments require a capstone exam, and two departments measure student learning though the use of a standardized, nationally normed examination.

Non-academic units are crucial to fostering student accountability and responsibility in ways that promote student learning. If, by promoting student responsibility, Winona State instills responsible habits in the students, then those students will be more likely to be successful, not only in the classroom but beyond as well. Merely applying sanctions against students for not complying with rules may not actually promote responsibility, if it is done in an unproductive way. To promote responsibility, non-academic units must motivate students to accept responsibility for their actions. Residence Life, for example, uses a developmental approach to sanctions for violating rules, so that the sanctions will serve as an educational experience and not merely a punishment. The International Student
Office monitors their focus population carefully to make sure they are responsibly attending events in the Outreach Program.

**STUDENT SATISFACTION,** of course, is closely related to student learning. Winona State University recognizes that not only should we have high expectations for students, but students coming to our campuses have high expectations of us. Almost 80% of the 907 students who were asked on Assessment Day 2000 if their college experiences met their expectations reported that they had. The degree to which the expectations were met varied by class, with seniors reporting the highest degree of satisfaction (82%) and juniors reporting the lowest (76%). Seventy-eight percent of first year students reported satisfaction in this area. This points to a pattern in the data which is beginning to emerge — a “junior slump” in satisfaction which will need to be studied further.

Those departments and programs that survey currently enrolled students (including Nursing, Administrative Information Systems, Health and Human Performance, Philosophy, History, and English) found demonstrable satisfaction with their undergraduate experience: each reports an overwhelming number of students describing their curriculum as appropriately rigorous in terms of its expectations. More and more departments have begun to survey alumni as well. Psychology reports that 78% of their alumni reported that their undergraduate training prepared them well for graduate or professional school, with 91% responding that their undergraduate education prepared them at least adequately. The new grant-funded assessment initiative will test both alumni and employer assessment data modules in 2002.

For non-academic units, promoting responsibility encourages student satisfaction. First, as a unit promotes responsibility, satisfaction is encouraged if the student is treated fairly. This may mean that if a student shows a good faith

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I remember a class I had with Dr. El-Afandi. The class was Politics and Society of the Middle East and he applied the Seven Principles in the class. The principle that stands out that was really enforced was the sixth principle: Communicates High Expectations. He held the class to a certain standard and he had high expectations for us. These were clearly stated on the first day of class and reinforced as the class continues. His high expectations for me really encouraged me to work hard and develop high expectations for myself.

The Politics of the Middle East was not a class I was looking forward to, but Dr. El-Afandi did a great job holding my interest, bring out excitement towards the topics and holding me accountable for the information that was taught. His was clear with what he expected for the course work assignments. His high expectations made me work harder and to develop my critical thinking abilities. It will be a class I’ll always remember.

I am so happy that I chose Winona State to learn about political science. – Kimberly Owens
High Expectations

effort to be responsible, the unit may excuse some violations of rules. For example, the Registrar’s Office reports a policy of approving certain student paperwork even in violation of its rules if the student can demonstrate that the student attempted to take certain actions to comply with the rules. Treating a student fairly may also mean giving the student early and frequent notice of what the expectations are for the student. For example, after the Library staff began emphasizing the need for students to be responsible in returning books, both through tours and print handouts, the number of overdues dropped throughout the decade.

Not all students are satisfied that high expectations are a hallmark of the university. The J. M. Lord market study provides some important considerations. For one, although WSU articulates the Seven Principles for Good Practice as its approach to student learning, not all students, faculty, and staff have a clear and unified grasp of those Principles. Second, the principle of high expectations was not seen by students as consistently and vigorously practiced. Third, 45% of the students who left WSU did so, at least in part, because they were dissatisfied with the quality of the teaching — a strength the university wishes to promote (and one, it should be added, to which many current WSU students attest). This may be a case of external attribution, but is an issue that Winona State should track more carefully. The online exit interview questionnaire for non-returning students will be piloted next year.

Fourth, and finally, students seem roundly dissatisfied with the promise of a Four-Year Graduation Guarantee: they see it as “almost impossible to achieve.” If the university expects highly of itself, it must guard against promises it can not keep. Still, it must be noted that if students follow the four-year graduation contract,
they can indeed graduate in four years. Taking less than a full course load and changing majors may indeed make graduating in four years impossible. Winona State has promised to offer whatever courses a student needs free of charge if the university fails to meet its obligations to students who have signed up for the “four year guarantee” program. Thus far, that situation has never arisen.

Although students are not universally sanguine that the Seven Principles are consistently practiced or that the Four-Year Graduation Guarantee is consistently upheld, they are nonetheless convinced that the university is a dynamic one, headed in the right direction. In fact, they tend to be more convinced of this, the Lord study reports, than faculty and staff themselves, who were reported to be more critical and less sure about the university’s direction or progress. Nearly all focus groups interviewed by Lord and Associates were confident that the university was indeed, as it has been named by USA Today and many other publications, a “Best Buy,” and those who were closest to the university were most confident about its ability to deliver on the high expectations it promises. In particular, the Lord report concludes, WSU alumni express considerable satisfaction with the university’s academic programs and educational value. Most of these indicators suggest satisfaction with the rigor and fairness of the university’s expectations.
Summary and Evaluation: High Expectations

High expectations are professed consistently at nearly every level. While in general the university maintains a commitment to high expectations, there are some issues it must confront in the continuing pursuit of academic excellence for its students. Yet despite the many pressures that exert influence over the high expectations articulated by the university, WSU’s commitment to high expectations is both clearly stated and widely practiced, with its assessment culture clearly designed to support continuous quality improvement.

Strengths

• The university as a whole provides a graduation guarantee and an individualized mission statement; individual programs and departments articulate ambitious goals for student learners; and high expectations are frequently discussed in individual classrooms.
• Raising admission standards has effectively raised the level of academic performance of students. Higher standards contribute to the overall philosophy of “high expectation equals quality education” for students.
• Winona State University students recognize the commitment to high expectations: 78% agree with the statement “WSU is committed to academic excellence.”
• The process of continuous quality improvement provides an avenue for the institution to assess and refine the delivery of its programs.
• The new University Studies Program is considerably more ambitious in its scope and its expectations of students.

Concerns

• First, the university must deliver on its own expectations, whether that is the practice of the Seven Principles, the Four-year Guarantee, or the WSU Laptop initiative. These are programs that distinguish Winona State from other universities similar in size and mission, and WSU must be careful to deliver on the promises that characterize its distinction.
• The new University Studies Program, although more ambitious than its predecessor, will need continued careful oversight and assessment, as well as strong communication between its many stakeholders.
• The academic objectives of the laptop initiative will need to be articulated as more and more students across campus lease and use computers.
Respect for Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

Students' diverse talents and learning methods do not end at the classroom door. Even while preserving the integrity of their essential functions, non-academic units must support the needs of individuals — by recognizing diverse styles of learning, accommodating those who are differently abled, and understanding multicultural perspectives.

The seventh principle — respect for diverse talents and ways of learning — is, depending on whom one asks, either the least frequently observed principle on campus or the most commonly misunderstood. The principle itself, as originally constructed and adopted, focuses on the ability to accommodate student learners with diverse curricula, materials, and methods. Its focus is most emphatically academic. However, as the student body at WSU has become, like the broader social milieu, both increasingly diverse and increasingly attentive to cultural diversity, the university community tends to misread that seventh principle as, for lack of a better word, “demographic.” Much of the Self-Study data for this last principle, then, attests — inaccurately, we think, if not inappropriately — to WSU's abilities to deliver programs that are hospitable to cultural diversity. Readers of this report might take the confusion over the meaning of “respect for diverse talents and ways of learning.” then, to mean two things: one, that the principle as originally stated is not clearly understood by all in the community; and two, that the community is so devoted to the notion of increasing cultural diversity that it feels compelled to attest to its existence and importance.

Rather than merely ignore the voluminous data attesting to efforts to celebrate and integrate cultural diversity into programs and services, then, this section will afford some voice to those efforts, even while focusing primarily on the seventh principle as originally defined — an accommodation of learners with differing styles, goals, and interests.

Organizational Structures and Policies support Winona State’s commitment to respecting diverse talents and ways of learning in dozens of ways and places. To name a few, curricula are widely varied and present opportunities for nearly every student to choose an attractive major, and, within that major, create a curriculum with at least some individualized interests.
Respect for Diverse Talents and Ways of Learning

Traditional programs such as English and History offer multiple “tracks” or “focuses” within their curricula for prospective scholars, teachers, and writers; in professional programs such as Nursing, Engineering, and Health and Human Performance, others have created “options” for students wishing to gain special expertise in working with particular populations or materials. A wide array of internships, independent studies, and other individualized credit-bearing opportunities exist across campus for students with diverse interests, and many department and program mission statements express a formal commitment to this tenet of excellent undergraduate education, in the process offering majors and minors that offer diverse curricula tailored to a variety of student interests.

Of course, respect for diverse talents and ways of learning is promulgated by a student body and a faculty that are themselves diverse. Admissions criteria and program entrance have been designed to ensure the quality of students but also that quality students with different backgrounds and talents are not excluded. Affirmative Action hiring initiatives take into careful consideration the need for faculty who are diverse with respect to gender, race, ethnicity, educational background, professional experience, intellectual interests, and area of expertise. And Lyceum presentations bring speakers to campus from a wide range of fields of academic inquiry.

Each college reporting in the Self-Study provides numerous examples of respect for diverse talents and ways of learning in the classroom. The College of Education cites numerous courses with a focus on diversity, a variety of learning experiences, assessment by multiple measures, and some that focus exclusively on learners with disabilities, special talents, or diverse styles. The College of Business cites multiple options within majors, richly varied teaching techniques, and multiple assessment measures. The College of Nursing and Health Sciences cites their individualized curricula, diverse teaching methods, and distance education offerings. The College of Liberal Arts reports new curricular offerings, diverse teaching methods, and a wide range of extracurricular experience, from study abroad to field trips to annual events and internship possibilities.

A widely-diverse community such as a university presents abundant opportunities for cultural and educational enrichment. Winona State capitalizes on its rich diversity in a variety of ways. Individualized degree programs at Winona State recognize the different interests and can personalize systems of instruction and mastery learning. Independent Study courses allow students to explore new ways of learning and design their own journey of knowledge. Adult Entry programs allow non-traditional students the opportunity to receive credit for professional experience that translates to actual course work. Extension courses expand the boundaries of campus and provide outreach courses to students working toward degrees as well as professionals seeking additional knowledge.
Finally, non-academic units provide a wide range of support services across campus that assist diverse students with their academic and other needs. Career Services has resources available on the Internet, in print, and on video. The Student Union offers laptop study spaces in both quiet and non-quiet areas. The Registrar’s Office tries to help students who are having difficulty satisfying the requirements for their degrees find alternative courses that may also satisfy the requirements but which utilize different learning styles. Intramural Sports offers a variety of recreational opportunities. Disability Services (a part of Advising and Retention) provides readers and assistants for those who are sight-impaired or who have other disabilities. The Testing Accommodation Center supports the needs of differently-abled learners. And Student Health Services assists students who are financially in need and must apply for assistance.

Other non-academic units contribute to a more culturally diverse campus. As noted above, the International Student Office has programs that foster cross-cultural understanding. The Cultural Diversity Office networks with campus and community leaders through a number of committees and taskforces to encourage a celebration of diverse cultural contributions. The Residential College sponsors many different types of cultural enrichment — from poetry readings to Javanese drumming — as well as hosting the WILL (Women Involved in Living and Learning) program.

**Technology** in the classroom allows instructors to make use of multimedia teaching and learning tools that provide students an even wider range of learning opportunities than has traditionally been possible. Furthermore, course offerings via ITV serve a diverse student population by addressing the needs of the largely non-traditional student body found on the Rochester campus. Increasingly more faculty members are incorporating video, electronic presentations, and web-based learning tools into their classrooms. Some faculty use web sites to provide students with course materials, lecture text, and hyperlinks to additional resources. Most faculty making use of technology in these ways cite the prospects of students being able to access materials from any location, at any time, as a particular virtue that accommodates diverse ways of learning; when students use technology either to write a paper, research a topic, publish a web page, complete a study guide, or develop a presentation, they experience a range of opportunities to use their own diverse talents.

The rise of the Internet and the use of computers in general has allowed information previously limited to paper to be available in electronic formats and available in many different places. Library materials are sometimes available both in print and online. Other units have promotional materials both in paper and on
Respect for Diverse Talents and Ways of Learning

the Internet. In partnership with the Disability Services Office, Computing Services and the Library both offer special computer workstations for students with physical handicaps. Many department web pages, such as the Library’s, meet accessibility guidelines, so that browsers for the sight impaired may use them.

PARTNERSHIPS are crucial in providing students with diverse learning experiences beyond the classroom. Community partnerships provide students with internship and field experience sites. Faculty partnerships resulting in team-teaching endeavors offer students diverse learning opportunities and effectively model cooperative teaching and learning techniques. Student clubs partner with departments or programs to offer students another means of engaging in their area of academic interest; these clubs further assist faculty with planning and implementing multicultural events and extracurricular activities that add to the learning experiences of all students. The WSU Rochester campus works closely with Rochester Community and Technical College to prepare students to enter WSU programs via the 2+2 Program.

Surprisingly, non-academic units did not report partnerships that enhance different learning styles, even though many such units exist to support learners with diverse talents and needs. For instance, Advising and Retention developed a region-wide referral and coordination service to provide interpreters for the hearing-impaired, one providing both a pool of reliable contractors and a source of revenue for the campus. The International Student Office partners with Admissions to help recruit international students, who in turn partner with local schools so that area school children may interact with WSU students from other nations. Alumni Affairs partners with the International student Office to identify participation in the International Friendship Family Program. And Affirmative Action works with the Security Office to handle complaints regarding harassment and discrimination, fostering a campus atmosphere that respects diversity.
GENERAL EDUCATION requires considerable breadth in its existing program, expecting that students take courses in a variety of departments, from a variety of instructors, with the assumption that this breadth offers opportunity to find at least some courses that accommodate each student’s diverse interests and learning styles. Most departments report that their faculty have incorporated, almost as a matter of routine, a variety of assessment measures and pedagogical approaches in their general education offerings, all of which suggest considerable attention to the diverse needs of learners. Student perceptions of faculty response to the diverse needs and talents of students is less encouraging, with only 43% of sophomores reporting that most or all of their general education courses were tailored to meet the needs of the individual class, and only 25% reporting that most or all of their general education courses allowed students to tailor assignments to reflect their interests and talents. Responses to the same questions by seniors (with regard to courses in their major) were more encouraging with 54% reporting that faculty tailored most or all of their major classes to the needs of the individual class, and 44% reporting that they were given the opportunity to tailor assignments to reflect their needs and interests in most or all of their major classes.

The new University Studies Program forsakes some breadth for greater depth, and it encourages students in “Unity and Diversity” courses to explore Contemporary Citizenship, Global Perspectives, and/or Multicultural Perspectives. The outcomes for individual categories suggest that the program’s intent is, at least in part, to engage students in a variety of methods of study and modes of inquiry. Clearly, students will be able to demonstrate a number of types of abilities, from written and oral communication to artistic performance to critical inquiry and community service — a diversity of styles of learning that was, at best, implicit (but perhaps only serendipitous) in the old program. Some required courses (in particular, those in the Humanities, Social Sciences, Fine & Performing Arts, and Multicultural Perspectives categories) will address issues of gender, race, and ethnicity explicitly, inviting participating students to the scholarly pursuit of understanding the function and importance of difference.

FACULTY AND STAFF DEVELOPMENT opportunities that demonstrate and encourage a respect for diverse talents and ways of learning include university-sponsored workshops focusing on diverse teaching methods, university-sponsored cultural diversity training, and funding opportunities for faculty to attend conferences that focus on teaching and learning. Two-thirds of sophomores surveyed reported that they experienced a variety of teaching methods in most or all of their general education courses, while 78% of seniors reported the same for courses in their major. A few departments/programs host
Respect for Diverse Talents and Ways of Learning

Three College of Education graduate programs have well-established delivery of courses that are responsive to the unique learning needs of adult professionals in a large service region covering three states. Through a variety of delivery methods and practices, these courses help foster a healthy respect for diverse talents and ways of learning.

Nearly all of the courses taught in the Department of Educational Leadership (EL) are offered via interactive television (ITV) in Winona and Rochester. Several EL and Counselor Education (CE) courses are taught as web-based distance learning experiences, with periodic face-to-face group meetings throughout the semester. CE’s stress management course via distance learning creates a “virtual learning community” with shared papers and faculty feedback, all by email. And the Education Department’s innovative learning community master’s program is built on a cohort model that comes together monthly on weekends to bridge ongoing individual and cooperative learning by cohort groups.

Conventional ways of learning and course delivery would make it impossible for all of these students to participate fully in the learning opportunities described, and student feedback has been very positive. In fact, many profess gratitude for what they see as our understanding of how students juggle multiple commitments to work, family, and community, as well as for affirming their knowledge and professionalism as they work together to learn more.

— Tim Hatfield, Department of Counselor Education

discussion groups that bring faculty from different disciplines to focus on diverse pedagogical methods, and many provide extracurricular programming designed to reflect the expanding range of student experience complement classroom learning experiences. Annual events like Women’s History Month, Black History Month, Global Awareness Days, and International Student Awareness Week, as well as opportunities to study abroad, enhance global and cultural understanding among students.

Non-academic units are engaged in numerous development activities that support a respect for diverse talents and ways of learning. Most examples provided focus on cultural diversity. The Cultural Diversity Office works with the Cultural Awareness Taskforce to organize faculty, staff, and student training in cross-cultural communication. The International Student Office participates in development relevant to INS regulations, so that Winona State can maintain its large and active international student population. Overall, however, these kinds of development activities may be so deeply ingrained in the university culture as to have been underreported. For example, in accommodating disabilities, many areas have participated in ADA training over the last decade, but that fact was not reported in the process of the Self-Study.
**ENROLLMENT** must be managed so as to accommodate learners with diverse talents and ways of learning, and the kinds of individualized curricula, program options, distance/extension, internships, practica, clinical, and independent studies mentioned above help immensely in allowing students to tailor their learning experience to their own needs. As it does in discussion of every principle, class size directly affects students’ abilities to approach course content in ways that best suit their own learning styles, just as it does professors’ abilities to be able to accommodate and account for the learning needs of a diverse group. Yet faculty demonstrate considerable innovation in using multiple assessment measures, creating a diversity of student project assignments, and allowing for individualized instructional approaches, even in large-enrollment classes. All of these innovations presume a student body that is generally stable, if not homogenous, however, in terms of size, preparation, physical ability, etc. If there were a dramatic increase in international students or students with disabilities, the services to accommodate them could be easily saturated and would need to be expanded. Several areas would feel that impact, such as the Disability Services Office, Computing Services, the Student Union, Advising and Retention, and the Library.

**STUDENT LEARNING** is measured by a variety of means of evaluation in different classes across campus: research papers and projects, take-home exams, in-class exams, quizzes, computer-assisted learning exercises and exams, group and individual oral presentations, collaborative exercises, learning journals, and course listservs allow students many opportunities to demonstrate what they have learned and to share their growing knowledge with classmates and teachers. Faculty consistently report a commitment to incorporating a range of instructional techniques in the classroom including lecture, small- and large-group discussion, structured debates, and guest speakers. And they cite numerous instances of providing students with rich, unique, multiple learning opportunities and support materials. Departments and programs that routinely survey students and alumni on their learning report success with their approaches, but no empirical data emerged from the Self-Study to confirm that this professed respect for diverse talents and ways of learning contributed directly to student knowledge or performance. Nonetheless, the abundance of examples from the Self-Study suggests that faculty believe clearly that this healthy respect for diversity of talents is strongly supportive of increased student learning.
Non-academic units play an important role in supporting student learning. Students cannot always accomplish the same goals in the same way, and the university would be wise to be flexible in the ways in which it calls upon students to accomplish its goals. This sensitivity to alternative methods allows a wider range of students to succeed at Winona State. By providing accommodations for disabilities, we promote the success of students who have a variety of particular needs and learning styles. By providing a rich multicultural environment, with cross-cultural training, we allow students from a variety of cultural backgrounds to feel confident and welcome. By helping students find alternative methods to satisfy degree requirements and by providing facilities with a variety of learning environments, we allow students who learn more readily in different environments to succeed within those environments.

**STUDENT SATISFACTION** will, as the student body becomes increasingly diverse, become more and more dependent upon the ability of WSU to demonstrate a respect for diverse talents and ways of learning. At present, most departments and programs have responded to the changing needs of our students with curricular offerings that enrich the diversity of student experience, pedagogical practices that offer students an array of learning opportunities, and a wide range of extra-curricular programming designed to reflect the expanding range of student experience. Many examples from the Self-Study — in particular, survey data from the Colleges of Business, Education, and Nursing and Health Sciences — attest to students’ satisfaction with the diversity of programs available, the ability of faculty to tailor curricula to the needs of diverse student populations, and the general climate of respect for diversity.

The J. M. Lord study, meanwhile, points to demonstrable dissatisfaction with the implementation of the seventh principle, concluding that “cultural diversity is not promoted at a level where both international students and traditional students feel comfortable interacting with each other.” While this conclusion is certainly an important one for the university community, which describes itself as a “diverse community of learners,” it is only tangentially relevant to the academic focus of the principle itself. The conclusion should suggest that Winona State has some work to do if it wants to clarify the intent of the seventh principle to its constituencies. And it should provide the university an opportunity to reflect upon its ability to promote interaction between international and traditional students.
Summary and Evaluation:
Respect for Diverse Talents and Ways of Learning

Respect for diverse talents and ways of learning is facilitated by the university's various organizational structures and policies, enhanced by its technology initiatives, practiced in general education courses and conducted via partnerships, all for the purpose of increasing student learning and student satisfaction. Despite some confusion regarding the meaning of this last of the Seven Principles, respect for diversity is evident in the overwhelming majority of departments, programs, and units. It will be necessary for the university to continue to actively support hiring and admissions policies, faculty development opportunities, new teaching and learning technologies, small classrooms, and extracurricular programming—through these and other initiatives, the commitment to fostering respect for DIVERSE TALENTS AND WAYS OF LEARNING is clearly evident and deeply ingrained in WSU's daily practices.

Strengths
• There exists a wealth of curricula, courses, and services that are designed to accommodate the varying needs of student learners.
• The overwhelming majority of departments, programs, and units provide indications that they understand that different students are comfortable with different methods of teaching and assessment.
• The tendency of departments, units, and programs to respond to the Self-Study with information supporting their cultural-diversity initiatives suggests that many in the community see the celebration of diversity as integral to the university’s mission.
• The university actively supports hiring and admissions policies, faculty development opportunities, new teaching and learning technologies, small classrooms, and extracurricular programming that foster respect for diverse talents and ways of learning.

Concerns
• Whether or not WSU is fully appropriately accommodating to the needs of its culturally diverse student population is not the focus of this special emphasis Self-Study Report. Clearly, not all members of the community understand this last principle as a primarily academic one, devoted to the understanding that there exist many paths to student learning.
• WSU students and alumni perceive the principle to foreground cultural diversity, which they find is “not promoted at a level where both international students and traditional students feel comfortable interacting with each other.”
Based on Winona State University’s General Institutional Requirements, Basic Institutional Data, and the Patterns of Evidence that comprise the focus of this Special Emphasis Self-Study, the NCA Steering Committee recommends the following Plan of Action for Winona State University. This plan articulates recommended action in terms of WSU resources, policies, faculty and student development, and curriculum.

Resources
Projected declines in long-term enrollment and short-term finances will, without doubt, adversely affect our ability to practice the Seven Principles — especially Student-Faculty Contact, Active Learning, Prompt Feedback, and High Expectations. Winona State cannot afford to let large class sizes — at any level, but especially in the Basic Skills and in the upper division — compromise its educational integrity. Students who complete both English 111 and Communication Studies 191 in their first year exhibit a retention rate of over 85%.

Recommended action:
• Preserve small class sizes where they are most important to retention and to the practice of the Seven Principles.
• Monitor enrollment issues carefully so as to minimize the impact of any reductions in budget, class offerings, or staffing on classroom practice of the Seven Principles.
• Campaign aggressively for state funding allocations that will allow WSU to continue its support of the Seven Principles.

Policies, Structures, and Procedures
The educational promise that WSU makes to its students — that it will deliver classroom teaching and support based on the Seven Principles for Good Practice in Undergraduate Education — warrants a commitment to a physical plant and operating structures that support those Principles. Building design, classroom furniture, policy implementation, and calendar planning must all attend to WSU’s stated commitment to good practice in undergraduate education. In particular, the first three Principles (Student-Faculty Contact, Cooperation among Students, and Active Learning) typically require more resources, in terms of facility space and design, than existing formulas for space utilization allow.

Recommended action:
• Support every effort possible to secure funding for a much-needed new Sciences building.
• Incorporate consideration of the Seven Principles into remodeling and new building design, including classroom furniture and network wiring.
• Assess the impact of proposed calendar changes on Time on Task and Active Learning.
Faculty Development
For the past decade, numerous development initiatives have provided opportunities for faculty to enhance their practice of the Seven Principles. However, in recent years attention to the Seven Principles has been phased out of New Faculty Orientation. The undertaking of the new University Studies Program provides new concerns for faculty development as professors create new courses in citizenship, policy, democracy, and global and multicultural perspectives, and again as they integrate writing, oral communications, and mathematical or critical analysis within their own disciplines.

Recommended action:
• Continue faculty development initiatives supporting the Seven Principles.
  Due to lack of preparation, facility design, changing technologies, and/or other factors, faculty are not universally able to conduct these good practices in all of their courses.
• Orient all new faculty with an introduction to the practice, refinement, and assessment of the Seven Principles.
• Focus Faculty Development Days (now spread throughout the academic calendar) in support of the University Studies Program, especially as regards the following:
  • Practice of the Seven Principles in large-enrollment classes;
  • Development of “Unity and Diversity” electives; and
  • Integration of disciplinary content courses with Flags for writing, oral communication, and mathematical or critical analysis.

Student Development
New Student Orientation has improved demonstrably since the time of the last NCA site visit. What was in the past a simple session geared primarily to the social introduction of new students to the WSU community has been revised to introduce students, through both a summer orientation and a semester-long one-credit experience, to the academic culture of the community. Yet faculty conclude that the experience does not wholly prepare students for the new kinds of expectations that WSU classes place upon them in terms of the Seven Principles. Finally, while the sciences and a few selected departments in the liberal arts report instances of student learning presented in conferences and publications, the record of student accomplishment in this area is uneven across colleges and departments.

Recommended action:
• Introduce all new students to the Seven Principles for Good Practice in Undergraduate Education. Direct Orientation classes to help students understand the expectations faculty have for them in terms of the Seven Principles — especially regarding Time on Task.
Proposed Plan of Action

- Encourage students and faculty to pursue avenues for student research opportunities, either individually or collaboratively between students and faculty. Continue to provide funds for undergraduate research, and encourage faculty to support student efforts.

Curriculum
The University Studies Program, even though it retains some classes and distribution requirements from the previous general education system, promises considerable change and opportunity. While long overdue, its more ambitious scope and academic rigor provide WSU with a unique opportunity: to raise the standard of general education by promoting higher-level learning, by reinforcing basic skills in the upper division, and by preparing students to make responsible decisions and contributions in their future roles as workers, learners, and citizens. The review of courses comprising the program has been rigorous, with faculty and departments expected to make the case for the value of each course to the greater curriculum: no course has been given a “free ride” by virtue of existing general education or departmental status. The same rigor that has been exacted in the development of the program should then be applied to its assessment as the program is initiated and as it matures.

Recommended action:
- Develop a comprehensive assessment plan for University Studies, one that involves teaching faculty, the University Studies Director and Subcommittee, the Office of Assessment and Institutional Research, and other key constituencies (e.g., Faculty Development).
- Implement the University Studies assessment plan as the program is implemented over the next four years, in particular tracking student learning and student development as new entering students proceed through Basic Skills, core courses, and upper-division flag courses.
- Report on the progress of University Studies, both to the university community and to NCA, after a period of five years (fall of 2006).

Winona State University has long been committed to continuous quality improvement through the process of vigorous self-examination. It is our belief that this Proposed Plan of Action, as it is based on the evidence of the Special Emphases Self-Study, will contribute considerably to the ability of the university to deliver the sound educational experience based on the Seven Principles it promises.
Winona State University aims to educate and enlighten its citizenry at a distinctive institution: a community of learners dedicated to improving our world. And as the patterns of evidence analyzed in the process of this Self-Study suggest, we find the institution to be in the midst of dynamic change and continuous quality improvement. We believe the report’s conclusions and recommendations to be of particular importance to those most empowered to act on findings and chart WSU’s course of continued growth and change.

As a well-functioning institution classified as Carnegie Master's Level II, WSU demonstrates accomplishment of the NCA's accreditation criteria primarily with patterns of evidence demonstrated in its GIRs (General Institutional Requirements) and readily available institutional data. Furthermore, the results of the Self-Study demonstrate that WSU meets the criteria for accreditation and is well situated to continue its patterns of growth and change well into the twenty-first century.

NCA Criterion One: “The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.”

The university’s purposes, we believe, are clear, publicly stated, consistent with our mission, and not only appropriate to an institution of higher education, but also appropriately rigorous and ambitious. As a mid-sized public university, WSU is committed to retaining small class sizes and to challenging students by maintaining rigorous academic standards. Faculty and administration are involved with students, facilitate cooperative and active learning, provide prompt feedback, emphasize time on task, communicate high expectations, and respect diverse talents and ways of knowing.

NCA Criterion Two: “The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purposes.”

As the patterns of evidence demonstrated by the General Institutional Requirements suggest, WSU’s human, financial, and physical resources have changed demonstrably, and for the better, since the most recent comprehensive evaluation. With strong leadership, qualified faculty, considerable support staff, and a committed student body, as well as with strong financial and physical resources, WSU is effectively organized to accomplish its purposes.
Summary and Request for Reaccreditation

NCA Criterion Three: “The institution is accomplishing its educational and other purposes.”

Through the evidence provided in WSU’s GIRs and other readily available sources, we can conclude that WSU is indeed accomplishing its purposes. The special emphasis of the Self-Study suggests how the Seven Principles for Good Practice in Undergraduate Education function both as a heuristic for good classroom practice and as a prevailing cultural model for the community at WSU. While the Principles are not universally adopted or practiced, we nonetheless find considerable evidence of their practice in most contexts.

Student-Faculty Contact at WSU is seen as a goal for good practice that is desirable, purposeful, and attainable. It is well woven into the university culture, to the benefit of the students, the faculty, and the institution alike.

Cooperation Among Students is practiced very widely in many ways and settings; cooperative learning opportunities abound across the university, from classrooms and study groups to technologically-mediated partnerships and internships.

Active Learning is clearly important to most departments and programs: WSU academics are rich with multiple, compelling examples of active learning in action, enhanced by an array of support services promoting opportunities.

Prompt Feedback is a widely-practiced goal of most individual departments and programs. Feedback on student work could be more consistently measured and assessed, especially in concert with the proposed “University Studies” program. Prompt feedback is, nevertheless, a hallmark of pedagogy and development at WSU.

Time on Task is less well implemented across the university than the Principles of student-faculty interaction, cooperation among students, and active learning. Though the university faculty, staff, and administration support the principle, time on task appears to be too frequently resisted by those that would benefit from its application most: WSU students.

High Expectations are professed consistently at nearly level. Despite the many pressures that exert influence over the high expectations articulated by the university, WSU’s commitment to high expectations is both clearly stated and widely practiced, with its assessment culture clearly designed to support continuous quality improvement.
Respect for Diverse Talents and Ways of Learning is facilitated by the university's various organizational structures, policies, initiatives, and programs—all for the purpose of increasing student learning and student satisfaction. It will be necessary for the university to continue to support policies, opportunities, technologies, and curricula that foster respect for diverse talents and ways of learning.

NCA Criterion Four: “The institution can continue to accomplish its purposes and strengthen its educational effectiveness.”

WSU has made considerable progress in attending to the concerns expressed during the previous comprehensive evaluation and, given its continuing leadership strengths and its human, physical, and fiscal resources, now stands especially well poised to continue to accomplish its purposes. Furthermore, the Self-Study process has helped determine particular areas in which to improve the educational effectiveness of the university as a whole.

During the 1990s WSU has both actively sought positive change as well as adjusted to significant externally-imposed changes. From the 1991 legislatively-mandated creation of a mega-system of state universities, community colleges, and technical colleges (MnSCU) to semester conversion in 1998, from burgeoning technology to campus building projects, from continuous staffing to programmatic changes, change has been our constant. In particular, WSU has taken large strides to remedy the issues that concerned the NCA in 1991.

- The new University Studies Program promises a much more coherent and academically sound general education program.
- Planning processes have improved considerably.
- WSU faculty development processes now place a greater emphasis on scholarship, and the faculty as a whole are more active in creative or scholarly work.
- The new Library is an impressive resource for both traditional resources and contemporary technologies, with a partnership between student and university resources allowing our collections to grow.
- WSU’s graduate programs have sharpened their focus and built on their strengths.
- The financial condition of the university is less dire.

In 2001, WSU has made considerable improvement in many key areas, and its most recent planning efforts situate it well for the more competitive higher education environment predicted for the end of the decade.
Summary and Request for Reaccreditation

NCA Criterion Five: “The institution demonstrates integrity in its practices and relationships.”

In essence, the entirety of the Self-Study attends to this issue of integrity: the Seven Principles are part of our Long Range Plan, our Mission Statement, and our recruiting materials; they further our programming, technologies, and curricula. WSU views the Seven Principles as both a classroom practice and a cultural model which permeates all facets of university life. The fact that the Self-Study concludes that the Seven Principles, by and large, do consistently inform both classroom and community practice at Winona State University should suggest, then, that the institution indeed demonstrates integrity in its practices and relationships.

The results of this Self-Study, then, suggest that WSU is an accredited, established, well-functioning institution that demonstrates consistent accomplishment with the NCA’s Criteria for Accreditation. The university is well situated to act on, and improve, the delivery and assessment of its educational and other programs, given the climate of continuous improvement, dynamic leadership, and strong student-faculty-staff interactions.

With respect to the Special Emphases of this Self-Study, we find the Seven Principles to be practiced widely, if not universally, in classrooms and across campus; we further find that the Self-Study process has revealed specific areas for further assessment as WSU embarks upon the first decade of the new millennium.

With this Special Emphases Self-Study Report, then, in conjunction with the appendices and exhibits comprising the presentation, Winona State University respectfully requests reaccreditation from the North Central Association of Colleges and Schools, and expresses its gratitude to the NCA for the opportunity to conduct this Special Emphases Self-Study.
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Mission
It has a mission statement, formally adopted by the governing board and made public, declaring that it is an institution of higher education.

WSU’s mission statement was approved by the Minnesota State Colleges and University (MnSCU) Board in January, 1999. The complete mission statement appears in the Winona State Catalog and on the WSU web page. The opening statement of the Mission appears on over 80 banners across campus and on Huff Street leading to campus.

It is a degree-granting institution.

Winona State University offers AA, BS, BA, BT, MA, MS, and Specialist Degrees. Winona State awards 1400 degrees annually.

Authorization
It has legal authorization to grant its degrees, and it meets all legal requirements to operate as an institution of higher education wherever it conducts its activities.


It has legal documents to confirm its status: not-for-profit, for-profit, or public.

Minnesota Statute 136F.10 designates Winona State University as part of the Minnesota State College and University System. (ref: http://www.revisor.leg.state.mn.us/stats/136F/10.html)

Governance
It has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution.

Winona State University operates under and complies with the MnSCU Board policies and regulations. Minnesota Statute 136F.02 establishes and designates the membership structure of the Board of Trustees of the Minnesota State
General Institutional Requirements

Colleges and Universities. Statute 136F.06 grants authority to the Board.
(ref: http://www.revisor.leg.state.mn.us/stats/136F/02.html
http://www.revisor.leg.state.mn.us/stats/136F/06.html)

Its governing board includes public members and is sufficiently autonomous from the administration and ownership to ensure the integrity of the institution.

The MnSCU Board consists of 15 members appointed by the governor with the advice and consent of the Senate. At least one member of the board must be a resident of each congressional district. Three members must be students including one from a community college, one from a technical college, and one from a state university. The remaining members represent the state at large.
(ref: http://www.revisor.leg.state.mn.us/stats/136F/02.html)

It has an executive officer designated by the governing board to provide administrative leadership for the institution.

Dr. Darrell W. Krueger was appointed Winona State University President in July, 1989. As president, Dr. Krueger has the duties, responsibilities, and authority to carry out the policies and functions of the university.

Its governing board authorizes the institution’s affiliation with the Commission.

The MnSCU Board of Trustees has approved Winona State University’s affiliation with the Higher Learning Commission of the North Central Association of Colleges and Schools.

Faculty
It employs a faculty that has earned from accredited institutions the degree appropriate to the level of instruction offered by the institution.

Winona State University employs 343 full time faculty, of which 66% hold doctorate degrees. Fifty-five percent of the faculty are male, 45% female.
(ref: WSU Data Book)

A sufficient number of the faculty are full-time employees of the institution.

Ninety percent of faculty at Winona State University are full-time.
(ref: WSU Data Book)
General Institutional Requirements

Its faculty has a significant role in developing and evaluating all the institution's educational programs.

Curricula are designed by faculty and approved by the Academic Affairs and Curriculum Committee, which recommends to the Faculty Senate. Each academic department undergoes a comprehensive program review every five to seven years.

Program or majors are approved by the board before they are offered by a college or university. Approval by the board requires that the program or major proposal demonstrates:

A. need and appropriate location(s) to address unmet student and occupational demand,
B. resource sufficiency, i.e., capability of the system and institution(s) to provide necessary human, physical, and financial resources to support the program or major, and
C. mission relevance, i.e., contribution to the institutional and system missions.

The board may approve a program or major with conditions, e.g., a specified termination date. The board may rescind approval for new programs that do not enroll students within 18 months from the date of board approval.

(ref: http://www.mnscu.edu/Policies/314.html)

Education Program
It confers degrees.

WSU grants a General Association of Arts degree, Bachelors Degrees in Arts, Sciences, and Teaching; Master of Arts, Master of Science, and Specialist degrees.

It has degree programs in operation, with students enrolled in them.

In the 1999-2000 academic year, WSU granted 36 Associate's degrees, 882 Bachelor of Science / Bachelor of Arts degrees, and 368 Bachelor of Teaching Degrees on the Winona campus, and 160 Bachelor of Science / Bachelor of Arts degrees and 64 Bachelor of Teaching degrees on the Rochester campus. During that same time, WSU granted 130 Master's Degrees, and 1 Specialist Degree.

(ref: WSU Data Book)
General Institutional Requirements

Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.

Winona State's degree programs are offered by Colleges of Business, Education, Liberal Arts, Nursing, and Science and Engineering.

Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.

WSU's degrees are in compliance with MnSCU statute 3.17.2 which outlines the definitions and the criteria for degrees. (ref: http://www.mnscu.edu/Policies/317.html)

16. Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.

The University Studies 45 credit University Studies program provides a broad base of skills and knowledge to equip students for informed, responsible citizenship in a changing world. The program provides opportunities for student to evaluate their culture and social inheritance critically, to think scientifically in both the natural and social spheres, to think beyond the boundaries of their own culture, and to understand the expressive arts. It also enhances reasoning, analytical and communication skills will need to perform well in a wide range of occupations and post graduate programs. Finally, the program provides the opportunity for student to explore how an understanding of the connections among these diverse bodies of skill and knowledge enhance their ability to live well and ethically in the contemporary world.

It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.

Winona State follows MnSCU Policy 3.4.4A related to admissions policies to four-year institutions. (ref: http://www.mnscu.edu/Policies/34.html)

It provides its students access to those learning resources and support services requisite for its degree programs.

Winona State's array of services includes library, laboratory, studios, individual and group study spaces, computer laboratories, electronic classrooms, laptop leasing and laptop loans. Additional services include counseling, tutoring, child
care, health care, career planning and placement, fitness, wellness and recreation activities. On the Rochester Campus, many of these services are shared with Rochester Community and Technical College.

Finances

19. It has an external financial audit by a certified public accountant or a public audit agency at least every two years.

Auditors from MnSCU and the Office of the Legislative Auditor audit financial records of the university on a regular basis. Other audits are conducted as related to specific program requirements.

The MnSCU system contracts with the OLA to perform the audits of Minnesota Colleges and Universities (Winona State University is one of the 35 institutions). The current practice includes a complete audit of all financial records every 3 years minimum. MnSCU central office has an audit every year (this includes Winona State University records).

20. Its financial documents demonstrate that the appropriate allocation and use of resources to support its educational programs is well planned.

Resources are allocated based on the Winona State University mission statement, core values and distinctives. The President and his Cabinet provide planning of resource usage for the university's several units. Appropriate planning is done each year, with an estimate of anticipated revenue and costs for the next 3 years by the WSU Cabinet. Appropriate reports are in place to monitor status of all revenues and expenditures throughout the year.

21. Its financial practices, records, and reports demonstrate fiscal viability.

The university is constrained by state policies to operate within available funds. The historical record confirms its ability to maintain financial viability. Winona State University Financial unit has received various awards the last 4 years from MnSCU for its outstanding accuracy and accountability.
Public Information

22. Its catalog or other official documents includes its mission statement along with accurate descriptions of educational programs and degree requirements; learning resources; admissions policies and practices; academic and non-academic policies and procedures directly affecting students; charges and refund policies; and the academic credentials of its faculty and administrators.

Accurate information which describes WSU’s educational programs, policies, and procedures, along with information about faculty credentials, is found in the WSU catalog which is published every two years. Updates are in the Course Bulletin and on the Web.

Its accurately discloses its standing with accrediting bodies with which it is affiliated.

The Winona State Catalog outlines the university’s affiliation with the North Central Association of Colleges and Universities.

24. It makes available upon request information that accurately describes its financial condition.

Financial information is published annually and distributed throughout campus. It is also available on the www at http://www.winona.msus.edu/billing/adminaff/fy_2001.htm
Basic Institutional Data Forms

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Prepare separate reports for each campus.
Please add Edition 7; December 1996 attachments and additional sheets wherever necessary.
Basic Institutional Data Form A

Enrollment Trends

Definitions

1. **Undergraduate** - This classification includes students enrolled in:
   - Bachelor's degree programs.
   - Associate degree programs.
   - Programs leading to one-, two- or three-year certificates or diplomas.
     Clearly numbered undergraduate courses taken without a specific credential as the goal.

2. **Graduate** - This classification includes those students who have attained bachelor's degrees or first professional degrees (in dentistry, law, medicine, theology, or veterinary medicine, etc.) and are enrolled in a master's, specialist, or doctoral degree program.

3. **Professional** - This classification includes students who have enrolled in a professional school or program which requires at least two or more academic years of previous college work for entrance and which requires a total of at least six academic years of college work for a degree; for example, students enrolled for a professional degree in one of the following fields: Dentistry (D.D.S.), Law (LL.B. or J.D.), Medicine (M.D.), Theology (M.Div.), Veterinary Medicine (D. V.M.), Chiropody or Podiatry (D.S.C. or D.P.), Chiropractic (D.C.), Optometry (O.D.) or Osteopathy (D.O.). All students in programs that require only four or five academic years of work (i.e., only four or five years beyond high school) for completion of the requirements for the degree should be reported as undergraduate. All students enrolled in work leading to a master's degree are to be reported as graduate even though the master's degree is required in some fields, such as Library Science and Social Work, for employment at the professional level.

4. **Full-Time** - Use the measure the institution commonly uses to define full time student count. Provide that formula on the top of the page.

5. **Part-Time** - Use the measure the institution commonly uses to define part time student count. Provide that formula on the top of the page.
If the institution does not distinguish between full-time and part-time students, use page 4 instead of part 3 for reporting of full-time equivalent student count. Provide the formula used to determine that count.

6. Other – Students who cannot be classified by level, including students enrolled in courses that do not lead to degrees.

Prepare separate reports for each campus.
Please add Edition 7; December 1996 attachments and additional sheets wherever necessary.
Basic Institutional Data Form A

Part 1 - Full-Time Enrollment (Headcount)

Opening Fall Enrollment for Current Academic Year
and Previous Two Years

Name of institution/campus reported: **Winona State University**

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<td>1838</td>
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<tr>
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<td></td>
</tr>
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<td>1196</td>
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<tr>
<td>Sophomore - Occupationally oriented (Definition 1-C)</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Master's</td>
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<td>93</td>
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</tr>
<tr>
<td>Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
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<td></td>
</tr>
<tr>
<td>Total Graduate</td>
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<td>117</td>
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<tr>
<td>Professional (by degree)</td>
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<tr>
<td><strong>Total Professional</strong></td>
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<tr>
<td><strong>Total All Levels</strong></td>
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<tr>
<td>Other</td>
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<td>148</td>
<td>163</td>
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Prepare separate reports for each campus.
Please add Edition 7; December 1996 attachments and additional sheets wherever necessary.
Basic Institutional Data Form A

**Part 2 - Part-Time Enrollment (Headcount)**

**Opening Fall Enrollment for Current Academic Year and Previous Two Years**

Name of institution/campus reported: **Winona State University**

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<tr>
<td><strong>UNDERGRADUATE</strong></td>
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<td></td>
</tr>
<tr>
<td>Freshman</td>
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<td></td>
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<tr>
<td>- Occupationally oriented (Definition 1-A &amp; B)</td>
<td>116</td>
<td>94</td>
<td>95</td>
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<tr>
<td>Freshman</td>
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<td>- Occupationally oriented (Definition 1-C)</td>
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<tr>
<td>Freshman</td>
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<td></td>
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<tr>
<td>- Undeclared (Definition 1-D)</td>
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<td>177</td>
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<td></td>
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<tr>
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<td>Sophomore</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Occupationally oriented (Definition 1-C)</td>
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<td>171</td>
</tr>
<tr>
<td>Sophomore</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>- Undeclared (Definition 1-D)</td>
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<td>362</td>
<td>281</td>
</tr>
<tr>
<td>Junior</td>
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<tr>
<td>Senior</td>
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<td>Total Undergraduate</td>
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<td><strong>GRADUATE</strong></td>
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<tr>
<td>Master's</td>
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<tr>
<td>Specialist</td>
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<tr>
<td>Doctoral</td>
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</tr>
<tr>
<td>Total Graduate</td>
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<td>362</td>
<td>281</td>
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<td>Total Professional</td>
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<td>Total All Levels</td>
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<tr>
<td>Other</td>
<td>373</td>
<td>404</td>
<td>383</td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus.
Please add Edition 7; December 1996 attachments and additional sheets wherever necessary.
Basic Institutional Data Forms

Basic Institutional Data Form A

Part 3 - Full-Time Equivalent Enrollment

Opening Fall FTE Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Winona State University

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<tbody>
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<td><strong>Undergraduate</strong></td>
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<tr>
<td><strong>Graduate</strong></td>
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</tr>
<tr>
<td><strong>Professional</strong></td>
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</tr>
<tr>
<td><strong>Unclassified</strong></td>
<td>178</td>
<td>246</td>
<td>257</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6151</td>
<td>6284</td>
<td>6700</td>
</tr>
</tbody>
</table>

Basic Institutional Data Form A

Part 4 - Other Significant Institutional Enrollments (e.g., non-credit, summer session, other)

Most Recent Sessions and Previous Two Years

Identify types of enrollment reported: Summer Session and Non Credit

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Undergraduate</td>
<td>346</td>
<td>359</td>
<td>354</td>
</tr>
<tr>
<td>Total Graduate</td>
<td>71</td>
<td>72</td>
<td>67</td>
</tr>
<tr>
<td>Total Professional</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Non-Credit Continuing Education Enrollments - (Headcount)</td>
<td>60</td>
<td>88</td>
<td>160</td>
</tr>
<tr>
<td>Total Non-Credit Remedial and Developmental Enrollments - (FTE)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Other</td>
<td>41</td>
<td>54</td>
<td>67</td>
</tr>
<tr>
<td>Total</td>
<td>518</td>
<td>573</td>
<td>648</td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus.
Please add Edition 7; December 1996 attachments and additional sheets wherever necessary.
Basic Institutional Data Form B

Part 1 - Student Admissions

Opening Fall Enrollment for Current Academic Year and Previous Two Years

Name of institution/campus reported: Winona State University

Provide as much of the following information as is available about applicants for admission in the current and previous two academic years. If exact figures cannot be supplied, careful estimates may be given. Students enrolled in a previous year should not be included as applicants in a subsequent year.

Open Admissions Institution? Yes No

<table>
<thead>
<tr>
<th></th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission to the freshman class</td>
<td>3082</td>
<td>3402</td>
<td>3808</td>
</tr>
<tr>
<td>Number of applicants accepted</td>
<td>2695</td>
<td>2975</td>
<td>3046</td>
</tr>
<tr>
<td>Number of freshman applicants actually enrolled</td>
<td>1344</td>
<td>1475</td>
<td>1471</td>
</tr>
<tr>
<td>Transfer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission with advanced standing (transfer)</td>
<td>767</td>
<td>774</td>
<td>734</td>
</tr>
<tr>
<td>Number of advanced-standing undergraduate applicants accepted</td>
<td>595</td>
<td>625</td>
<td>576</td>
</tr>
<tr>
<td>Number of advanced-standing undergraduate applicants actually enrolled</td>
<td>499</td>
<td>476</td>
<td>463</td>
</tr>
<tr>
<td>Master's</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission to master's program</td>
<td>293</td>
<td>146</td>
<td>176</td>
</tr>
<tr>
<td>Number of applicants accepted for a master's program</td>
<td>267</td>
<td>133</td>
<td>136</td>
</tr>
<tr>
<td>Number of applicants actually enrolled in master's programs</td>
<td>432</td>
<td>434</td>
<td>366</td>
</tr>
<tr>
<td>Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants with complete credentials for admission to specialist programs</td>
<td>18</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Number of applicants accepted for specialist programs</td>
<td>18</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Number of applicants actually enrolled in specialist programs</td>
<td>33</td>
<td>23</td>
<td>21</td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus.
Please add Edition 7; December 1996 attachments and additional sheets wherever necessary.
Basic Institutional Data Form B - Part 1 continued

Name of institution/campus reported: Winona State University

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of applicants with complete credentials for admission to doctoral programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants accepted for doctoral programs</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants actually enrolled in doctoral programs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of applicants with complete credentials for admission to professional programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants accepted for professional programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of applicants actually enrolled in professional programs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus. Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form B

**Part 2 - Ability Measures of Freshman**

Name of institution/campus reported: **Winona State University**  
Specify quarter/semester reported: **Fall 2000**

Are scores used or routinely collected? Yes  No

<table>
<thead>
<tr>
<th>A. Class Ranking of Entering Freshman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent in top 10% of high school class</td>
</tr>
<tr>
<td>Percent in top 25% of high school class</td>
</tr>
<tr>
<td>Percent in top 50% of high school class</td>
</tr>
<tr>
<td>Percent in top 75% of high school class</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. SAT Scores for Entering Freshman</th>
<th>Verbal</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class average SAT score</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Percent scoring above 500</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Percent scoring above 600</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Percent scoring above 700</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Mean ACT Scores for Entering Freshman</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td>Natural Sciences</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Other Tests Used for Admission or Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test name</td>
</tr>
<tr>
<td>Mean or composite</td>
</tr>
<tr>
<td>Range</td>
</tr>
</tbody>
</table>

Basic Institutional Data Form B

**Part 3 - Ability Measures of Entering Graduate Students**

(Report for last full academic year)

A. Graduate Record Examination  
   Range   N/A High ___ Low   
   (for total Graduate School excluding professional schools)

B. Miller Analogies Test  
   Range   N/A High ___ Low   
   (for total Graduate School excluding professional schools)

C. On a separate sheet, indicate other test data used for admission to professional programs.
Basic Institutional Data Forms

Basic Institutional Data Form B

Part 4 - Undergraduate Student Financial Aid
(Report for last full fiscal year)

Name of institution/campus reported: Winona State University

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>Total Amount</th>
<th># of Students Aided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>2,328,540</td>
<td>1245</td>
</tr>
<tr>
<td>Loans</td>
<td>13,080,275</td>
<td>2841</td>
</tr>
<tr>
<td>Employment</td>
<td>346,173</td>
<td>285</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>1,658,312</td>
<td>1085</td>
</tr>
<tr>
<td>Loans</td>
<td>3,270,310</td>
<td>973</td>
</tr>
<tr>
<td>Institutional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>1,275,491</td>
<td>894</td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>1,773,240</td>
<td>1226</td>
</tr>
<tr>
<td>From Other Sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>733,160</td>
<td>526</td>
</tr>
<tr>
<td>Loans</td>
<td>108,195</td>
<td>30</td>
</tr>
<tr>
<td>Unduplicated number of undergraduate students aided</td>
<td>3255</td>
<td></td>
</tr>
<tr>
<td>Number of students receiving institutional athletic assistance</td>
<td>171</td>
<td></td>
</tr>
<tr>
<td>Percentage of institutional aid for athletic assistance</td>
<td>13.8%</td>
<td></td>
</tr>
</tbody>
</table>

Part 5 - Graduate and Professional Student Financial Aid
(Report for last full fiscal year)

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>Total Amount</th>
<th># of Students Aided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td>1,090,761</td>
<td>225*</td>
</tr>
<tr>
<td>Employment</td>
<td>2696</td>
<td>1</td>
</tr>
<tr>
<td>State</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institutional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>30,977</td>
<td>19</td>
</tr>
<tr>
<td>Loans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>From Other Sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Scholarships</td>
<td>19,362</td>
<td>9</td>
</tr>
<tr>
<td>Loans</td>
<td>5160</td>
<td>1</td>
</tr>
<tr>
<td>Unduplicated number of undergraduate students aided</td>
<td>175</td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus.
Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form C

**Part 1 - Full-Time Instructional Staff and Faculty Information**

Name of institution/campus reported: **Winona State University**

Specify quarter/semester reported: **Fall 2000**

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all non-professional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th></th>
<th>Distribution by Sex</th>
<th>Distribution by Race</th>
<th>Distribution by Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td>Professor</td>
<td>101</td>
<td>43</td>
<td>129</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>29</td>
<td>39</td>
<td>63</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>41</td>
<td>41</td>
<td>76</td>
</tr>
<tr>
<td>Instructor</td>
<td>9</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>Teaching Assistants &amp;</td>
<td>2</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>other Teaching Personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff</td>
<td>1</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Research Assistants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Instructional Staff added for current academic year</td>
<td>12</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Number of Instructional Staff employed in previous academic year, but not reemployed for current academic year</td>
<td>14</td>
<td>12</td>
<td>25</td>
</tr>
</tbody>
</table>

Prepare separate report for each campus.
Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form C

**Part 1 continued- Full-Time Instructional Staff and Faculty Information**

Name of institution/campus reported: **Winona State University**

Specify quarter/semester reported: **Fall 2000**

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all non-professional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th>Highest Degree Earned</th>
<th>Diploma, Certificate, or None</th>
<th>Associate</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Specialist</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>1</td>
<td>11</td>
<td>6</td>
<td>126</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td>25</td>
<td>1</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>2</td>
<td>33</td>
<td>1</td>
<td>46</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td>2</td>
<td>21</td>
<td></td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Assistants &amp; Other Teaching Peers</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff &amp; Research Assistants</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Instructional Staff added for current academic year</td>
<td>3</td>
<td>13</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of Instructional Staff Employed in previous academic year, but not reemployed for current academic year</td>
<td>3</td>
<td>1</td>
<td>12</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Part 2 - Salaries of Full-Time Instructional Staff and Faculty

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>High</td>
</tr>
<tr>
<td>Professor</td>
<td>59,528</td>
<td>83,923</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>48,326</td>
<td>69,439</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>39,381</td>
<td>63,164</td>
</tr>
<tr>
<td>Instructor</td>
<td>30,118</td>
<td>45,340</td>
</tr>
<tr>
<td>Teaching Assistants &amp; other</td>
<td>3,511</td>
<td>5,000</td>
</tr>
<tr>
<td>Teaching Peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistants</td>
<td>4362</td>
<td>12,000</td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus.  
Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form C

Part 3 - Part-Time Instructional Staff and Faculty Information

Name of institution/campus reported: Winona State University

Specify quarter/semester reported:

Include only personnel with professional status who are primarily assigned to resident instruction and departmental or organized research. Exclude all non-professional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th>Distribution by Sex</th>
<th>Distribution by Race</th>
<th>Distribution by Age Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>White</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Assistants &amp; other Teaching Peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff &amp; Research Assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td>13</td>
<td>25</td>
</tr>
</tbody>
</table>

Number of Instructional Staff added for current academic year

Number of Instructional Staff employed in previous academic year, but not reemployed for current academic year

Prepare separate report for each campus.
Please add attachments and additional sheets wherever necessary.
**Basic Institutional Data Forms**

Basic Institutional Data Form C

**Part 3 continued- Part-Time Instructional Staff and Faculty Information**

Name of institution/campus reported: **Winona State University**

Specify quarter/semester reported:

Include only personnel with professional status who are primarily assigned to **resident instruction and departmental or organized research**. Exclude all non-professional personnel and those professional personnel whose primary function is not residential instruction, departmental research or organized research.

<table>
<thead>
<tr>
<th>Highest Degree Earned</th>
<th>Diploma, Certificate, or None</th>
<th>Associate</th>
<th>Bachelor's</th>
<th>Master's</th>
<th>Specialist</th>
<th>Doctoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Assistants &amp; other Teaching Peers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff &amp; Research Assistants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td>20</td>
<td>12</td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Number of Instructional Staff added for current academic year

Number of Instructional Staff Employed in previous academic year, but not reemployed for current academic year
Basic Institutional Data Forms

Part 2 - Salaries of Full-Time Instructional Staff and Faculty

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>High</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Assistants &amp; Other Teaching Personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Staff and Research Assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undesignated Rank</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus.
Please add attachments and additional sheets wherever necessary.
**Basic Institutional Data Forms**

Basic Institutional Data Form D

**Library/Learning Resource Center**
Report for current year and previous two years - Estimate if necessary (identify estimates)

**Name of Institution reported:** **Winona State University**

Do you have specialized libraries not included in this data. Yes      No
If you do, please identify these specialized libraries or collections on a separate page.

<table>
<thead>
<tr>
<th>A. Use and Service</th>
<th>Two Years Prior</th>
<th>One Year Prior</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total use of the collection (number of books or other materials circulated annually)</td>
<td>42,065</td>
<td>39,002</td>
<td>44,914</td>
</tr>
<tr>
<td>Total circulation to students</td>
<td>36,248</td>
<td>32,660</td>
<td>36,227</td>
</tr>
<tr>
<td>Per capita student use (circulation to students divided by the number of enrolled students)</td>
<td>6.05</td>
<td>5.47</td>
<td>5.89</td>
</tr>
<tr>
<td>Total circulation to faculty</td>
<td>2472</td>
<td>3458</td>
<td>4217</td>
</tr>
<tr>
<td>Per capita faculty use (circulation to faculty divided by number of FTE faculty)</td>
<td>10.3</td>
<td>13.8</td>
<td>16.4</td>
</tr>
<tr>
<td><strong>Total Circulation to Community Users</strong></td>
<td>8744</td>
<td>10,097</td>
<td>10,103</td>
</tr>
<tr>
<td>Number of items borrowed from other libraries via interlibrary loan</td>
<td>3625</td>
<td>2882</td>
<td>3529</td>
</tr>
<tr>
<td>Number of items lent to other libraries via interlibrary loan</td>
<td>92</td>
<td>92</td>
<td>92</td>
</tr>
<tr>
<td><strong>On-line electronic database searches (usually mediated by library staff)</strong></td>
<td>See Addendum B</td>
<td>See Addendum B</td>
<td>See Addendum B</td>
</tr>
<tr>
<td>Total Library staff presentations to groups/classes</td>
<td>193</td>
<td>167</td>
<td>237</td>
</tr>
<tr>
<td>Tours and one-time presentations</td>
<td>48</td>
<td>49</td>
<td>64</td>
</tr>
<tr>
<td>Hands-on instruction for using electronic databases</td>
<td>145</td>
<td>108</td>
<td>162</td>
</tr>
<tr>
<td>Hands-on instruction for Internet searching</td>
<td>20</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>Semester-length bibliographical instruction</td>
<td>20</td>
<td>10</td>
<td>8</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>B. Collections</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of different titles in collection</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Books and other printed materials</td>
<td>158,067</td>
<td>161,709</td>
<td>163,095</td>
</tr>
<tr>
<td>Print serials/periodicals</td>
<td>2881</td>
<td>2859</td>
<td>2871</td>
</tr>
<tr>
<td>Electronic serials/periodicals</td>
<td></td>
<td></td>
<td>973</td>
</tr>
<tr>
<td>Other electronic materials (except serials/periodicals)</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Microforms</td>
<td>1167</td>
<td>1834</td>
<td>1846</td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus.
Please add attachments and additional sheets wherever necessary.
Name of institution/site reported: **Winona State University**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-print materials (e.g. films, tapes, CDs)</td>
<td>11,325</td>
<td>12,440</td>
<td>13,048</td>
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<tr>
<td>Government documents not reported elsewhere</td>
<td></td>
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</tr>
<tr>
<td>Computer software</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of subscribed/purchased electronic on-line databases</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of CD-ROM databases available for searches by students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of subscriptions to scholarly journals</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Number of FTE professional staff</td>
<td>9.00</td>
<td>9.00</td>
<td>9.00</td>
</tr>
<tr>
<td>Number of FTE non-professional staff</td>
<td>8.00</td>
<td>8.00</td>
<td>8.00</td>
</tr>
<tr>
<td>Number of FTE student staff</td>
<td>7.53</td>
<td>12.23</td>
<td>9.95</td>
</tr>
<tr>
<td>Number of other FTE staff (please explain on attached sheet)</td>
<td>24.53</td>
<td>29.23</td>
<td>26.95</td>
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<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Seating ratio (number of seats divided by student headcount enrollment)</td>
<td>14:1</td>
<td>14:1</td>
<td>13:1</td>
</tr>
<tr>
<td>Number of publicly accessible computers</td>
<td>20</td>
<td>20</td>
<td>61</td>
</tr>
<tr>
<td>Estimated linear shelving space remaining for expansion</td>
<td></td>
<td></td>
<td>20,040</td>
</tr>
<tr>
<td>Estimated linear feet of materials stored off-site</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>For staff (exclude fringe benefits):</td>
<td>552,056</td>
<td>606,182</td>
<td>534,822</td>
</tr>
<tr>
<td>Total professional staff salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total non-professional staff salaries</td>
<td>251,641</td>
<td>256,282</td>
<td>278,701</td>
</tr>
<tr>
<td>Total student staff salaries</td>
<td>90,621</td>
<td>82,582</td>
<td>93,304</td>
</tr>
<tr>
<td>For collection</td>
<td>49,237</td>
<td>266,194</td>
<td>139,425</td>
</tr>
<tr>
<td>Books/other printed materials</td>
<td>254,368</td>
<td>334,682</td>
<td>278,701</td>
</tr>
<tr>
<td>Print serials/periodicals</td>
<td>16,630</td>
<td>17,600</td>
<td>19,492</td>
</tr>
<tr>
<td>Microfilms</td>
<td>10,122</td>
<td>38,866</td>
<td>25,345</td>
</tr>
<tr>
<td>Non-print materials (e.g., films, tapes, CDs)</td>
<td>14,569</td>
<td>1677</td>
<td>29,920</td>
</tr>
<tr>
<td>Government documents not reported elsewhere</td>
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<td></td>
<td></td>
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<tr>
<td>Computer software</td>
<td></td>
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</tbody>
</table>
Basic Institutional Data Form D

Library/Learning Resource Center (continued)

Name of institution/site reported: Winona State University

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>E. Expenditures</strong> (continued)</td>
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</tr>
<tr>
<td>Access and other services</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Interlibrary loan</td>
<td>5132</td>
<td>11,242</td>
<td>7146</td>
</tr>
<tr>
<td>Online database searches</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Network membership</td>
<td>11,000</td>
<td>11,000</td>
<td>14,105</td>
</tr>
<tr>
<td>Binding, preservation, and restoration</td>
<td>14,306</td>
<td>16,697</td>
<td>18,462</td>
</tr>
<tr>
<td>Production of materials (on- or off-site)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other equipment and furniture purchase/replacement</td>
<td>8960</td>
<td>36,045</td>
<td>48,519</td>
</tr>
<tr>
<td>Other operating expenses (excluding capital outlay)</td>
<td>21,390</td>
<td>32,744</td>
<td>34,641</td>
</tr>
<tr>
<td><strong>Total library expenses</strong></td>
<td>405,714</td>
<td>766,747</td>
<td>655,578</td>
</tr>
<tr>
<td><strong>F. Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Output measures</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Does the library attempt to measure/record patron visits to the library?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the library attempt to measure/record reference questions answered?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the library attempt to measure/record user satisfaction?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the library attempt to measure/record in-library use of other resources?</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Agreements and policies:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there formal, written agreements to share library resources with other institutions?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there formal, written consortorial agreements for statewide or regional use of library materials?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there formal, written agreements allowing the institution's students to use other institutions' libraries?</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus.
Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form E

Institutional Computing Resources

Report for Current Academic Year

Name of institution/site reported: Winona State University

Worldwide Web (WWW) URL address: www.winona.msus.edu

<table>
<thead>
<tr>
<th>A. Organization, Planning, and Policies</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designated administrator(s) for institutional computing?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Designated administrator(s) for Administrative computing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designated administrator(s) for Academic computing?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Centralized computing services?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Formal, written, and approved technology plan?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Technology plan linked to institutional mission and purposes?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Computing resources included in institutional strategic plan?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Policies on the purchase, replacement, and repair of hardware?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Policies on the purchase and updating of software?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Institutional computing responsible/ethical use policy?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Institutional policies that include institutional computer issues?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Institutional policies that include administrative computing issues?</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Institutional policies that include academic computing issues?</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

B. Facilities

| Institutional network backbone? | X   |    |
| Computer labs networked? | X   |    |
| Classrooms functionally networked? | X   |    |
| Multi-media computers in labs? | X   |    |
| Administrative offices networked? | X   |    |
| Academic offices networked? | X   |    |
| Residence halls wired? | X   |    |

Number of non-networked computer labs:
Total number of stations: 375
Number of networked labs: 19
Total number of stations: 375
Type of access? Wired through network X Wired Ports X Remote dial-up access X Personal computers X Internet X Slip/ppp connection to WWW X

Prepare separate reports for each campus.
Please add attachments and additional sheets wherever necessary.
### Basic Institutional Data Forms

#### Functions: Administrative (Place checks where appropriate)

<table>
<thead>
<tr>
<th>Access Available To:</th>
<th>Students</th>
<th>Faculty</th>
<th>Staff</th>
<th>Administrators</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Activity Calendar</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>College Catalog</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Class Schedule</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>On-line Registration</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student Academic Record</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Via:**
- Direct Access
- Remote Access
- Modem
- WWW

#### D. Functions: Academic

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computers in all full-time faculty offices?</td>
<td>X</td>
</tr>
<tr>
<td>Computers in full-time faculty offices networked?</td>
<td>X</td>
</tr>
<tr>
<td>All part-time faculty have access to computers?</td>
<td>X</td>
</tr>
<tr>
<td>All divisional/departmental offices networked?</td>
<td>X</td>
</tr>
<tr>
<td>All students required to have computers?</td>
<td>X</td>
</tr>
<tr>
<td>Internet access available from all faculty offices?</td>
<td>X</td>
</tr>
<tr>
<td>Library access available from all faculty offices?</td>
<td>X</td>
</tr>
<tr>
<td>If YES, is access available to the institution's library(ies)?</td>
<td>X</td>
</tr>
<tr>
<td>If YES, is access available to the state-wide or region-wide library system?</td>
<td>X</td>
</tr>
<tr>
<td>If YES, is access available to other libraries?</td>
<td>X</td>
</tr>
<tr>
<td>Library access available from all classrooms?</td>
<td>X</td>
</tr>
<tr>
<td>Computers integrated into instruction?</td>
<td>X</td>
</tr>
<tr>
<td>Off-campus access?</td>
<td>X</td>
</tr>
<tr>
<td>If YES, is off-campus access available by the institutional network?</td>
<td>X</td>
</tr>
<tr>
<td>If YES, is off-campus access available by the academic network?</td>
<td>X</td>
</tr>
<tr>
<td>If YES, is off-campus access available by the Internet?</td>
<td>X</td>
</tr>
<tr>
<td>If NO, plans to provide off-campus access within three years?</td>
<td>X</td>
</tr>
<tr>
<td>Courses on Internet?</td>
<td>X</td>
</tr>
<tr>
<td>Interactive courses in real-time (i.e., 2-way video and voice?)</td>
<td>X</td>
</tr>
</tbody>
</table>

**E-mail:**
- Intra-institution?  X Yes  No
- Inter-institution?  X Yes  No

Prepare separate reports for each campus.

Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Forms

Basic Institutional Data Form E - Continued

E. Support and Training
Number of FTE technical staff: 30
Number of programmers: 3
Number of FTE training staff: 3
Integrated with Human Resources unit? No
Name and Title of designated educational specialist?

F. Finances/Budget for Computing (Current Fiscal Year)
Total Annual Academic Outlay, Operating Funds: __________________________
Total Annual Administrative Outlay, Operating Funds: 768,000
Capital funds available: Academic
Capital funds available: Administrative
Amount of grants/restricted purpose funds available: 369,000
Technology fee assessed? (Y/N) YES
If YES, amount per academic year? YES 390,000

G. Evaluation

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal system of evaluation by students of academic computing?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Formal system of evaluation by students of administrative computing?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Formal system of evaluation by faculty of academic computing?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Formal system of evaluation by faculty of administrative computing?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Systems of evaluation linked to plan to evaluate overall institutional effectiveness?</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Results of evaluation linked to institutional planning and budgeting processes?</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus.
Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form F

Certificate, Diploma and Degree Programs
Previous Three Years

Name of institution/site reported: **Winona State University**

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>AA</td>
<td>GEN</td>
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<td>BA</td>
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<td>Individualized Study-Gen</td>
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<td>BA</td>
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<td>BA</td>
<td>Political Science</td>
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<td>BA</td>
<td>Professional Studies</td>
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<td>BA</td>
<td>Psychology</td>
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<td>Sociology</td>
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<td>51</td>
<td>72</td>
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<tr>
<td>BA</td>
<td>SPAN</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA</td>
<td>Theatre</td>
<td>5</td>
<td>3</td>
<td>2</td>
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</tr>
<tr>
<td>BS</td>
<td>Accounting</td>
<td>54</td>
<td>42</td>
<td>34</td>
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<tr>
<td>BS</td>
<td>Admin Info Sys Mgmt</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>BS</td>
<td>Business Administration</td>
<td>91</td>
<td>64</td>
<td>74</td>
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<tr>
<td>BS</td>
<td>Biology</td>
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<tr>
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<td>7</td>
<td>2</td>
<td>5</td>
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<td>Composite Mat. Eng.</td>
<td>28</td>
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<td>20</td>
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<tr>
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<td>BS</td>
<td>Cytotechnology</td>
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<td>Finance</td>
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<td>Geoscience</td>
<td>8</td>
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Basic Institutional Data Form F

Certificate, Diploma and Degree Programs
Previous Three Years

Name of institution/site reported: Winona State University

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

<table>
<thead>
<tr>
<th>Diploma, Certificate, or None</th>
<th>Curriculum or Major</th>
<th>Graduates in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS Health Science Admin</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>BS Human Resources Mgmt</td>
<td>18</td>
<td>16</td>
</tr>
<tr>
<td>BS Medical Technology</td>
<td>16</td>
<td>29</td>
</tr>
<tr>
<td>BS Mgmt. Information</td>
<td>50</td>
<td>40</td>
</tr>
<tr>
<td>BS Mgmt. Information</td>
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<tr>
<td>BS Music</td>
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<tr>
<td>BS Nursing</td>
<td>121</td>
<td>129</td>
</tr>
<tr>
<td>BS Paralegal</td>
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<td>22</td>
</tr>
<tr>
<td>BS Physics</td>
<td>14</td>
<td>8</td>
</tr>
<tr>
<td>BS Production &amp; Oper. Mgmt</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>BS Public Administration</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>BS Recreation</td>
<td>23</td>
<td>33</td>
</tr>
<tr>
<td>BS School &amp; Comm Hlth Educ</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>BS Sociology/Criminal Justice</td>
<td>71</td>
<td>51</td>
</tr>
<tr>
<td>BS Social Work</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td>BT Art</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>BT Biology Life Science</td>
<td>5</td>
<td>7</td>
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<td>BT Business Education</td>
<td>8</td>
<td>5</td>
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<tr>
<td>BT Speech-Theatre Arts</td>
<td>1</td>
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<td>BT Chemistry-Physical Sci</td>
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<td>BT Elementary Education</td>
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<td>BT Earth Science</td>
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<td>BT French</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>BT German</td>
<td>2</td>
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<tr>
<td>BT Middle School Science</td>
<td></td>
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<tr>
<td>BT Mathematics</td>
<td>7</td>
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</tbody>
</table>
Basic Institutional Data Form F

Certificate, Diploma and Degree Programs
Previous Three Years

Name of institution/site reported: Winona State University

Certificates, diplomas and degrees offered by the institution; curricula or areas of concentration leading to each certificate, diploma and/or degree; number of students graduates in the past three years. Include all fields or subjects in which a curriculum is offered. If degree programs were not in effect during one or more of the years, please so indicate. The report form may be duplicated if additional space is needed.

<table>
<thead>
<tr>
<th>Diploma, Certificate, or None</th>
<th>Curriculum or Major</th>
<th>Graduates in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>BT Music</td>
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<tr>
<td>BT Physical Education</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>BT Physics: Physical Science</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>BT Schl &amp; Community Hlth Educ</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>BT Spanish</td>
<td></td>
<td>3</td>
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<tr>
<td>BT Special Education</td>
<td></td>
<td>35</td>
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<tr>
<td>BT Social Science History</td>
<td></td>
<td>9</td>
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<tr>
<td>MA English</td>
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<tr>
<td>MBA BA</td>
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<td>13</td>
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<tr>
<td>MS Counselor Ed</td>
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<td>27</td>
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<tr>
<td>MS ED</td>
<td></td>
<td>175</td>
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<tr>
<td>MS Ed Leadership</td>
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<td>11</td>
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<tr>
<td>MS NURS</td>
<td></td>
<td>33</td>
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<tr>
<td>MS PE</td>
<td></td>
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<td>MS SPED</td>
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<tr>
<td>MS TRDV</td>
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<td>SPEC Ed Leadership</td>
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<td>1</td>
</tr>
<tr>
<td>6 YR Ed Leadership</td>
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<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus.
Please add attachments and additional sheets wherever necessary.
Basic Institutional Data Form G

Intercollegiate Athletics

Name of institution/campus reported: **Winona State University**

Intercollegiate athletic programs (as opposed to intramural and/or physical education programs) involve: a) formal agreements (association, league) to compete with other institutions; b) student athletes identified as members of a particular team; and c) professional staff.

Provide the name(s) of the intercollegiate athletic associations in which the institution holds membership and the level of membership: **NCAA II, Northern Sun Intercollegiate Conference.**

<table>
<thead>
<tr>
<th>Name of Sport</th>
<th># of Students Participating in Intercollegiate Athletic Programs</th>
<th># of Athletic Scholarships</th>
<th>Mean Amount of Scholarship</th>
<th># of Scholarship Students Completing Degrees</th>
<th># of Staff (Use FTE)</th>
<th>Operating Budget for Intercollegiate Athletic Programs (List current last year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>10</td>
<td>42</td>
<td>400</td>
<td></td>
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<tr>
<td>Basketball</td>
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<td>13</td>
<td>15</td>
<td>2467</td>
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<td>92</td>
<td>867</td>
<td></td>
<td></td>
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<tr>
<td>Golf</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>1</td>
<td>500</td>
<td>368</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>5</td>
<td>11</td>
<td>1</td>
<td>11</td>
<td>500</td>
<td>368</td>
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<tr>
<td>Soccer</td>
<td>14</td>
<td>26</td>
<td>400</td>
<td></td>
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</tr>
<tr>
<td>Softball</td>
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<td>31</td>
<td>0</td>
<td>4</td>
<td>0</td>
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<tr>
<td>Tennis</td>
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<td>8</td>
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<td>2</td>
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<td>CC/Track</td>
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<td>Vollyball</td>
<td>11</td>
<td>16</td>
<td>2000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Prepare separate reports for each campus.
Please add attachments and additional sheets wherever necessary.
April 28, 1999

Dr. Rudolfo Garcia Z.
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, Illinois 60602-2504

Dear Dr. Garcia:

Following considerable campus discussion, Winona State University would like to propose a “Special Emphases” accreditation self study focusing on the Seven Principles for Good Practice in Undergraduate Education. Winona State has been actively involved in promoting Principles for Good Practice over the past 10 years, and we feel that a self study emphasizing the Principles would be both beneficial to the university as well as allow us to demonstrate our compliance with the NCA criteria in a unique, meaningful manner.

There are several considerations which we have taken into account in making this proposal.

First, Winona State meets the criteria for consideration of a Special Emphases self study as outlined in the NCA Handbook of Accreditation. WSU has been continuously accredited by the North Central Association of State Colleges and Universities since 1913 with our last accreditation visit being in 1991. We have an ongoing program of evaluation and institutional research based upon our Leadership Emphases which support the NCA criteria for accreditation. Our assessment plan, submitted in 1995, was accepted by NCA and we have been implementing that plan.

Second, Winona State has a long and demonstrable history with the Principles. The Seven Principles for Good Practice have been the pedagogical model for the campus for both undergraduate and graduate education since their adoption by the faculty in 1991. These Principles are part of our Long Range Plan, our Mission Statement, and our recruiting materials. In addition, Principles also influence our facilities plan, technology plan, and faculty development programming.

Third, the proposal that follows was developed by the NCA Steering Committee and approved by the President, the Long Range Planning and Assessment Committee, Deans’ Council, Student Services and both Faculty and Student Senates. All of these areas will be involved in the self study. We view the Seven Principles for Good Practice as not just a classroom model but a cultural value
Approval for Special Emphases Self Study

which permeates every aspect of the university, from the first year experience
course through graduate school, from residence life to health services.

Fourth, a Special Emphases self study on the Seven Principles will afford us the
opportunity to critically assess and refine our efforts to implement and facilitate
the Principles across campus in an effort to maximize student academic
achievement.

Finally, this Special Emphases self study will allow Winona State University to
demonstrate the linkages between a number of our planning and assessment
initiatives to demonstrate the degree to which we meet the NCA criteria in a
meaningful manner.

In proposing this self study, Winona State University agrees to:

1. Conduct a campus-wide self study focusing on the Seven Principles for
   Good Practice using the timelines already established for our April-May
   2001 visit.

2. Compile an evaluative self study on our campus-wide implementation of
   the Principles following this outline:

   I. Introduction

   II. Response to Concerns Expressed in the Previous Study
       A. General Education
       B. Planning
       C. Research and Scholarly Activity
       D. Library
       E. Graduate Education
       F. Budget cuts

   III. Changes at WSU since 1991

   IV. Rationale for the Special Emphases Self Study

   V. The Self Study Report:

       For each of the Seven Principles (faculty/student interaction, active
       learning, cooperative learning, time on task, prompt feedback, high
       expectations, respect for diverse talents and ways of learning):
       A. The question of Integrity (criterion 5). Winona State University
        features the Seven Principles for Good Practice in its Mission
        Statement, faculty development program, and recruiting materials. This
        section will critically review the degree to which we are facilitating/
        implementing that principle.
Approval for Special Emphases Self Study

B. The question of Resources and Organization (criterion 2). This section will review how we are organized to facilitate/implement that principle.

C. The question of Planning (criterion 4). This section will address how WSU's planning model (our Leadership emphases) address the practice of that principle.

D. The question of Achievement (criterion 3). This section will address how WSU's implementation of the Seven Principles for Good Practice are assisting us in accomplishing our goals of student success and student satisfaction through that principle. (a more complete outline of section V appears at http://phil.winona.msus.edu/atools/ncaspropal.htm)

VI. Summary and Request for Reaccreditation

3. Work closely with the Commission in the development of the self study and share related information with other institutions as requested and as appropriate

4. Plan the visit with the liaison and the team to ensure that consultation is a prominent role for each visiting team member.

5. Use the consultant/evaluator's report as an agenda for further faculty development, planning, and assessment initiatives which we will monitor and report to the Commission as may be deemed important, necessary or appropriate.

In proposing this self study, we request that the Commission allow Winona State to recommend up to three members of the visiting team based upon individuals' specific knowledge of the Seven Principles. We also propose this self study with the understanding that for this special visit the Commission and Winona State University will share responsibility for preparing or training (as necessary) the team on the Seven Principles for Good Practice.

Winona State University believes that the opportunity to conduct a Special Emphases self study focusing on the Seven Principles for Good Practice represents an exciting opportunity for us to grow and develop as a campus committed to promoting student learning while at the same time affirming the Commission's criteria for accreditation. We respectfully request approval of this proposal.

Sincerely,

[Signature]

Darrell W. Krueger, President
22 June 1999

Dr. Darrell Krueger, President
Winona State University
Winona, MN  55987

Dear Dr. Krueger:

I am pleased to respond to your letter of April 28, 1999. Please excuse me for not getting back to you earlier.

Your proposal to do a special emphasis self-study for the comprehensive visit scheduled for April 1999 is appropriate and promising. It articulates quite well much of what I have come to learn about Winona State University’s pedagogical model through the many conversations I have enjoyed with Dr. Susan Hatfield. The most persuasive aspect of your proposal, as I read it, is that the design flows organically from ongoing practice at Winona State. I have enough of a sense of your plans and the commitments you are making to approve the proposal.

It is important that we continue the conversations so that we may move toward a refined plan that fleshes out two matters: the way in which a “pedagogical model” can successfully cover those “patterns of evidence” that are not obviously “pedagogical”, such as administration and governance, and to define how your “ongoing program of evaluation and institutional research” is associated with the “pedagogy”. I am confident that this fleshing out, or building this into your planning, would develop easily from your self-study activity, and I do not pose these as conditions for this approval. Actually, I would hope that defining these connections or making these clarifications are actually “between the lines” of the proposal or somewhere embedded in the design.

Through this approval, I also agree to the commitments you ask from North Central regarding team composition and collaborative preparation of the team. I would guess that we could go with a team of 6 to 8 people that would include two or three people that you nominate, or that you would agree brought the expertise and experience you seek. These two or three people would not need to be from the consultant-evaluator corps.

I am available to discuss this letter or your proposal as necessary at your convenience. But, mainly, I would encourage you to proceed and bring us in as you consider it helpful or appropriate.

Sincerely,

Rodolfo Garcia Z., Associate Director

C. Steven D. Crow, Executive Director; NCA/CIHE
NCA Steering Committee

Chuck Bentley  Student Services
Lee Gray  Graduate Education / Education Leadership
Susan Hatfield  Assessment, Self Study Coordinator
Tim Hatfield  Education
Peter Henderson  Dean of Liberal Arts
J. Paul Johnson  Liberal Arts, Chair of the NCA Writing Team
Vernon Leighton  Library
Theresa Waterbury  Institutional Research
Fred Otto  Science
Troy Paine  Liberal Arts
Linda Seppanen  Nursing
http://www.winona.msus.edu/air/nca2001/otherairFiles/countdown.htm

April 1998  Steering Committee appointed, Members attend NCA conference, steering committee chair meets with Dr. Garcia

5/98     Study and analysis of NCA criteria, review of other self studies, review of information from NCA meeting, pilot Seven Principles web based Faculty Inventory

6/98     Preparation for Leadership Retreat, Excluded Manager's Retreat on Leadership Emphases

7/98     Seven Principles Report on Faculty Use of the Principles

8/98     Leadership Retreat


10/98    Formulate request for information from departments, programs and units; Mission draft to constituency groups

11/98    Mission approved by constituency groups, work on format for data collection. Data on Leadership Emphases to Long Range Planning & Assessment sub committees.

12/98    Mission to MnSCU board (postponed)

January 1999  Mission approved by MnSCU board. Meet with deans to discuss request for information. Second meeting with Dr. Garcia.

2/99     Consideration of Seven Principles Special Emphases self study by NCA Steering Committee and Long Range Planning and Assessment

3/99     Draft of special emphases proposal and requests for information from departments, programs, units, areas. Meet with constituency groups.

4/99     Assessment Day. Continue to meet with constituency groups. Special Emphases prospectus to Dr. Garcia. Preview request for information to departments, programs, units.
## Self Study Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5/99</td>
<td>Process Data from Assessment Day</td>
</tr>
<tr>
<td>6/99</td>
<td>Process Data from Assessment Day</td>
</tr>
<tr>
<td>7/99</td>
<td>Process Data from Assessment Day</td>
</tr>
<tr>
<td>8/99</td>
<td>Leadership Retreat, focusing on Assessment Day Data and NCA Request for Information.</td>
</tr>
<tr>
<td>9/99</td>
<td>Request for information from departments, programs and units to area and college task forces.</td>
</tr>
<tr>
<td>10/99</td>
<td>Title III Grant Awarded. Departments complete self studies. Consult with Departments and Colleges as requested.</td>
</tr>
<tr>
<td>11/99</td>
<td>Departments complete self studies. Consult with Departments and Colleges as requested.</td>
</tr>
<tr>
<td>12/99</td>
<td>Departments complete self studies. Consult with Departments and Colleges as requested.</td>
</tr>
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<td>January 2000</td>
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<td>2/00</td>
<td>Departments complete self studies. Consult with Departments and Colleges as requested.</td>
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<td>3/00</td>
<td>College and Area reports are written by College and Area NCA Task Forces.</td>
</tr>
<tr>
<td>4/00</td>
<td>Assessment Day. College and Area reports are written by College and Area NCA Task Forces.</td>
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<td>5/00</td>
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<td>6/00</td>
<td>College and Area reports are written by College and Area NCA Task Forces.</td>
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<tr>
<td>7/00</td>
<td>College and Area reports are consolidated for drafting Self Study</td>
</tr>
<tr>
<td>8/00</td>
<td>Leadership Retreat. Steering Committee begins writing Draft of Self Study</td>
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<tr>
<td>9/00</td>
<td>Steering Committee drafts Self Study</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------------------------------------</td>
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<tr>
<td>10/00</td>
<td>Steering Committee drafts Self Study</td>
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<td>Steering Committee drafts Self Study</td>
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<td>12/00</td>
<td>Steering Committee drafts Self Study</td>
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<tr>
<td>January 2001</td>
<td>Development of Self Study WWW Page</td>
</tr>
<tr>
<td>2/01</td>
<td>Assessment Day. Self Study to Constituency Groups. Self Study Approved.</td>
</tr>
<tr>
<td>3/01</td>
<td>Development of Resource Room</td>
</tr>
<tr>
<td>4/01</td>
<td>Kick Off luncheon for Creation of Resource Room</td>
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<td>5/01</td>
<td>Self Study to Printer</td>
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<td>6/01</td>
<td>Self Study to Reviewers</td>
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<tr>
<td>7/01</td>
<td>Organize Resources</td>
</tr>
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<td>8/01</td>
<td>Organize Resources, Details of Visit.</td>
</tr>
<tr>
<td>9/01</td>
<td>Accreditation Visit!</td>
</tr>
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</table>
Winona State's interest in quality enhancement and assessment began in the fall of 1988 with the new charge to the Strategic Planning Committee to develop a comprehensive, proactive long range plan for the university. With the appointment of President Darrell Krueger in the Spring of 1989, Winona State began to explore the quality and assessment movement with a series of faculty and staff workshops and seminars on assessment-related topics. Soon after, the Outcomes, Processes and Indicators Committee (OPIC) was formed and began work on a document outlining expectations for faculty, staff, administrators and students. The Expectations document was endorsed by all constituency groups.

The Outcomes, Processes and Indicators Committee also developed a quality enhancement model for analyzing indicators of effectiveness within the context of the learning environment at three levels (institutional, program, and students), the resources needed at each level, and the desired outcomes.

During this time, the Long Range Planning Committee was working on its plan for the university which included visions and goals for incoming students, graduating students, curriculum, facilities and space, faculty, staff and administration, graduate students, the Rochester campus, student development, relationship with surrounding communities, and national image. The systemic approach to academic quality evidenced in the long range plan is clear evidence that WSU’s approach to educational quality is more than simply enforcing rigorous academic standards. It is an all-inclusive program encompassing not just the educational outcomes but the processes involved in educating students. The Long Range Plan was accepted by the constituency groups in Spring, 1992.

Also in the Spring of 1992, the Outcomes, Processes and Indicators Committee (OPIC) began formulation of a set of indicators measuring the progress toward the achievement of the goals outlined in the long range plan. The indicators were reviewed by a faculty committee that developed WSU’s Academic Quality Assurance and Assessment Plan, which the university then adopted. This plan identified over 250 ‘input,’ ‘process,’ and ‘outcome’ indicators of educational quality.

In 1994, work began to identify the “key” indicators from the list identified in the Quality Assurance and Assessment Plan. This short list of key indicators formed the basis of Winona State University’s NCA Assessment Plan, which was submitted in June of 1995. The plan was accepted with praise from the NCA reviewers.
Assessment at Winona State University

In 1997, the Chancellor of MnSCU announced system-level Strategic Initiatives:

**Academic Accountability**
To provide academic accountability to the people we serve by measuring student achievement in all areas of learning in technical and career education in the liberal arts, general education, and continuing education.

**Skill-Based Transfer**
To ease student mobility between institutions and among educational programs through skill-based transfer between two-year and four-year institutions, and between two-year and two-year institutions in the liberal arts, career education and general education.

**Career Education**
To rethink career education to ensure that students get the general education and technical skills and competencies they need for a lifetime of careers—not just a first job—from job training through masters programs embracing K-12, school-to-work and job skills development.

**Electronic Education**
To ensure that electronic education becomes a core element of MnSCU to enhance teaching and learning while connecting students, schools, colleges and universities, business and communities.

**Program and Service Alignment**
To align MnSCU’s programs and services with the needs of communities and businesses.

**MnSCU / K-12 Partnership**
To strengthen the partnership between MnSCU and K-12 education by pursuing a system wide effort
- to improve outreach to K-12
- to enhance teacher education
- to ensure successful student transitions from high school to college

In addition to responding to the MnSCU System level strategic initiatives, WSU was asked to identify and report on three to five goals and corresponding indicators specific to our university.

To begin the process of identifying these goals, the president, vice presidents, deans, and assessment coordinator met in a two day retreat with Dennis Jones from the National Center for Higher Education Management Systems (NCHEMS). During that retreat, the MnSCU initiatives were examined alongside
goals from the NCA plan. Through discussion among those present, it became clear that there were significant similarities between the MnSCU Strategic Initiatives and WSU’s NCA Assessment Plan.

To identify the specific indicators to which WSU wanted to be accountable at the system level, it was felt that using goals and indicators from the NCA plan provided a solid starting point. These goals, grounded in the long range plan of the university, had been the focus of ongoing data collection, thus providing a point from which to begin developing strategic plans for improvement. Two additional goals (partnership development and technology) were developed as the result of a perceived need to emphasize these areas more in the NCA Plan, and the seven were labeled the WSU Leadership Emphasis areas:

**Student Success:** All WSU students will graduate possessing the skills, capacities and talents required for high performance in subsequent endeavors.

**Student Satisfaction:** WSU students and alumni will report high level of satisfaction with their experience at WSU.

**General Education:** All WSU students will have a solid foundation in general education.

**Faculty and Staff Development:** Winona State will develop the human resources to accomplish the goals of the university.

**Partnership Development:** WSU graduates will meet or exceed the expectations of the citizens, businesses, and communities that we serve.

**Technology:** There will be a seamless integration of technology into the academy at all levels.

**Enrollment:** WSU will effectively manage enrollment to meet the goals of the university.

The fulfillment of these objectives would not only facilitate the achievement of the goals identified in the NCA Assessment Plan, but also bridge the gap between that plan and the MnSCU Strategic Initiatives.

Though MnSCU’s Strategic Initiatives never gained a stronghold in the system after the departure of Chancellor Eaton in 1998, WSU remained committed to the Leadership Emphases, which have served as the primary planning model for the university. The Winona State University self study examines how each of these emphases contribute to the Principles of Good Practice on our campus.
Winona State University’s Commitment to Assessment

Assessment Resources

In the early 1990s as part of the state-wide Q7 initiative, WSU was required to fence $100,000 each year for quality enhancement projects. WSU re-granted this money to academic and non academic departments in amounts of up to $7000. When the Q7 initiative was replaced by the new chancellor’s strategic initiative in 1996, Winona State continued to fence the funds and continued the challenge grant program for assessment-related projects at the department, program and unit level. This budget has been cut to $75,000 for the 2001-2002 academic year. It is unclear if this is a temporary situation caused by the current budget situation, or a reprioritizing of the assessment initiative on campus.

In 1999, Winona State received a five year, $1.367 million dollar Title 3 (Department of Education) grant. Personnel dedicated to assessment include a full time assessment coordinator, two level 3 technical analysts, a data analyst, two student data analysts, and two student assistants.

Assessment Day

Since 1999, WSU has dedicated a day to student assessment activities. On this day, virtually all classes are cancelled and assessment activities are planned for all students on campus.

Assessment Day is divided up into two sections — the morning, which involves first year students participating in focus groups and sophomores participating in the CAAP exam. In the afternoon, many academic departments schedule activities for their majors and minors.

Additionally, all students are asked to log on to the Assessment Day Web site to complete an online survey. Surveys are composed of a series of question modules which are be combined together to create specific surveys for individual students dependent upon the number of credits earned. Each module contains between three and forty questions and are combined into surveys that contain no more than 100 questions. Completion of a survey averages 13 minutes.

Question Modules include:

Seven Principles

• Student self report of practice of the Principles in General Education Courses
• Student self report of practice of the Principles in their major courses
• Student report of faculty use of the Principles in their General Education Courses
• Student report of faculty use of the Principles in their major courses.
Progress on Assessment at Winona State University

Over the past ten years, Winona State has made significant progress in implementing assessment both at the university and department levels. While much progress has been made, much more remains to be done.

Most academic departments have assessment plans, though there is a wide range of quality in the plans themselves, due in part to inadequate training and development of faculty and staff prior to requesting that plans be submitted, no administrative follow up, and no penalties for non participation. A number of academic departments have done excellent work on assessment and can demonstrate changes as the result of collection and interpretation of assessment data.

The majority of academic departments participate in assessment activities either on Assessment Day or at other times throughout the year. Still, much department level assessment is focusing on student satisfaction and process-related concerns. While both of these issues are important, the assessment of student learning outcomes needs to be emphasized.

Winona State will need to make a decision soon about fully committing to a comprehensive assessment program. Currently, administration only ‘encourages’ or ‘urges’ students to participate in assessment day. Administration has to this point repeatedly resisted recommendations from the Assessment Committee to require students to participate in assessment activities. Voluntary participation in assessment results in lower than optimal student participation. On the April 2000 Assessment Day, while all first year students and sophomores were asked to participate in assessment activities in memos from the president of the university, only 25% of the incoming first year students participated in the
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focus group discussions, and 19% of sophomores took the CAAP exam. Approximately 25% of the student body completed the WWW based student surveys. In the fall of 2000, with the support and encouragement of the first year student experience faculty, almost 70% of students logged into the First Year Student WWW survey. Participation rates in the 2001 assessment day rose only slightly.

While numerous departments do require student participation in assessment activities, other departments and individual faculty have been non-supportive or openly antagonistic toward the assessment initiative. While voluntary compliance might eventually yield healthy response rates, it will not be until more faculty value assessment, which will not come until administration openly values assessment. There are still apparently a number of faculty who openly dismiss assessment in their classes and tell students that participating in assessment activities is a waste of their time. The participation rates in assessment activities such as the pre-enrollment survey vary significantly by individual faculty member, while student participation in other assessment activities vary by departmental major, providing some evidence that faculty and departmental attitudes toward assessment impact student participation rates.

Academic Departments

College of Business
The College of Business conducts an annual exit survey of graduating students. A copy of the results of the survey can be found in File D in the college report. The surveys have been administered yearly since 1994. The survey seeks information on:
• Overall level of satisfaction with the business programs at WSU.
• Level of satisfaction with advisors concerning availability, prompt feedback to questions, concrete/direction answers to questions, and overall assistance.
• Overall level of satisfaction with the College of Business faculty at WSU.
• Satisfaction with the variety of instructional methods/techniques utilized throughout the coursework on specific majors. Items considered include: cases, papers, simulations, research projects, discussion sessions, presentations, lectures, guest speakers, videos, overheads, role-playing, blackboards, problem solving, and IT V.
• Satisfaction with the skills taught in the major: business knowledge, qualitative knowledge, research methods, computer usage, management techniques, and communications.
• Satisfaction with the library and computer labs.
• The number of hours the student works per week.
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• The number of hours spent in the library per week.
• The number of time students met with advisors per semester.
• The number of hours spent studying each week.

In addition, the College of Business administers the business subject matter exam created by ETS. Results of the exam, which is administered to students in capstone courses, can be found in File E in the college level report. In almost every area, WSU students score above the national norms.

All of the individual departments in the College of Business have assessment plans, though, as in all colleges, there is a range of faculty commitment to assessment and the amount of progress made in the implementation of the plans.

The Accounting Department has developed an assessment plan, and the department-level report indicates that progress is being made. The department offers an accounting computer application class and requires students to do more research using the computer. The changes are the result of formal and informal talks with alumni and employers, and from the information obtained from the College of Business Exit surveys.

The Administrative Information Services (AIS) Department reports that it has implemented the Seven Principles for Good Practice in Undergraduate Education. The department’s assessment plan incorporates multiple methods of assessment including exams, simulations, self- and third-party reports, portfolios, and behavioral observations. The plan includes not only measures of performance but also measures of perceptions, attitudes, and opinions. Assessment data collection centers on comprehensive portfolio maintenance. The changes that resulted from data collected through the assessment plan were:
• Continued to embed Seven Principles into course syllabi.
• Upgraded technology and increased assignments assessing Web Sites in addition to traditional library sources.
• Increased use of classroom assessment—twice a semester in selected courses. For example, employing Q-Cards for feedback on a daily, weekly, or biweekly basis as appropriate dependent upon the course.
• Increased collaborative learning by more frequently using small discussion and triads.
• Employed a greater number of accelerated learning techniques as class activities and reinforcement.
• Increased the portfolio usage for assessment of course work particularly in business teaching methods course.
Systematic student assessment is not well developed in the Business Administration Department, where information relating to progress toward departmental goals and objectives has been collected by individual faculty rather than on a departmental basis.

The departments of Economics and Finance are interested in finding out if the students are learning the material that is expected of them in both economics and finance and in determining the effectiveness of course delivery. To this end, the department has begun gathering data on student learning using nationally normed tests in economics and finance. By the end of this academic year, the department will have administered the ETS exam to three classes of finance seniors. The data may be used to assess student learning in finance. The same is being done for economics majors, but because of the small number of economics majors, it is more difficult to draw conclusions that would be statistically acceptable. This past semester, the economics program administered the TUCe for macroeconomics (a nationally-normed test designed just for economics) to seven sections of principles of macroeconomics. Pre- and post-tests will be administered for all sections. This will constitute the base data for assessing student learning in the Principles courses.

Marketing students have participated in qualitative focus groups and quantitative surveys at the end of every semester to determine the success of the laptop initiative. Three communication classes have been added to the curriculum to develop oral and written skills. The marketing curriculum was revamped to include consecutive 6-semester hour courses designed to teach marketing concepts and provide an opportunity for students to use the concepts in a practical scenario. The marketing faculty are working on a guest lecture program so first-year students can get to know the marketing professors and program.

College of Science and Engineering
All of the departments in the College of Science and Engineering will have participated in at least one of the two planned Assessment Days. Every department has received at least some funds to develop or implement an assessment plan in the past seven years. The departments are at different positions in the process, but all have made some progress. Some examples of the differences are as follows:

Chemistry has developed and started to implement an extensive list of goals the department outlined in a Quality Assurance and Assessment Plan; Biology struggles to coordinate efforts to redesign and implement their assessment plan; Engineering has put into motion an extensive assessment plan in order to remain
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accredited; and Math needs to regroup and decide what their focus should be in the next few years.

Most departments started out in a very similar manner about six to seven years ago when administration made the initial efforts to bring assessment to the academic departments. The departmental assessment plans initially tended to be overly ambitious, and it was sometimes difficult for departments to get started with data collection because it seemed overwhelming. Chemistry started with over 100 indicators—a very long list to try and assess in a meaningful way. But, with discussion and continual input, they were able to better manage their process, and have produced a departmental plan that is referred to every time they make decisions. Other departments have used assessment in ways that often reflect their strengths in certain areas. For example, Geoscience has very specific goals that deal with graduates and alumni. They have a long history of remaining in contact with their alumni (newsletters, scholarship fund-raising, web home page), and thus have a rich body of information about graduates that is used to assess the relevance and quality of the curriculum.

All of the departments in the College of Science and Engineering have included the integration of technology into their curriculum. For most, this has been in alignment with the university's laptop initiative. Another consistent item is that all of the departments have now incorporated some type of formal mechanism for receiving student feedback, assessing the feedback, and then providing a response or initiating a change.

As noted above, the formal involvement of departments in the assessment process does vary within the College. It can be noted that the larger departments (in terms of majors or faculty) tend to have the most difficult time implementing a formal plan. Also, the change of personnel, especially in leadership roles within a department, can make a huge difference in attitude toward and success of assessment. It should not be assumed that because some departments appear to be 'floundering' in implementing their plans that assessment is not going on. Every faculty is involved with assessment with their own classes. Awareness of different types of class and curriculum assessment and self-reflection is very high. These issues are discussed yearly with all new faculty during the Professional Development Process that leads to promotion and tenure.

The Dean has noted that for some departments, the impetus for change and improvement comes from individuals and then reaches what can be referred to as a “communal awareness” where changes then can take place at the departmental level. For example, it may appear that the plans for portfolios and formal student
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testing proposed by the Biology Department failed. Yet, they have one of the highest levels of student/faculty research involvement. What needs to be discussed is why portfolios may not work for Biology, not that they failed.

Many of the strengths related to the continuous improvement of the College of Science & Engineering will become evident in the presentation of the “Implementation of the Seven Principles for Good Practice in Undergraduate Education” in Section 6 of their college report. This type of discussion more clearly reflects the changes and improvements that have occurred because of assessment and thus have directly affected the quality of the undergraduate experience in science for the students at Winona State University.

College of Nursing

Assessment is strong in the College of Nursing. Both departments have developed plans that are being implemented. There is a commitment to creating an evaluation culture. For the Department of Health and Human Performance, their plan’s strengths are related to the measures of student success/satisfaction correlated to the leadership emphasis of the University mission. The weaknesses are the design of the survey, return rate of respondents, and difficulties assessing the Department’s technology goals.

The Department of Nursing is examining ways to refine their plan so it is very targeted and time effective in its implementation. This department’s plan is very thorough to the point of being too much work. A strength is that all program outcomes are defined but many of these definitions are rather broad. Mechanisms to measure all outcomes are in place. Weaknesses in the plan are lack of benchmarks to better measure progress towards outcomes, some tools are not tested for validity and reliability, and the low return rate from graduates and employers. Each department has a program evaluation plan that reflects their commitment to continuous quality improvement. The health education major and exercise science areas in the Department of Health and Human Performance have their program evaluation plan embedded within their program accreditation review process for NCATE and CAHEP respectively. The same is true in the Department of Nursing relative to NLNAC accreditation. The formalization of these program evaluation plans has led to a consistent plan for data generation and analysis. Evidence is documented in the most recent accreditation self-studies for both departments identifying how assessment data are used to provide direction for program improvement. These are available from each department head.

Within the Department of Health and Human Performance the goals have been assessed with WSU Level I and Level III grants. Data is collected on student
satisfaction/success from juniors, seniors, internship students, alumni, and employees. All the majors were surveyed on the Seven Principles of good practice in undergraduate education. Results indicate very good results on most items. The Department has continually surveyed all students with internships on satisfaction with the curriculum, major, and internship site.

The Department of Nursing has timelines for assessing the goals in the assessment plan so that not every one is reviewed every year. Data is collected through a variety of tools. On a yearly basis undergraduate students complete the Undergraduate Nursing Program Evaluation, a tool composed of Likert scales and focus group questions, the Caring Dimensions Inventory, the Peer Group Caring Interaction Scale, and the Good Practices in Education survey. The graduate students on a yearly basis complete a program satisfaction tool which last year was focus group questions and this year is similar to that of the undergraduate program. In addition graduate students complete the Caring Dimensions Inventory, Peer group Caring Interaction Scale, and the Good Practices in Education survey. Both groups complete a battery of critical thinking tests upon beginning the program and completing the program. The California Critical Thinking Dispositions Inventory and the California Critical Thinking Skills Test are used. In the past the Watson-Glaser Critical Thinking Appraisal was also used. The undergraduate majors in the generic option are also tested for licensure readiness. Two years ago the Mosby AssessTest was used on a voluntary basis, last year the Preparing for NCLEX-RN CAT was used on a voluntary basis, and this year the HESI Exit Exam was required of all. This year seniors in the undergraduate nursing program were surveyed through questionnaire and discussion groups about the usefulness of the portfolios for showing their successful progression to meeting program outcomes. In addition, the portfolios themselves were reviewed. At one year and five years post-graduation alumni from the undergraduate and graduates programs are surveyed with a written tool. Alumni are asked to give the employer survey to someone in the respective position who knows them. On a yearly basis the faculty are surveyed regarding their satisfaction with the programs and department operations. When new faculty join the department, through the search committee the department reassesses the mix of faculty and needs for delivering the programs. Yearly the faculty review the results of undergraduate majors on the licensure exam and the results of nurse practitioner majors on the certification exams.

Within the college there is a concerted effort not only to collect data but also to use it for revisions or continuing processes that do not need to be changed.
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In the Department of Health and Human Performance the curriculum has been revised based on the information from interns and alumni. Advising and advisor procedures have been reviewed and strengthened. Faculty has adopted an emphasis on classroom and worksite technology. Software has been ordered for classes, and faculty has sought additional training via workshops/seminars.

In the Department of Nursing several changes have been made based on data from assessment. For example, the directions and faculty tracking of portfolios is being strengthened based on students’ feedback that portfolios were not helpful in showing their progress and therefore were not really being used. One of the critical thinking tests, the Watson-Glaser Critical Thinking Appraisal, has been discontinued because the results showed no difference between entry and exit and thus was an ineffective duplicate of the others. The process for determining NCLEX-RN readiness was tightened as the NCLEX-RN pass rate dipped below 90%; all students are required to complete a computer-based readiness test and review the results with a faculty member. Based on faculty feedback that the committee and sub-committee system was not working well, the by-laws were suspended for the past year and a different structure implemented. This structure is being reviewed with a new decision-making process being developed.

College of Education
All of the departments in the college of Education have assessment plans in place and are working on implementation of them. The Special Education Department had not completed their self study at the time of this report.

Faculty in Counselor Education report that they are moving more slowly than expected, not because of diminished interest or commitment, but because of other pressing department initiatives (the self-study for national CACREP accreditation, and partnering with a local school district in a major school counseling transformation initiative through the Education Trust.) These other initiatives, however, are clearly in keeping with their assessment plan goals.

Counselor Education’s assessment plan’s clear strength is its practicality and connection with department mission and goals. Its weakness is that, although manageable in scope, it still has numerous components to be managed by a relatively small, though very active and productive faculty.

The department has received two assessment challenge grants, and several changes can be identified as a result of the Counselor Education’s assessment initiative. A major change which was addressed over more than 2 years of work by several Counselor Education faculty and feedback from a student/program graduate advisory group as well as numerous currently-enrolled students was the
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adoption of a major Counseling Skills Assessment form. This is used as a test/retest instrument through their training sequence of courses, and was adopted in its present form by the department in the Spring of 1998. Following the 1999-2000 curriculum review, its usefulness again is being reassessed. In the Fall of 1998 the several Counselor Education department faculty voted to eliminate the courses 675/676 (Pre-Internship I and II) as required courses for counseling majors. Having piloted the courses and included them in the converted quarter to semester curriculum, the clear assessment of students and faculty was that the material covered in the courses could be subsumed within the Practicum/Internship courses, with the 675/676 courses as a non-value added component of the curriculum. A nother major curriculum review, spurred but the Transforming School Counseling national guidelines, was completed during 1999-2000 and implemented in 2000-2001.

The Counselor Education student organization (CESO) in Spring of 1999 expressed concerns about the potential for additional time necessary to complete the department’s training sequence of courses because of the two (no longer three) available academic terms per year under the semester system. In 2001 as an Assessment Day activity, a newly-formed Regional Advisory Board of school and agency professionals to give input on this and all department issues and processes was first convened, and will meet twice yearly. During the 2000-2001 academic year, a continuous two-year schedule was approved to aid in student program planning. And finally, in 2000-2001 a Seven Principles-based survey for students and graduates was designed, approved, and implemented.

The Educational Leadership assessment plan is extensive. The Educational Leadership faculty have developed a set of indicators for each goal in their assessment plan and have evaluated their progress yearly.

In terms of outcomes with respect to student learning, The Educational Leadership faculty did not believe that the comprehensive examinations adequately tested the knowledge of students seeking the master’s degree. Although take-home examinations were thought to encourage student thinking, for the most part they were found to result in passage after passage lifted from books and lecture notes. Therefore, they returned to on-site examinations. Another change, again concerning student knowledge, was the development of specific curriculum and principalship courses with emphasis on particular levels. Although such courses had been reduced and consolidated during the semester conversion, the knowledge they should have dealt with was not adequately provided, so the faculty developed new courses that more effectively met the goals of their plan.
One area that does need consideration by the Educational Leadership faculty is the "Outcomes" measure of "Student Learning," in relation to licensure students. The plan's emphasis on M.S. and Specialist students is simply not realistic in view of the large number of students who seek licensure. The Ed Leadership Department is considering using measures other than course passage for students seeking licensure but not degrees, and a separate test for competencies.

The Education Department's assessment plan is concrete, manageable and tied to the needs identified in their ongoing review and improvement process.

During the past six years the department has engaged in several self-study processes, two for NCATE/Minnesota Board of Teaching, and one for the university-wide assessment initiative. In April, 1999 selected faculty and students met to review and revise the department assessment plan. The result of the meeting was the establishment of a department assessment committee consisting of faculty and students who would meet regularly to review and revise the assessment plan, analyze results and report them to the department, make recommendations for change, coordinate and monitor the 1st and 3rd year assessment of graduates, and plan and conduct all assessment day activities. This plan was implemented during 2000-2001.

The most recent self-study revealed that the Education Department has made significant progress on developing and implementing performance assessments of student learning, infusing of technology into course work, and enhancing collaboration among higher education faculty, school personnel, and members of the professional community.

Areas needing improvement include improving communication with students about new licensure programs, following-up consistently with graduates, updating the Education Department website and making better use of it, and promoting and supporting faculty scholarship.

All Physical Education and Recreation staff have been encouraged to incorporate departmental assessment plan goals into their Professional Growth and Development Plans. Several, but not all faculty did this. A departmental Curriculum Advisory Committee has been formed to advise on curricular changes/future program revisions that will serve to better meet the needs of students and programs.

The strengths of getting involved in such planning is that it has helped the Physical Education and Recreation (PER) department focus on what it does well
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and what it needs to do better. Another strength is that it has forced the PER faculty to be forward looking. Some positive changes have occurred as a result of departmental assessment planning, including the revision of the internship process and administrative support for the hiring of three new Ph.D.s.

Challenges facing the Physical Education and Recreation department’s assessment implementation include retirements, budgetary constraints, split positions, and new and somewhat inexperienced (yet hard working and enthusiastic) faculty.

College of Liberal Arts
All departments in the College of Liberal Arts have assessment plans. Nearly all of the original plans were too ambitious, and so most departments have received funding to pare their goals and objectives down to a more manageable number. As a result, department plans are now reasonable and workable. With the exception of a couple of departments, departments now have from three to six goals, and have begun to move to collect data. Goals largely focus on academic outcomes for disciplinary majors, although some departments have also established goals for more pragmatic issues such as advising.

Nearly all departments began to collect data on their plans during Assessment Day in the spring of 1999. Typically, faculty conducted surveys, reviewed portfolios, or interviewed their majors and alumni to determine how successful their curriculum was. One department offered a standardized test as a method of measuring accomplishments in the field. Generally, then, the College is well advanced in collecting data on its students and programs.

During Assessment Day 2000, departments advanced on their plans from the previous years. Psychology and Political Science used their alumni to conduct surveys to discern the quality of the major. A number of departments provided their students with the opportunity to fill out the Seven Principles Inventory. For the College, these departments included Art, Communication Studies, English, History, Paralegal, Political Science, and Social Work. Sociology, Mass Communication and Criminal Justice reviewed senior portfolios and held an open discussion with majors to gain additional insights into the response of students to the curriculum. Generally, the majors believed that the faculty practiced the Principles more regularly or the same as did the rest of the university with the exception of the use of technology methods that were “rarely” incorporated into the classroom.
Most encouragingly, the departments have begun to take action based on what they learned from the data they gathered. Some of these changes are quite significant. For example, the Mass Communication Department has restructured its curriculum in part based on data gathered on Assessment Day. The Art Department has used input from assessment to point out to the administration the pressing need for a Graphics Design option, and planning has begun on implementing the program.

Political Science has learned that its graduates particularly value the research component of the curriculum, and hence they are working to enrich it. Theatre learned that it needed to expand its season to include some student directed production, which it has done for the past two years. History has developed a new course that introduces majors to a historical way of thinking and various historical methodologies to better prepare them for success in upper division classes. Communication Studies has very successfully revamped its advising process thoroughly to ensure that a greater percentage of students successfully navigate their way through the registration forest and graduate in a timely fashion. Finally, English has learned the value of its portfolio system and has incorporated other student suggestions into its curriculum.

Assessment Day also provided the opportunity for the College to demonstrate its leadership in the drive to create a university-wide culture of assessment. Incoming first year students now receive a brochure at orientation entitled “Your Future at Winona State University… and how assessment will make it better.” Faculty and administrators in the College played an instrumental role in the creation of the pamphlet and in the institutionalization of Assessment Day.

To some degree, assessment has become a part of the culture of the university under the leadership of our assessment coordinator, Dr. Susan Hatfield, who is a faculty member in the College of Liberal Arts. Discussions about assessment now occur regularly in the orientation classes, and participation in Assessment Day activities increased markedly between 1999 and 2000. The leadership at the university understands that it takes time to build an assessment culture, and is pleased with the progress made thus far.

The College of Liberal Arts has been particularly involved with the general education component of Assessment Day. Faculty from the English Department have volunteered to evaluate the writing portfolios that juniors provided. Also, other faculty from the College played key roles in encouraging participation in the CAAP examinations and offering incentives for student participation in the focus groups and surveys.
In addition, the College is extremely proud of the leadership demonstrated by the Student Senate and its Academic Affairs Committee, which has played a key role in the success of WSU’s Assessment Days. By publicizing the event and evoking the idea of student responsibility for improving their learning, the student leadership mobilized support for the Assessment Day events. Of course, this is yet another example of creating the culture of assessment that the university wants.
Support Units

Housing
For the last four years, the Housing Office has conducted the nationally normed ACUHO-I Survey to all residents in university housing. Numerous changes have resulted including changes in facilities, programs, and training.

Student Union
During Assessment Day, 2001, the Student Union conducted a comprehensive survey of student union services. Changes will be implemented starting in fall semester 2001.

Student Affairs
Six of the thirteen departments do not have an assessment plan in place. For the eight who do, it seems they are feeling their way on how to make their respective plans meaningful, measurable, and consistent. Of the departments with plans, their respective summaries of self-assessment are:

Campus Dining:
First, the quality and variety of fresh and wholesome foods to a diverse population is a priority. Keeping the student’s interests first and foremost is the direction of Food Service in the coming years. Secondly, increasing Catering and Conference sales beyond the current boundaries will be of mutual benefit.

Career Services:
Most areas of the plan have continued to be assessed. Due to changes in both the number of full time staff and the methodology of how we deliver our services, some of the goals have been amended or eliminated since they were written for FY ’93.

Child Care Center
The Child Care Center is well on its way to meeting its goal of providing a rich and nurturing environment for the children, physically, emotionally, socially, intellectually, and spiritually. The area that still needs work is in creating a connection between the families and the center through planned events and activities.

Counseling Center:
The Counseling Center assessment plan has remained consistent over the past several years. Improvement has been made in the area of assessing outreach and educational programs that are offered by the staff. More attention is paid to assessing the broad range of activities in which the counselors are involved.
Assessment has become a regular topic of discussion as we seek methods of refining its assessment plan.

**Cultural Diversity**
Improved services and increased retention, graduation and employment rates are evident. There is an increase of minority student leaders, participation of minority student interns, programs and increased campus and community involvement. The assessment plan was introduced in the Spring of 1999. Some progress has been made in the area of data collection.
University Relations

All of the areas in University Relations have assessment plans and most areas have been actively working on them. Unlike most academic areas, University Relations has several areas in which outcomes can be readily measured, such as the amount of money donated, participation in alumni activities, and success in getting articles about the university printed. Because so many of the efforts of the University Relations areas generate tangible feedback, assessment seems to be part of “business as usual” for this area, even though formal assessment procedures may not always be well documented.

While outcomes can be measured and each area can provide evidence of progress and changes made in their areas over the past ten years, the relationship of the changes to the area’s assessment activities is not always clear or direct. Still, some notable examples of how assessment has been used can be found in University Relations.

For instance, the Public Information Office assessed the type articles run in small weekly regional newspapers and found that the public image of WSU was greatly enhanced by the larger, more well-developed student news feature stories that include positive student-centered content. As a result of this assessment, the Public Information Office has shifted the emphasis of its student employees assigned to Hometown articles, to spend more time and energy on the more well-developed feature articles and less on “boiler-plate” type hometown releases, such as the Dean’s list and Grads list. Those lists are now prepared and distributed by the Public Information Office clerical staff.

Perhaps the biggest impediment to assessment in University Relations is the fact that staffing levels render impossible the undertaking of some worthwhile assessment activities. For instance, the Public Information Office has one full time employee. There have been some recent shifts in staffing in this office and the addition of a Major Gifts Director should ease some of the burden of documenting numerous assessment activities already in place in this area. Further education and training by the Office of Institutional Research and Assessment Office might also be helpful.
Academic Affairs

Assessment in the Office of Academic Affairs range from some of the most well thought out and implemented plans on campus, to nonexistent. All of the areas in Academic Affairs except for Computer Information Services have created comprehensive assessment plans and most of the areas can provide evidence of changes to their area as the result of implementation of their assessment plans.

Office of Grants & Sponsored Projects

Assessment results have been used by the Office of Grants & Sponsored Projects to modify its publication, the Bulletin, develop a targeted information forwarding process, change the institutional approval process, direct the types of educational presentations offered and inform Web site content. Analysis of the May 1999 Assessment Survey results and the number of “hits” on Web site pages will direct future changes. In addition, questionnaires from classroom presentations indicate a need for the Office of Grants & Sponsored Projects to go “multi media,” (especially as the laptop computer initiative permeates the institution). Developing Power Point presentations and Web-based presentations on proposal writing and related topics will serve both students and faculty.

The mission and goals in the Office of Grants & Sponsored Projects Office assessment plan have been refined and re-touled to reflect technological developments in the Office and refinements in the Director’s job description, and are now fairly stable. In terms of the indicators, some data has been consistently collected over the years and appears to be quite useful. Collecting data on some other indicators has proved to be quite cumbersome and time-consuming. “Pencil and paper” tracking of phone calls and drop-in visits is not accurate (Instances are easily missed in the rush to provide answers.); and meticulous recording of email questions and replies seems to be at odds with the concept of “paperless” efficiency of operations. These process indicators clearly need further refinements. Application of the plan (in terms of being able to conduct better data analysis) could be strengthened through development of a benchmarking strategy.

Advising and Retention

There are many assessment measures in place that assist the department of Advising and Retention in assessing their outcomes. All professional staff keep a daily log of student contacts and categorize the type of contact made with each student. Intake assessment forms are completed for each student seeking tutoring, and advising intake forms are completed and folders are kept for students that are advised by department staff. Both peer and master tutors have
student clients evaluate the service they have received, and the Student Support Services personnel ask student clients to evaluate all services received. A record of tutor/student contacts and the outcome of those tutoring contacts as well as an end-of-semester report on each student client is kept by the tutors.

Other assessment tools that have been implemented include a student assessment of the New Student Orientation program, an assessment of the Summer Registration program, and a form used by department professional staff to report on presentations given outside the department. The Advising and Retention department monitors and tracks students who are not meeting minimum academic standards, and also utilizes many of the assessments done by the University that relate to our department goals, such as the Student Satisfaction Inventory and university retention and graduation statistics.

Several of the Advising and Retention department’s processes have changed as a result of assessment. Programs and services have been changed, dropped, and added on the basis of information received from assessment. For example, the hours and location of tutoring services, the structure, format and curriculum of New Student Orientation, and orientation leader training all have been revised as the result of assessment.

Since the development of their assessment plan, the staff has met to reconsider and modify it. Advising and Retention staff members believe that the goals and objectives of the plan are realistic and that they are making steady progress in meeting them. They have implemented many measures to track the indicators, but are not yet tracking all indicators in the plan. Further progress needs to be made in the area of assessment of advising. Another area needing attention is the tracking of students who are placed on academic suspension or probation. By implementing more assessment measures in this area the Advising and Retention department hopes to learn more about what specific variables make students more likely to regain good academic standing and go on to graduate.

Because our assessment plan was developed by the department’s professional staff, working together as a team, there is widespread ownership of the plan. The plan is truly a department plan generated by the people who are working every day toward the goals and objectives. As noted earlier, the goals and objective are realistic and attainable, yet provide challenge and opportunity. The goals and objectives reflect the Principles and philosophies of the department staff, who are committed to assisting all students in achieving success and reaching their full potential. The experience of working together to create the plan helped create a stronger sense of teamwork within the department. Because the Advising and
Retention Department is fragmented by its wide variety of programs and services and even separate locations, the creation of the plan and the emergence of the shared goals and objectives helped the department staff feel more connected and more like a true team.

The main weakness of the Advising and Retention assessment plan is the fact that there are so many indicators (52 in all) and no realistic plan for measuring and tracking all of these indicators. This needs to be addressed with either reduction of the number of indicators or a significant diversion of resources toward data collection.

Residential College
The Residential College has one of the most evolved assessment plans at the university, putting together annual assessment reports. Starting in 2000, Residential College will merge its assessment with Housing. This is in response to resident assistants’ desire to have one survey instead of two. Residential College goals have been normed to Noel Levitz and cross-checked with the UCLA G.

Library
Many of the indicators in the Library’s assessment document have been regularly collected as part of the normal statistical reports sent to the administration. This data is eventually sent to the Federal Government’s Integrated Post Secondary Education Data System (IPEDS).

Since the university’s 1991 accreditation, the Library has conducted satisfaction surveys, focus groups, and traffic studies to better understand how to improve their services. Many processes have changed to improve the library’s delivery of services in keeping with their mission. The vast majority of those changes occurred not because of some data collection related to an assessment activity, but because the staff are constantly searching for improvements in an informal assessment process.

Looking over the entire assessment plan, it is evident that for a great number of the indicators, the library either collects data on that indicator or could collect a fair amount if they were continue to conduct satisfaction surveys of the patrons. The focus group project for Web design was important, because it yielded in-depth qualitative data from users, rather than just the quantitative data regarding satisfaction. To build an adequate data set on the present assessment plan would require continued satisfaction surveys and focus groups to solicit patron feedback on library processes.
A n aspect of the 1996 assessment plan that could be considered as both a strength and a weakness is that it does not call for a great deal of rigorous testing of variables. For the most part, indicators are either indications of patron satisfaction, or are numbers related to the level of activity within a library process. Those latter numbers then have to be analyzed and interpreted because their meaning is not rigorously proven.

This aspect of the plan is a strength from the point of view of effort expended on assessment. The plan is low maintenance. It does not test one variable while holding others constant, but it does provide indirect indications of quality. Scientific investigation can be extremely labor-intensive, and when the benefits of it are not great, it is not cost effective. When the effort expended on the assessment of an activity has a negative impact on the ability to conduct the activity itself, that style of assessment is questionable. As noted, most of our process change has occurred because of informal self-assessment. However, from the point of view of being absolutely sure that a particular change is needed or correct, this lack of rigor is a weakness.

The other major weakness with our 1996 plan is that it has no schedules for the collection of data, and does not specify who is responsible for doing so. The Library plans to revise the plan to address that shortcoming.

Office of the Registrar
The Office of the Registrar's comprehensive assessment plan is an example of the lack of faculty and staff development early in Winona State's assessment initiative. The Registrar's assessment plan contains six goals, 52 objectives, and 64 indicators by which achievement of their goals could (in theory) be measured. The complexity of the plan, in addition to two other significant system wide initiatives which demanded their attention, has resulted in little progress on assessment in the Office of the Registrar.

With the exception of counting the number of transcripts produced, the Office of the Registrar never got started measuring the degree to which it was succeeding in achieving its objectives. Shortly after October, 1994, the Office of the Registrar became involved in helping the Minnesota State University System plan its new Integrated Student Record System. It became the system which the Minnesota State Colleges and Universities implemented in 1998, and which came on line on August 21, 1998. Meanwhile, planning and preparation for the conversion to the semester calendar and unit of credit got fully underway. Work on the twin conversions—data and semester—consumed the time and energy that would have been given to assessment. As such, the Office of the Registrar has made almost no progress beyond setting goals, and identifying objectives and
indicators. They are aware of the need to identify a small number of important objectives, and focus their efforts on improvement in those areas.

**Computer Information Services**

Computer Information Services, one of the cornerstones of the Winona State University for the past decade, does not have an assessment plan. However, the Computer Information Services department has assessed some limited aspects of their operation in the past ten years. When the new student technology money was available in 1992, Academic Computing worked with Prof. Charles Flynt, student representative Richard Williams and other members of its All-University advisory committee to create a survey to learn student preferences for lab locations, lab hours and machine platforms.

Computer Information Services has participated in a few formal mechanisms that allow them to gain feedback from user communities and discuss issues. In the early 1990s, Academic Computing worked with an All-University advisory committee. In the later 1990s, they worked with the All-University Technology Committee. Since the student technology fee was established, Academic Computing has presented an annual plan for how to use the technology fees to the Student Senate. Student Senators have had the opportunity to request changes and give feedback on equipment and computer support decisions. At the time that the Laptop University program was being finalized, the Student Senate held forums with Computer Information Services staff to allow for discussion and feedback of laptop policies.

Other groups on campus will conduct assessments of computer needs, especially when those groups take issue with plans or decisions made by Computer Information Services. For example, when Computer Information Services proposed moving to support for a single platform—the Microsoft Windows platform—the Computer and Multi-Instructional Systems Committee, a committee of Faculty Senate, conducted a survey of faculty computer usage to collect evidence to argue for the need for continued support for Macintosh computers. The University administration decided to continue support for both Microsoft and Apple platforms.

While clearly assessing computing needs and platform requirements is important to the university, the Computer Information Services department can no longer continue to focus its assessment outward, and instead must immediately begin to assess themselves, specifically on the quality (timeliness, responsiveness, availability) of services they provide to students, faculty and staff on campus. Such self-reflective assessment is critical as the campus laptop initiative continues to evolve and the Computer Information Services responsibilities increase exponentially.
Accredited Programs at Winona State University

**College of Education**

Education  
NCATE Accreditation for all professional education programs and Minnesota Board of Teaching; approval of all teacher education licensure programs from the Minnesota Board of Teaching, April 1993. NCATE Continuing accreditation and Minnesota Board of Teaching accreditation for all professional education programs. April, 1999. Full approval of all licensure programs by the Minnesota Board of Teaching. April 1999.

Counselor Education  
Fall 1999 Department self-study for initial accreditation visit by our national accrediting body CACREP (Council for the Accreditation of Counseling and Related Programs). Fall 1998. Full continuing accreditation by NCATE (National Council for the Accreditation of Teacher Education). Fall 1998 Full continuing program accreditation by the Minnesota Board of Teaching.

Recreation/Therapeutic Recreation accreditation, we must first hire 2 additional persons with Ph.D.s in Recreation before we can seek program accreditation. During our last Recreation/Therapeutic Recreation program review the consultant hired was one who has served on several accreditation visits. This consultant conducted his program review in a manner consistent with what he would have been looking for had he been on an accreditation team visit.

**College of Business**

The College of Business is a candidate in the American Assembly of Collegiate Schools of (AACSB) accreditation process. A copy of the AACSB Accreditation Plan can be found in File F. Our pre-candidacy plan was completed in August of 1997, and notice of acceptance to candidacy was received in October 1997. In August of 1998, we submitted our 1st Candidacy Annual Report (File G). Our 2nd Candidacy Annual Report was submitted in August 1999 (File G). It is our intent that our self-evaluation year will be 2001-2002 with the peer review team visit in the fall of 2002.

(Note: Copies of department NCA self-evaluation reports are in File H).
Accredited Programs at Winona State University

College of Science and Engineering
The Department of Engineering is accredited by the Accreditation Board for Engineering and Technology (ABET). The department has been accredited since July 1994. Last year, the department underwent the reaccreditation process which included the site visit in Fall 1999. The preliminary report indicates that accreditation will again be awarded.

The Chemistry Program has been approved by the American Chemical Society (ACS) since 1987. The ACS approval process is very rigorous and similar to other national accreditation processes. Yearly reports are submitted and renewal is for a period of five years.

The Geoscience Department had been approved by the American Institute of Professional Geologists (AIPG). However, AIPG no longer is an accrediting body for the Geological Sciences.

The Aviation minor which is offered through the Physics Department has retained FAA-approval for the past 10 years.

Physics, Mathematics, and Biology have no accrediting body. Computer Science has discussed the possibility of seeking accreditation since it is now available through the Accreditation Board for Engineering and Technology (ABET).

College of Nursing
The Department of Nursing has had continuous accreditation from the National League for Nursing and its successor, the National League for Nursing Accrediting Commission since the program's first graduating classes. For the undergraduate program the first baccalaureate graduating class was in 1968. For the graduate program the first Master's graduating class was in 1988. Additionally, the Department has had continuous approval from the Minnesota Board of Nursing since 1968. Preliminary approval from the Commission for Collegiate Nursing Education was also received in 1998. The Department of Health and Human Performance does not have a single accrediting body. The College of Education, to which School and Community Health Education Teaching majors apply for admission, received National Council for the Accreditation of Teacher Education accreditation in 1998. The Department is currently seeking Commission on Accreditation of Allied Health Education Programs; it is seeking National Athletic Trainers' Association certification for its Athletic Training major with the site visit for November 13-15, 1999.
Accredited Programs at Winona State University

All undergraduate and graduate nursing programs in the Department of Nursing received continuing accreditation by the National League for Nursing Accrediting Commission in Summer 1998. The same programs hold preliminary program approval by the Commission on Collegiate Nursing Education since Spring 1998. The Minnesota Board of Nursing has granted continuous program approval status since the beginning of the undergraduate generic option.

The Department of Health and Human Performance completed an initial accreditation self-study and subsequent site visit for the Exercise Science: Athletic Training major in Fall 1999 by the Commission on Accreditation of Allied Health Education Programs and Joint Review Committee on Educational Programs in Athletic Training. WSU was notified in late Spring Term 2000 of full accreditation status for the maximum eligible period of five years for the program. The Health Education areas were reviewed last year and received continued accreditation by the National Council for Accreditation of Teacher Education for the maximum eligible period of five years.

College of Liberal Arts
Because the College of Liberal Arts has only a few professional programs, national accreditation has not been a major driving force for the College. Nevertheless, some of our largest programs have been accredited for many years and during the past decade had their status reaffirmed. The music program recently received its reaccredidation from NASM (National Association of Schools of Music). Likewise, the paralegal program received reapproval from the American Bar Association in 1999. The Council of Social Work Education (CSWE) has also reaccredited social work, and the criminal justice program has again received statewide certification from POST (Peace Officers Standards and Training Board).

Last year the Theatre-Dance program decided that it would be advantageous to secure accreditation from its national body, NAST (National Association of Schools of Theatre). After completing a lengthy and thorough self-study, and having two site visitors come and examine the program, the department was accredited for five years. In addition, all of the secondary education programs are accredited through NCATE, the National Council Accrediting Teacher Education.

Other programs may seek national accreditation in the near future. Of these, the one nearest to reaching this objective is the Mass Communication Department, whose accrediting body has recently passed new guidelines that better conform to the department’s goals and objectives. Thus, the department at the moment intends to move in this direction with its new curriculum revisions.
Accredited Programs at Winona State University

Although accreditation is not a major issue for the College of Liberal Arts, it does have an appeal for some programs. The university has done its best to support those accredited programs in every way, and to encourage departments seeking accreditation to do so.

Student Affairs

Campus Dining
Health department certification of sanitary operations and facilities. Certification goal of all Food service managers in the National Restaurant Association's Serve Safe program – a nationally recognized program of sanitation and food handling safety.

Child Care Center
Relevant Certifications for the WSU Child Care Center include the license from the state as well as the requirement that each staff person be current in First Aid & CPR.

Parking Services
Parking staff must be certified in CPR and First Aid.

Student Health Services
The Winona State University Health Service laboratory has been a participant since 1991 in the American Association of Bioanalysts proficiency testing service, a continuous program of quality control for laboratory testing. COLA, the Commission on Office Laboratory Accreditation, has accredited the WSU Health Service laboratory since 1994. The laboratory has successfully completed three inspections by COLA since 1994. One registered nurse is certified in College Health by the American Nurses Credentialing Center. The 3 nurse practitioners are certified by the American Nurses Credentialing Center. The medical technician is certified by the American Society of Clinical Pathologists. The physician is certified in Family Practice Medicine by the American Medical Association.

Student Senate
The student senate is a student association recognized by the state of Minnesota. It was established in accordance with MnSCU policy 2.1.
see cover files